

California State University, San Marcos
College of Education
Fall 2001

EDMS 526B: Learning and Instruction

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Class Time: 1:00 p.m. -3:45 p.m.
Office Hours: Monday 10:00 a.m. - 2:00 p.m.
Class Dates: August 29- December 12, 2001

Mission of the College of Education at CSUSM

The mission of the College of Education community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

CLAD Emphasis

In 1992, the College of Education voted to infuse Cross-Cultural, Language, and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus.

Course Description

This course will provide an introduction to psychology of learning and instruction, as well as learning theories and their application to educational practice.

Required Texts:

Goldberg, M. (2001) *Arts and learning: An integrated approach to teaching and learning in multicultural and multilingual settings* New York: Longman Publishing.

Rios, F. and McDaniel, J.(1996) *Readings in learning and instruction* Boston: Pearson Custom Printing.

Date	Topic, Readings, and Assignments	Guided Observations
8/29/01	Introduction: What is learning and instruction? Assignment: Class process. Metaphor project- What is learning?	N/A
9/5/01	Guided Observations: Instructions and forms Assignment: Have ready for next week the name of the school you will be observing.	N/A
9/12/01	Cognitive Development: Vygotsky and Piaget Reading: Rios, Chapter 2, pgs. 2-36 Assignment: Jigsaw learning on Vygotsky and Piaget	How does your teacher start the school day?
9/19/01	Personal and Interpersonal Growth Readings: Rios, Chapter 3, pgs. 37-74 and Rosow, Arthur: A tale of disempowerment Assignment: Reading and discussion group	How does your teacher handle transitions in the classroom?
9/26/01	Thinking, Remembering, and Problem Solving Assignment: What do you need to accomplish your goals? Where do I put the clay?	How does your teacher handle materials in the classroom?
10/3/01	Social Learning: What is context? Readings: Rios, Chapter 8, pgs. 181-213 Assignment: <i>Wizard Work</i> , groups and reports from page 212 of the Rios book	What are two discipline strategies that you have observed in your classroom?
10/10/01	Bloom's Taxonomy of Questions Assignment: Group work in which the students will write questions using the taxonomy	What types of questions is your teacher using most?
10/17/01	Testing: Special Topic* Dr. Zee Cline, Room CB105, Time: 11:30 a.m.- 12:45 p.m. Due: All guided observations to date	Write a short reflection about testing.
10/24/01	Management: The ideal classroom Readings: Rios, Chapter 10, pgs. 214-258 Assignments: Works groups that articulate ideals and strategies for discipline, materials, and parental involvement	Draw a map of your ideal classroom. Provide a rationale for your map choices.
10/31/01	Styles and Strategies Reading: Rios, Chapter 5, pg. 259-289 Assignment: Conducting a sociogram	Collect data and complete your sociogram.

Date	Topic, Readings, and Assignments	Guided Observations
11/7/01	Personality and Motivation Reading: Rios, Chapter 6, pgs. 290-320 Topic: Hunter's Motivation Theory for the classroom	How does your teacher motivate students?
11/14/01	Language: Developing Academic and Language Competence Reading: Rios, Chapter 9, pgs. 339-368 Demonstration: Sheltered English in a content area	What strategies, if any, does your teacher employ to address language diversity?
11/21/01	Educational Philosophy: A Workshop Reading: Goldberg, Chapters 1 and 2, pgs. 1-44 Assignment: Begin your personal philosophy of education: What is learning? What is a learner? Who is a teacher? What content is important? Due: Sociogram and class map	Web search: Find and list 4 E.S.L. websites.
11/28/01	Unit Planning/Lesson Plan Writing Workshop Reading: Goldberg, Chapter 4, pgs. 61-87 What is a unit of study? What is a concept? What is a lesson? How do I write lesson plans?	Web Search: Find and list 4 web sites relating to special needs children.
12/5/01	Lesson Planning Workshop Reading: Goldberg, Chapter 6, pgs. 113-138 Assignment: The participants will write a rough draft of a lesson in science or math.	Web Search: Find and list 4 science and 4 math education websites.
12/12/01	Final: Portfolio Fair We will present our work to each other and the professor.	Final: Bring completed portfolio to class

Assignments

There will one assignment in this course: a portfolio. The portfolio will consist of six sections, each of which will receive a grade:

Section 1: Personal Philosophy of Education (5-10 pages)

You will write a personal philosophy of education that incorporates your views about learning, the learner, the teacher, subject matter, and classroom environment issues.

