

COURSE DESCRIPTION: Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.

COURSE OBJECTIVES: STATED AS "ESSENTIAL QUESTIONS":

1. How have I myself (i.e., the teacher candidate) learned in school, and how do I learn most effectively?
2. How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings?
3. How do teaching practices and instructional structures impact student learning in educational settings?
4. How do other factors in the learning environment impact student learning in educational settings?
5. How may I use this knowledge as a future educational professional to inform my professional planning and decision-making so as to maximize learning of all types in all students?

COURSE CONTENT: This course will include the following core content at ALL USG institutions, but different institutions and instructors may also include additional content at their discretion, to most effectively address the needs of their specific student populations.

- I. Major learning theories, including Behaviorism, Information processing and neuroscience, Piagetian and Vygotskian theory
- II. Motivation theory
- III. Sources and effects of student diversity in learning needs and preferences
- IV. Developmental aspects of learning
- V. Outside environmental influences on learners, including culture, family structure and background, home language, SES, and peers.
- VI. Effects of teacher beliefs and expectations on learners, including the need to avoid bias and stereotyping
- VII. Elements of effective educational environments for all learners, including teacher/student and student/student relationships and classroom management.

PEDAGOGICAL GUIDELINES:

1. Faculty teaching this course will deliberately and explicitly model instruction derived from the learning principles they are teaching, by engaging students in a variety of contextualized, active learning opportunities designed to address the needs of diverse students within the class, such as case-based activities, small- and whole-group on-line or face-to-face discussions, paired learning, and project-based learning.

2. Student learning of core course content will be assessed through multiple means in diverse contexts.