

Oakland University
School of Education and Human Services
Teacher Development and Educational Studies (TDES)

TD 5100 - 901 Learning Theory: Cognitive & Effective Development of Adolescence
3 credits, Fall 2018

Instructor: Dr. Anica G. Bowe
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Room: 316 Pawley Hall
Time: 5:30-8:50pm
Days: Wednesday
Office Hours: 4:00-5:00pm Wednesdays & By
appointment

Course Prerequisites: Admission to M.A.T. program.

Course Description: This course investigates learning theories to understand the cognitive and affective development of adolescents. The understandings are interpreted for their implications of teaching in secondary classrooms.

Required Text/Material:

- Toshalis, E. (2015). *Make Me! Understanding and Engaging Student Resistance in School*. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.
- Additional readings available through course moodle web site. This open source text will be used for background reading on developmental & learning theories
<https://www.saylor.org/site/wp-content/uploads/2012/06/Educational-Psychology.pdf>

Learning Goals:

INTASC Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

By the end of the course, students will be able to:

1. analyze adolescent attitudes, learning, and behavior according to developmental, motivational, learning, and resistance theories covered in the course.
2. identify the strengths and challenges with applying certain learning theories to classroom teaching and management.
3. recognize the strengths and assets diverse students bring into the classroom and begin forming an understanding of how to leverage these strengths and assets to promote student learning.
4. analyze certain teacher practices and identify the extent to which they support or hinder student learning and development.

Course Topics:

1. Human growth, development, and behavior from conception through adulthood with emphasis on adolescence <https://mail.google.com/mail/u/0/> - inbox
2. Typical and atypical development, individual differences and diversity, and inclusion of special needs students
3. Learning theories: Behavioral, humanistic, socio-cognitive perspectives
4. Teaching, management & motivational approaches utilizing learning theories
5. Teachers' cultural perspectives and how they may affect their classroom practice

Modes of instruction

This class is 2/3rd lecture, 1/3rd on-line. During lecture sessions, a variety of learning activities are used. For example, information will be conveyed using lecture, and concepts will be clarified in both large and small group discussion and activities. Assessments have been designed to allow for reflection on the teaching process leading to the construction of knowledge about teaching. Instruction will be adapted to meet the needs of the students in this class. On-line sessions will be determined collectively at our first meeting. On-line sessions will be conducted via moodle. We will determine whether these sessions will be **asynchronous** or **synchronous** at our first meeting.

Academic Conduct Policy

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the "Academic Conduct Policy" in the Undergraduate Catalog) Academic Honesty: Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2018-2019 Oakland University Graduate Catalog to read the full Academic Conduct Policy.

Career Services

This is the career resource for students of all levels within the School of Education and Human Services! Denise McConkey, Career Consultant for SEHS, can assist with resume/cover letter

reviews, mock interviews, job search strategies/resources, career advising, social media branding, networking events and much more! Schedule an appointment with Denise via Handshake at oakland.joinhandshake.com. Visit oakland.edu/careerservices for more information.

Attendance & Participation

Your enthusiastic participation is coveted. Students are expected to attend all face-to-face classes, on time, and to also participate in on-line learning class activities. Your active participation and timely completion of tasks is vital to the construction of knowledge and understanding in this class. Please notify the instructor by e-mail of the reason for any missed face-to-face classes. **More than two** unexcused absences may result in a course grade of zero. At times, students fall into unexpected challenges during the semester. For example, OU students tend to be under more stress than the average college student is (many of you work full time, you have to commute, etc). If this happens to you, be sure to inform your instructor as soon as possible so you can work out a plan together that keeps you on a successful track in this course. Please familiarize yourself with the [incomplete policy](#) found in your catalogue in case of dire circumstances and you need to take this route.

Methods of evaluation: Assignments

For assignments that are word-processed, please type in 12-point font and conform to the guidelines of the APA manual. See the following web site for guidance concerning APA writing format: <http://owl.english.purdue.edu/owl/resource/560/01/>. Word processed assignments are to be submitted via moodle as word documents, **not pdfs**. Please attend to the deadline dates for assignments on moodle. For correspondence and assignments submitted via e-mail, use TD 5100 Fall 2018 in the subject title as well as brief specifics about nature of e-mail. E.g. “TD 5100 Fall 2018 –Concept Map 2” or “TD 5100 Fall 2018 question about next class meeting”.