Section 2: Four Sample Lesson Plans

You will create four lesson plans that will incorporate objectives and behavioral outcomes. The format for these lessons will be provided for you.

Section 3: Four Web Searches

In this section you will compile a list of 16 websites for use in an elementary classroom. You will be selecting websites that address (4) language diversity, (4) science, (4) math, and (4) special education.

Section 4: Sociogram

You will collect data from a classroom to complete a sociogram. The instructions for completing this assignment will be provided for you.

Section 5: Classroom Map

For this assignment you will be creating a map of your “ideal” classroom. This map will be explicitly labeled and you will write a rationale explaining the various elements of your classroom and why you incorporated them into your map.

Section 6- Guided Observation Sheets

In this section you will compile your guided observation response sheets. For selected weeks you focus upon one aspect of classroom practice for which you will later write out your responses to your observation.

Portfolio Fair

This class will conduct a portfolio fair for the final exam. This portfolio fair will provide all the participants in class the opportunity to look at the portfolios of colleagues.

Grading Table and Scale

Assignment	Grade Points
Educational Philosophy	25
Guided Observations	20
Sociogram	5
Classroom Map	5
Web Searches	15
Lesson Plans	20
Class Participation	10
Total	100

S A= 100-90, B= 89-80, C= 79-70, D= 69-60, F= Below 59

Addendum: CLAD alignment document, Assignment Guidelines, and Lesson Plan Grid

APPENDIX A

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)
COMPETENCIES.**

TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	TEST 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

APPENDIX B

GUIDELINES FOR ASSIGNMENTS

Text:

All written in this course is to be typed, double spaced in Times New Roman Font. The margins for written work are 1 inch at the top and bottom and one and half inches at the sides. Please avoid writing with overly large margins. Your assignments will be returned to you if they do not meet the margin requirements. The minimum number of pages per assignments is strictly enforced.

Due Dates:

All written assignments are to be turned in on time. Late assignments will be graded down one half grade per day late. Please contact the instructor if you have circumstances that inhibit the turning in of assignments in a timely matter.

Attendance Policy:

Attendance will be taken in this course. Absences will affect grade. More than two unexcused absences will cost the student a letter grade. Attendance is part of your classroom participation grade in this course.

Classroom Interaction:

In this course the student and professor are expected to behave in a scholarly, professional manner. It is expected that we engage in respectful, thoughtful discussion, that we arrive on time, and that all opinions are valued.

Appendix C
Lesson Plan Format Instruction Plan
with
Attention to the Needs of Second Language Learners,
Special Needs Students and Gifted Students

I. Learning goals: What is the standard? Write out the standard and use the standard to develop your learning goals.

- What are your goals for student learning for this lesson? What do you intend for students to learn?

How will second language learners benefit from this goal? Special needs students? Gifted students?

- In what ways are these goals important to students?
- How does the content of this lesson build on what the students have already learned?

What scaffolds will you use to support second language learners' language development as well as cognitive development?

How will special needs students and gifted students benefit?

- How do these goals relate to what you plan to do in this content area in the future?

How will you provide second language learners with opportunities to demonstrate that they can apply this learning/knowledge to other content areas? Special needs students? Gifted students?

II. Student grouping

- How will you group students for instruction?

How will second language learners benefit from this grouping? Special needs students? Gifted students?

- Why have you chosen this grouping?

III. Instructional Strategies

- What instructional strategies will you use for this lesson?

List what you will do step by step

What scaffolds will you use to support second language learners? Special needs students? Gifted Students?

- What will the student be doing?

Are there choices for students?

Are there a variety of strategies in the lesson?

Is there an ongoing means of assessing student progress so you are able to embed assessment in the process of instruction?

IV. Assessment

- What evidence will you look for, from a variety of sources, that students have achieved the learning goals?

How will you differentiate the assessment to accommodate the needs of second language learners?

Special need students? Gifted Students?

V. Materials and Resources

- Why have you chosen these instructional materials and resources?

Have you selected materials that are culturally aligned with students from diverse backgrounds? How?

Special needs students? Gifted Students?