



## THE UNIVERSITY OF TEXAS AT BROWNSVILLE AND TEXAS SOUTHWEST COLLEGE

### College of Education Conceptual Framework



### COE Conceptual Development and Knowledge Base

The conceptual framework contains four core concepts, which are themes through which we organize and deliver our programs; hence they are central to our vision of professional educators and scholars. These include:

- Interculturalism
- Interrelatedness
- Inquiry
- Pedagogical Leadership

### College of Education (COE) Mission Statement

- To prepare highly skilled professionals to assume roles and positions in teaching, research, educational leadership, and human development.
- To provide undergraduate and graduate programs based on proven best practice, knowledge acquisition, reflective inquiry, critical thinking, and respect for the cultural and linguistically diverse learner.
- To continuously develop a dynamic local, state, national, and international, dimension that promotes innovations and contributes to scientific educational, economic, and social change.

### College of Education (COE) Vision Statement

The vision of the College of Education is to be consistently recognized as fully-accredited and as a nationally and internationally respected college

in the areas of science, mathematics, educational technology and intercultural dimension (language, literacy, culture and interdisciplinary studies in regard to preparing teachers, counselors, administrators, educational researchers, and professional at all levels, not only for the school system but for other economical and service areas which require training, human resources, development and life-long learning.

Teacher preparation programs of the College of Education will be central to the mission of the University and will have national prominence. It will be at the forefront in programs for English Language Learners and, through teacher preparation, P-16 and life-long education initiatives will be a model for helping to close the student achievement gap.

All of these will require the COE to be noted for the quality of its graduates, the scholarship of its faculty, and the leadership and service they provide to the local, regional, and national educational communities in the previously mentioned areas.

Note: Be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to your employer. This survey will focus on the preparation received at UTB/TSC. Please remember that your response to these surveys is critical to UTB/TSC excellence.

**College of Education****Department of Educational Psychology & Leadership Studies****EPSY 6304.66: Foundations of Learning, Cognition, and Development**

**Instructor:**           **Aidee Vasquez, Ed.D.**  
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**Contact Methods:**

You may contact me using any of the information shown above. Please feel free to reach me if you have any questions regarding content, if you need clarification, or would like assistance.

**Day and Time the Class meets: Mondays, 5:30 through Blackboard Collaborate.** *(I will post questions/thoughts/comments pertaining to the assigned chapter for the week, and it will be your assignment to respond and discuss in regards to the topic. In addition you are also to respond/discuss to each others comments).*

**Location of Class: WWW****Course Catalog Description:**

Advanced study in the application of life span developmental theories to human behavior, learning, and personality. It introduces graduates to the domains of teaching and learning as they relate to and are influenced by the continuous process of human development. This foundation is intended as a potential support for decision making in variety of professional educational contexts.

**Required Texts:**

- Gredler, M. E. (2009). *Learning and instruction: Theory into practice* (6<sup>th</sup> ed.). Up Saddle River, NJ: Prentice Hall.

## Required Readings

Erikson

<http://www.muskingum.edu/~psych/psycweb/history/erikson.htm>

<http://www.simplypsychology.org/Erik-Erikson.html>

Kohlberg

<http://faculty.plts.edu/gpence/html/kohlberg.htm>

<http://relong.myweb.uga.edu/>

Gilligan

<http://www.psychology.sbc.edu/Gilligan.htm>

<http://www.stolaf.edu/people/huff/classes/handbook/Gilligan.html>

<http://humangrowth.tripod.com/id2.html>

Maslow

<http://www.pbs.org/wgbh/aso/databank/entries/bhmasl.html>

<http://www.simplypsychology.org/maslow.html>

[http://www.sofia.edu/about/abraham\\_maslow.php](http://www.sofia.edu/about/abraham_maslow.php)

<http://www.muskingum.edu/~psych/psycweb/history/maslow.htm>

Resilience

<http://www.apa.org/helpcenter/road-resilience.aspx>

<http://health.usnews.com/health-news/family-health/brain-and-behavior/articles/2009/06/24/positive-psychology-for-kids-teaching-resilience-with-positive-education>

<http://escholarship.org/uc/item/7x695885#page-7>

### Course Objectives:

By the end of this course, students will:

<b>Course Objective(s)</b>	<b>NCATE STAND ARD</b>		<b>Conceptual Framework</b>
<b>1.</b> Evaluate theories of human development and learning across the lifespan.	<b>Standard 1</b>  <b>Standard 4</b>		Interculturalism Inquiry Interrelatedness
<b>2.</b> Analyze, evaluate, and synthesize different aspects of human development and learning research, in terms of relevance and applicability of the findings to teaching and learning.	<b>Standard 2</b>		Pedagogical leadership Knowledge in practice
<b>3.</b> Evaluate the efficacy of different learning models as they relate to and are influenced by the continuous process of human development.	<b>Standard 2</b>		Interrelatedness Pedagogical leadership Knowledge in practice
<b>4.</b> Develop an integrated unit of study based on a specific learning theory.	<b>Standard 4</b>		Knowledge in practice Reflection

## Tentative Schedule

Date	Topics	Processes & Assignments	Related Course Objective	Evaluation Method
14 Jan	Introduction G-1	Discussion	SLO 1	Classwork
28 Jan	Research in Educational Psychology and Development G-1	Discussion	SLO 1	Classwork
4 Feb	B. F. Skinner and Operant Conditioning G-4	Discussion	SLO 2 SLO 3	Classwork
11 Feb	Robert Gagné's Conditions of Learning G-5	Discussion	SLO 2 SLO 3	Classwork
18 Feb	How we Process Information G-6 <b>First Critique due</b>	Discussion	SLO 2 SLO 3	Critique Rubric on 5 criteria
25 Feb	Metacognition and Problem Solving G-7	Discussion & Critique	SLO 2 SLO 3	
4 Mar	Jean Piaget's Cognitive-	Discussion & Critique	SLO 2 SLO 3	Critique Rubric on 5

	Development Theory G-8 <b>Second Critique due</b>			criteria
11 Mar	Lev S. Vygotsky's Sociohistorical School G-9	Discussion & Critique	SLO 2 SLO 3	
25 Mar	Albert Bandura's Social-Cognitive Theory G-10 <b>Third Critique due</b>	Discussion & Critique	SLO 2 SLO 3	Critique Rubric on 5 criteria
1 Apr	Models of Motivation G-11	Discussion & Critique	SLO 2 SLO 3	
8 Apr	Erikson and Psychosocial Development <b>Fourth Critique due</b>	Discussion & Critique	SLO 1 SLO 2	Critique Rubric on 5 criteria
15 Apr	Kohlberg, Gilligan, and Moral Development	Discussion & Critique	SLO 1 SLO 2	
22 Apr	Maslow and Hierarchy of Needs <b>Fifth critique due</b>	Discussion & Critique	SLO 1 SLO 2	Critique Rubric on 5 criteria
29 Apr	Resiliency	Discussion	SLO 1 SLO 2	

6 May	Project Presentations		SLO 4	Project rubric has a 4 criteria on 5 point scale
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### **Requirements/Assignments:**

1. **Personal Learning Theory Project:** Identify and articulate your personal theory of learning and teaching! Your personal theory should be the culmination of (1) your own experience as a student, (2) your insights from field experiences, and (3) the content and activities introduced in this course. This theory paper should be developed as an ongoing process during the semester. You should make arrangements with me to look at your outline and rough drafts mid-semester. The paper should be written in APA format and should be 5-7 pages in length. It should also include a minimum of five references (one of which should be the class textbook). References used should be reputable and do not include wiki. At the end of the semester, I will assess your paper according to the following rubric:

### **Rubric:**

	A lot	None
Reflects on personal beliefs regarding the teaching-learning process	4 3 2 1 0	
Articulates how personal beliefs would shape future classroom teaching	4 3 2 1 0	
Connects personal beliefs to experiences in classroom situations	4 3 2 1 0	
Connects personal beliefs to class content	4 3 2 1 0	
Overall flow of the paper	4 3 2 1 0	

2. **Critiques:** Three article critiques will be submitted. Each will examine the use of a theory in either research or practice. The critiques must include a synopsis of the article, how the theory is being utilized, whether the theory is supported (in the case of research articles or how the theory is applied (in the case of practice articles), and your evaluation of the utility of the article. (Below is an example of the format that should be followed when writing the critique).



