

**American University of Beirut  
Faculty of Arts and Sciences  
Department of Education**

**EDU 215: Learning and Human Development**

**1. Course Learning Outcomes**

Students will understand and be able to discuss

- educational implications of research on child development, cognitive science, culture, learning, and teaching,
- ways in which information and ideas drawn from research in educational psychology can be applied to teaching,
- the connections between research and practice in educational psychology,
- characteristics of students of various age and stage levels, including students with a range of special needs,
- major theories of learning, and instructional applications of each
- ways in which to create and promote a positive learning environment
- how the instructional environment and the characteristics of the learner interact to produce cognitive growth in the learner,
- evaluation and assessment practices and their effective use in planning instruction
- effective educational practices for students with special needs

**2. Resources Available to Students**

Required text:

Snowman, J. & Biehler, R. (2003). *Psychology Applied to Teaching (10<sup>th</sup> ed.)*.  
Boston: Houghton Mifflin Co.

Additional journal articles will be on reserve in the library.

Recommended Journals:

Educational Psychologist  
Journal of Educational Psychology  
Phi Delta Kappan  
American Educational Research Journal  
Educational Researcher

Also:

Child Development  
Cognition  
Journal of Learning Disabilities

Internet Sources:

Remember that many Internet sources are not subject to the same evaluative procedures as the print and on-line journals of national and international professional organizations. Therefore their accuracy and comprehensiveness will vary. Further, students sometimes have a tendency to locate marginally relevant material. You are encouraged to use Web-based sources, but be focused, selective and discriminating.

Make sure the information you find is from a reputable source, posted by professional organizations. The following web sources are recommended:

- <http://aera.net/>
- <http://www.apa.org>
- <http://ericecece.org>
- <http://piaget.org>
- <http://education.indiana.edu/cas/>
- <http://ericae.net/>
- <http://www.itpolicy.gsa.gov/cita/nii.htm>
- <http://nichcy.org/>

### 3. Grading Criteria

Attendance/ preparation/ participation	20%
Quiz I	25%
Quiz II	25%
Final exam	30%

- I will give you feedback as to your attendance/ preparation/ participation with your quiz I and quiz II grades. Attendance is taken at every session of this course.
- If you miss an exam you will lose that percentage of your final grade. There will be no make-up exams.

### 4. Schedule

#### INTRODUCTION

<u>Week of</u> Month, day	<u>Topic</u>	<u>Assignments</u>
	introduction	Chapter 1
	methods, issues	

#### STUDENT CHARACTERISTICS

<u>Week of</u>	<u>Topic</u>	<u>Assignments</u>
	stage level theories of development	Ch 2
	age level characteristics	Ch 3
	continued study of age & stage levels	
	understanding student differences	Ch 4
	accommodating student variability	Ch 6

**QUIZ 1 day, date, time      No makeup exam will be scheduled**

#### LEARNING AND INSTRUCTION

<u>Week of</u>	<u>Topic</u>	<u>Assignments</u>
	devising and using objectives	Ch10: pp.328-337
	behavioral and social learning theories	Ch 7
	behavioral approaches to instruction	Ch 10 pp. 337-340

social learning approaches to instruction	Ch 10 pp. 357-365
information processing theory	Ch 8

**Date HOLIDAY, NO CLASSES**

	constructivist learning theory	Ch 9
	cognitive and humanistic approaches to instruction	Ch 10 pp.340-357
May 12	Review of learning theories	

**QUIZ 11 Day, Date, Time. No makeup exam will be scheduled.**

**THE LEARNING ENVIRONMENT**

<u>Week of</u>	<u>Topic</u>	<u>Assignments</u>
	motivation	Ch 11

**ASSESSMENT**

<u>Week of</u>	<u>Topic</u>	<u>Assignments</u>
	assessment	Ch 13
	standardized tests	Ch 14

**FINAL EXAM as scheduled by the University**

**5. Course Policy**

Faculty and students of EDUC 215 are expected to abide by the University’s policies regarding academic freedom and academic integrity, as described in the Student Handbook, including the policy on plagiarism, which states:

*“Plagiarism exists when students claim as their own the work of others. Students who fail to credit properly ideas or materials taken from another, commit plagiarism. Putting your name on a piece of work –any part of which is not yours—constitutes plagiarism, unless that piece is clearly marked and the work from which you have borrowed is fully identified. Plagiarism is a violation of the University’s academic regulations and is subject to disciplinary action.”*