Assessments:-

In class participation (15%)

This includes in class or a/synchronous-on-line discussions/debates/activities. In class absences cannot be compensated.

Group Presentations on Toshalis, 2015 (20%)

You will organize yourselves into 3 groups. Each group will facilitate a 45 to 60 min presentation on Part II, III or IV of the text. Presentation will include summaries of overall themes, an engaging activity that elaborates on the relevant chapters, a current media issue on the relevant chapters, and discussion questions to pose to the class.

Required Reading concept maps (20%) (Individually)

Each week there are required readings that underpin the weekly activities. **Three** times during the semester you are to create a concept map of how you link the readings to what you observe in

the field. Your maps must be based on one chapter per book section. Guiding questions are 1) summarize the main arguments in this chapter. Draw attention to the one(s) that stand out to you the most 2) what connections can you make to adolescent attitudes or behaviors at your field placement? Provide a specific example 3) what connections can you make to your field placement teacher's teaching and management practices? Provide a specific example 4) what questions do you have now have or what surprised you?

Analyze two classrooms: Theories of Motivation (15%) (Individually)

Observe two different teachers at your field placement. Fill out the motivation strategy survey for each teacher. Based on your observations, what is the dominant motivation style or approach inside these learning environments? How effective is it? Justify your response regarding effectiveness with evidence. Which motivational approaches are completely absent? Why do you think this is the case? (e.g. lack of awareness, it doesn't seem appropriate, tried but didn't work etc). According to ed psych theorists, what are the benefits and challenges of using the observed dominant motivational style in the classroom? Be sure to include your reference(s).

Compare both teachers. Which one do you think is more effective in their motivational strategies?

Analysis of Classroom artifacts (30%)

In this course you will individually collect artifacts from your field placement or any other secondary classroom setting you have access to. You will then analyze these artifacts individually and within a group. You will submit one group response to the questions provided. These artifacts consist of

- a) an IEP for a student or 504 plan
- b) two examples of students graded work (an average student and an underachieving student). Samples must be de-identified.
- c) teacher use of text, picture, task as a prompt within a lesson

SEE MOODLE FOR FULL DESCRIPTION OF ASSIGNMENTS

RUBRICS FOR ALL ASSESSMENTS WILL BE POSTED ON MOODLE.

Tentative Course Outline

Date	Topic	Required Background Readings for Lecture	Assignment Due on Friday 11:59pm
Week 1: 9/05	Introduction(s) <ul style="list-style-type: none"> • Overview of Course • Social Reproduction Theory • Resistance Theories 	<i>Required Reading:</i> <i>Chapters 1 – 3 (orient you to the purpose of the text)</i>	

Adolescent Development & Understanding Adolescent Resistance			
Week 2: 9/12	Cognitive Development & Cognitive Views of Learning	Toshalis: pgs. 61-89 “Heavy Situation” vignette & Chapt 4 Cognition and Imagination at the Foundation Open Source Text: pg 46-50	
Week 3: 9/19	Cognitive appraisals of the self <ul style="list-style-type: none"> • Mindsets • Self-concept • Learned helplessness • Self-determination theory 	Toshalis: pgs. 92-119 “Schooling is Not His Thing” vignette & Chapt 5 The motivations that drive opposition Open Source Text: 118-130	
Week 4: 9/26	Understanding why students Disengage Motivational Theories	Toshalis: pgs. 121 – 145 “Super Busy” vignette & Chapter 6: The Passive No of Disengagement Open Source Text: 118-130	
Week 5: 10/3	The Self & Social Development <ul style="list-style-type: none"> • Bronfenbrenner’s ecological systems theory • Parenting styles • Marcia’s Theory Moral Development	https://www.psychologynote.shq.com/bronfenbrenner-ecological-theory/ Moodle: The Coldest Heart Open Source Text: 50-60	
Week 6: 10/10	The Self & Social Development (Student Social Identities) <ul style="list-style-type: none"> • Race/Ethnic identities • Gender, Sexual Orientation identities (Student Classroom Identities)	Toshalis: pgs. 146 – 170 “I’m done” vignette & Chapter 7: Why indignation is better than resignation	Concept Map 1 Motivation observation protocol: Classroom 1

