



Broward Community College

Course Outline

STATUS: A

COMMON COURSE NUMBER: EDF 2021

COURSE TITLE: TEA: Professional Seminar: Survey of
 Human Development: Preschool through High School

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion	<u> 48 </u>
Lab	<u> 0 </u>
Other	<u> 60 </u>
Contact Hours/Week	<u> 3 </u>

CATALOG COURSE DESCRIPTION:

Prerequisite: EDF 1005, EDF 1034C, SYG 1931C

Corequisite: None

This course is part of a series of four professional seminars for students enrolled in TEA seeking an A.A. degree from BCC. It emphasizes basic concepts and perspectives regarding the impact of human growth and development theory on the teacher, students, education, and society as a whole.

General Education Requirements - Associate of Arts Degree, meets Area(s):
 General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES:

1. Cognitive Development and Language Acquisition
2. Personality, Social, and Moral Development
3. Behavioral Theories and Approaches
4. Motivating Children to Learn
5. Humanistic Approaches
6. Meeting Individual Developmental Needs
7. Integrated Competence Assessment

LAST REVIEW Academic Year 1993-94

NEXT REVIEW Academic Year 1998-9

Interim Revision Dates: 8/95

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I. Course Overview:

Upon successful completion of this course, the students should be able to demonstrate an understanding of the basic concepts, perspectives and impact of human growth and development theory on the teacher, student, education and society as a whole. the specific TEA outcomes that will be satisfied in this course will be identified in this syllabus. In the process students should become acquainted with the major areas of this topic that are the subject of advanced TEA courses and that reflect the TEA outcomes for pre-service teachers.

The course will include instruction and activities that will meet the following TEA outcomes for Pre-Service Teachers:

1. conduct classroom research;
2. use reflective teaching practices;
3. have a beginning teacher readiness that does not require initial retraining;
4. use knowledge about effective instruction and have a ready repertoire of skills upon which to draw;
5. identify teaching variable and factors in the many learning environments of the Broward County Public School System;
6. recognize the need for parental involvement and demonstrate the ability to facilitate that involvement; (7)
7. function as care givers with demonstrable knowledge of developmental issues; (12)
8. assist at-risk students in a variety of settings; (13)
9. know about at-risk programs at school and community levels; (14)
10. demonstrate the integration of theory and practice in instructional settings; (18)
11. recognize and accept student differences; (25)
12. adapt content for all students; (26)
13. understand that the role of the teacher is a totally restructured role, probably different than the roles modeled throughout their schooling. (31)

II. Units:

Unit 1. Cognitive Development and Language Acquisition

General Outcome:

1.0 The students should be able to gain an understanding of the basic perspectives related to the study of the components of cognitive development.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Understand the three domains of development.
- 1.2 Understand key concepts in Piaget's Theory of Child Development and analyze them in terms of their implications for teaching.
- 1.3 Understand cognition, metacognition and how they vary with age difference.
- 1.4 Understand Sternberg's Triarchic Theory of intelligence.
- 1.5 Understand the Multiple Intelligence Theory of Howard Gardner.
- 1.6 Understand the development of language and its relation to thought processes.
- 1.7 Understand the relationship between humor and cognitive development.

- 1.8 Understand how memory changes with age and how to apply techniques for mnemonics
- 1.9 Understand and apply critical thinking and problem solving techniques.
- 1.10 Understand the role of television as a model for learning.

Unit 2. Personality, Social, and Moral Development

General Outcome:

2.0 The students should be able to gain an understanding of the basic perspectives related to the study of personality, social and moral development.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

2.1 Understand Erikson's Theory of Personality Development and analyze its implications for teaching.

2.2 Understand the significance of self-concept and self-esteem.

2.3 Understand Selman's Levels of Interpersonal Understanding and analyze implications for teaching.

2.4 Compare Piaget's Two Stage Theory of Moral development, Kohlberg's Six-Stage Theory of Moral Development and Gilligan's Theory of Moral Development.