Critique			
<p>Critiques must be of articles from professional journals. I recommend Academic Search Complete available through the UTB Library website.</p> <p>Format your critiques as follows:</p> <p>Name Theory Date</p> <p>Citation in APA format</p> <p>Author, A. (Year). Title of the article: All lower case except the first letter, the first letter after a colon, and formal names. <i>Journal and volume in italics with comma after journal name.</i>(Issue), page-page.</p> <p style="text-align: center;">Write critique</p>			
Scoring Rubric			
<b>Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Writing</b>	No grammatical errors Clearly written Good flow	Minimal grammatical errors Satisfactory writing Rough transitions	Extensive errors Writing hard to follow Incomplete writing
<b>Synopsis</b>	Clearly describes content of the article	Some gaps in description of content	Description lacks clarity
<b>Theory</b>	Thoroughly	Makes	Theory is not

	describes how and what parts of the theory were used in the article	incomplete connection between theory and article	adequately discussed and makes limited link to article
<b>Analysis</b>	Provides evidence that shows how theory is supported or supported or rejected in the article	Limited evidence of support or rejection is provided	No support or rejection of theory is evident
<b>Evaluation</b>	Provides clear assessment of the utility, or lack thereof, of the article	Incomplete assessment of the utility of the article	No direct assessment of the utility of the article is presented

### GRADING SYSTEM

<b>Evaluation:</b>	Assignments	Grades
	Project 40%	A 90-100
	Critiques 50%	B 80-89
	Participation 10%	C 70-79

NOTE: With new grading policy + and – are weighted. The chart showing grade point by letter grade will be posted.

Incomplete Grades: A grade of Incomplete (I) may be given at the discretion of the instructor to a student who has been unable to complete the course requirements due to a serious interruption not caused by the student's own negligence.

**Course Policies**

1. Attendance is mandatory. Arriving late or leaving early is unprofessional and causes a distraction to others.
2. After three absences the student will be asked to drop the course.
3. Complete all assignments by the due date.
4. Please type all assignments, unless otherwise specified.
5. The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

**INSTITUTIONAL POLICIES****SATISFACTORY ACADEMIC PROGRESS**

UTB/TSC monitors academic progress every fall and spring semesters to identify those students who are experiencing difficulty with their courses. Satisfactory Academic Progress (Sap) is based upon two components: GPA of 2.0 or higher and successful course completion of at least 70% of course work attempted. Students remain in good standing with the university and Financial Aid when both criteria are met. Students who do not maintain these required minimum standards will be placed on probation or suspension as appropriate. The complete Satisfactory Academic Progress policy and the Undergraduate Satisfactory Academic Progress for Financial Aid policy can be found in the current Undergraduate catalog. For more information, please visit <http://blue.utb.edu/vpaa/sap>

**SCHOLASTIC DISHONESTY**

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to be unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, Policies on scholastic dishonesty will be strictly enforce. (Board of Regents Rules and Regulations)

## STUDENTS ACADEMIC RESPONSIBILITIES

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at anytime, be dropped from course. This may result in a “w” or “F” on the student’s permanent record.

## EMERGENCY POLICY STATEMENT

In compliance with the Emergency UTB/TSC Academic continuity Program, academic course, partially or entirely, will be made available on the MyUTBTSC Blackboard course management system. This allows faculty members and students to continue their teaching and learning via MyUTBTSC Blackboard <http://myutbtscblackboard.com>, in case the university shuts down as a result of a hurricane or any other natural disaster.

The university will use MyUTBTSC Blackboard to post announcements notifying faculty members and students of their responsibilities as a hurricane approaches our region. If the university is forced to shut down, faculty will notify their course(s). To receive credit for a course, it is the student’s responsibility to complete all requirements for that course. Failure to access course materials once reasonably possible can result in a reduction of your overall grade in the class.

To facilitate the completion of class, most or all of the communication between students and the institution, the instructor, and fellow classmates will take place using the features in your MyUTBTSC Blackboard and UTB email system. Therefore, all students must use Scorpion Online to provide a current email address. Students may update their email address by following the link titled “Validate your e-Mail Account” in MyUTBTSC Blackboard Portal. In the event of a disaster, that disrupts normal operations, all students and faculty must make every effort to access an internet-enabled computer as often as possible to continue the learning process.

## AMERICANS WITH DISABILITIES ACT (ADA)

Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374, or e-mail [steve.wilder@utb.edu](mailto:steve.wilder@utb.edu).