	<ul style="list-style-type: none"> • Shy, resigned, indignant • Antisocial, popular, rejected kids 		
Student diversity, student perceptions of teachers attitude towards diversity, and resistance			
Week 7 10/17	<p>Exceptional Students: Learner Differences and Needs</p> <ul style="list-style-type: none"> • IDEA, 504, Accommodations <p>Impact of socioeconomic status</p> <p>Classroom Assessment</p>	<p>Toshalis: pgs 173-200</p> <p>“Sick of it” vignette & Chapt 8 Socioeconomic Reasons for Resisting School</p> <p>Open Source Text: 85-104</p>	<p>Upload an IEP</p> <p>Upload Two examples of graded student work upload to moodle</p>
Week 8: 10/24	<p>Exceptional Students CONT.: Learner Differences and Needs</p> <ul style="list-style-type: none"> • IDEA, 504, Accommodations <p>Impact of socioeconomic status</p> <p>Classroom Assessment</p> <p>Small group discussion of IEP</p>	<p>Toshalis: pgs 173-200</p> <p>“Sick of it” vignette & Chapt 8 Socioeconomic Reasons for Resisting School</p> <p>Open Source Text: 85-104</p>	<p>Upload group analysis of IEPs</p> <p>Motivation observation protocol: Classroom 2</p>
Week 9: 10/31	<p>Social Learning Theory</p> <ul style="list-style-type: none"> • Race/Ethnic identities revisited • Positive & Negative student identities <p>The myth of oppositional culture</p>	<p>Toshalis: pgs 201-220</p> <p>“It’s not about the pencil” vignette & Chapt 9: Identity & Opposition in the Classroom</p>	

<p>Week 10: 11/7</p>	<p>Language inside the classroom & Immigrant Education</p> <ul style="list-style-type: none"> • Parenting styles revisited • Micro aggressions <p>Small group discussion of graded work</p>	<p>Toshalis: pgs 221-250</p> <p>“Be Respectful” vignette & Chapt 10: Don’t make me assimilate</p> <p>Open Source Text: 75-81</p>	<p>Concept Map 2</p> <p>Upload group analysis of graded work</p>
<p>More Learning Theories & Their application to teaching and management</p>			
<p>Week 11: 11/14</p>	<p>Humanistic Approaches to Teaching & Management</p> <ul style="list-style-type: none"> • Meeting students needs (mental illness) • Understanding Tough Fronts <p>School/Classroom Management</p> <ul style="list-style-type: none"> • Restorative Justice • Peer Mediation <p>Small group discussion of teacher prompt</p>	<p>Toshalis: pgs. 251-274, “Back off” vignette & Chapter 11: Misreading Students’ Relational Needs</p> <p>Open Source Text: 138-155</p>	<p>Analyze Classroom for Motivational approaches completed assignment</p> <p>Upload teacher prompt</p>
<p>Week 12: 11/21 ONLINE</p>	<p>Work on Remaining Assignments</p> <p style="text-align: center;">THANKSGIVING BREAK</p>		
<p>Week 13: 11/28</p>	<p>Behavioral Views of Learning (Applications to Teaching & Management)</p> <ul style="list-style-type: none"> • Dissecting the effects of reward systems inside the class • Functional behavior analysis 	<p><i>Required Reading:</i></p> <p>On-line http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/behaviorism/</p> <p><i>Toshalis: 275-287.</i></p>	<p>Upload group analysis of teacher prompts</p>

		“Panther Points” vignette & Chapter 12 How we provoke resistance in the class	
Week 14: 12/05	Socio-cognitive views of learning (application to teaching & management) Group 1 Presentation	Toshalis 299-310: Resistance is hope	Concept Map 3
Week 15: 12/12	Finals week Groups 2 & 3 Presentation		