Unit 3. Behavioral Theories and Approaches

General Outcome:

3.0 The students should be able to gain an understanding of the basic perspectives related to the study of behavioral, social and cognitive theories and approaches.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Understand various learning theories based on Pavlov, Skinner, Thorndike and Watson.
- 3.2 Understand classical conditioning and analyze its application to teaching.
- 3.3 Understand operant conditioning and analyze its application to teaching.
- 3.4 Understand the Information Processing Theory.
- 3.5 Understand Bruner's Theory of Instruction.
- 3.6 Understand Ausubel's Theory of Instruction.

Unit 4. Motivating Children to Learn

General Outcome:

4.0 The students should be able to gain an understanding of the basic perspectives related to the study of motivating students to learn.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Discuss the characteristics of motivation.
- 4.2 Discuss and apply Maslow's Hierarchy of Needs to the challenge of motivating students to learn.
- 4.3 Understand intrinsic and extrinsic motivation and analyze implications for teaching.

Unit 5. Humanistic Approaches

General Outcome:

5.0 The students should be able to gain an understanding of humanistic approaches in child development and education.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 Understand the essential qualities of humanism.
- 5.2 Discuss Carl Rogers and humanistic education and analyze implications for teaching.
- 5.3 Discuss William Glasser and Control Theory.
- 5.4 Discuss Thomas Gordon and Teacher Effectiveness Training.

Unit 6. Meeting Individual Developmental Needs

General Outcome:

6.0 The students should be able to gain an understanding of the practical application of the theoretical data in order to enable them to meet the individual needs of various populations.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Discuss Mastery Learning.
- 6.2 Discuss Team-Assisted individualization.
- 6.3 Understand Gagne's Classification of Educational Goals.
- 6.4 Understand the needs of students with exceptionalities.
- 6.5 Compare the self-contained and regular classroom in terms of child needs and development in the "least restrictive environment."
- 6.6 Understand implication for instructional planning: Robert Gagne's Educational Goals.

Unit 7. Integrated Competence Assessment

General Outcome:

7.0 The students should be able to combine the abilities they have been developing as part of the general education requirements of the TEA program. The focus of the assessment is on a simulation directly related to current issues in Broward County and TEA outcomes for pre-service teachers. It serves as a mid-point evaluation before the students begin their junior year.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 7.1 Discuss and take a position on current trends and issues in education in general and those specific to Broward County.
- 7.2 Understand other points of views on issues and consider alternatives.
- 7.3 Communicate ideas clearly to audience.

Special Student Projects:

1. **TEXT:**

Elkind, David. (1981). The Hurried Child: Growing Up Too Fast, Too Soon. Reading, Mass: Addison-Wesley Publishing Company.

2. **SELECTED READINGS AND VIDEOTAPES:**

Readings from major journals, texts, newspapers, etc related to each of the units. Child Development Series videotapes from FDLRS collection at Fort Lauderdale Library.

3. **ORAL REPORTS ON POSITION PAPERS:**

Creative presentations of student positions on major issues related to child development.

4. **MINI BIBLIOGRAPHY ON HUMAN DEVELOPMENT:**

Students will compile a mini bibliography on human development topic.

5. **CASE STUDIES:**

Students will be visiting many schools, K-12, and conducting case studies on individual children in relation to developmental topics.

6. **FIELDWORK AT FULL SERVICE, URBAN SCHOOL:**

Complete logs for this class.

7. **LOGS:**

Students will hand in one log per week about their fieldwork activities that would include reflective reactions to their fieldwork experiences. The logs will be worth 10 points each. The top must include a detailed description of the TEA student's activities. The bottom must include a detailed reaction in terms of the child development relationships that the student noted during activities.

8. **INTEGRATED COMPETENCE ASSESSMENT**

- a) Students will present individual briefings (2-3) minutes on issues related to assigned or selected topics.
- b) Students will participate in an "in-basket" exercise, with the student taking the role of a teacher assisting the principal at a faculty meeting on the topic.
- c) Students will participate in a group discussion, with the students role playing various constituencies in the city and the task of generating input to the School Board on the topic.

Sample topics as they are related to child development:

- a) Heterogeneous vs. Homogeneous Grouping
- b) Year Round School
- c) "Charters"/"Houses" within Schools
- d) Alternative Types of Assessment
- e) Multi-grade classes