

**NEW COURSE PROPOSAL**

PROGRAM: LIBERAL ARTS PROGRAM (TEACHING AND LEARNING OPTION)

**1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**EDUC 510: Learning Theory and Development Applied in Multicultural Contexts (3)**

Three hours lecture/discussion per week and participation/observation in the public schools.

Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Students begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	<u>3</u>	<u>1</u>	<u>25</u>
Seminar			
Laboratory			
Activity			

**3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements)

This is a required prerequisite course for the Multiple Subject, Single Subject and Special Education Credential Programs. The content meets the requirements of the California Commission on Teacher Credentialing.

Students who successfully complete this course will be able to:

- interpret major learning theories through various applications in course assignments and explain the major theories of learning and identify specific practices which are consistent with those theories.
- describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development;
- conceptualize, organize and implement strategies which result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution;
- identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development;
- develop strategies for becoming informed about learners including family , community, and learning styles;
- note developmental differences among and between students of varying ages and grades including differences in personality, cognition, identity, social relations, and morals/ethics;

- describe several types of learning style differences and their connection to teaching style differences;
- discuss social learning theory and its implications for teaching;
- promote teaching problem-solving, decision-making, and learning skills as a means of teaching;
- articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come to play in a classroom.

**4. Is this a General Education Course**                      **YES**                      **NO**

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

- Theories of psychosocial and cognitive development such as Piaget, Erikson, Vygotsky, Kohlberg, Gilligan
- Age-level physical, social, emotional and cognitive characteristics
- Understanding student differences, measuring intelligence, learning styles, gender differences and bias
- Addressing cultural and socioeconomic diversity; multicultural education programs; bilingual education
- Accommodating student variability; ability groups, IDEA, Special Education and gifted students
- Behavioral and social learning theories
- Information-processing theory
- Constructivist learning theory; problem-solving, the transfer of learning
- Approaches to instruction; objectives, direct instruction, cognitive, humanistic, social
- Creating a positive learning environment
- Motivation
- Understanding and using standardized tests
- Becoming a better, reflective teacher

**6. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Bransford, J.D., Brown, A.L. & Cocking, R. (Eds.), (2000). *How People Learn: Brain, Mind, Experience And School*. Washington, D.C.: National Academy Press.

Oakes, J. & Lipton, M. (2002). *Teaching To Change The World*. 2nd Ed. Boston: McGraw-Hill College.

**6. List Faculty Qualified to Teach This Course.**

Education Faculty

**8. Frequency.**

a. Projected semesters to be offered: Fall   X   Spring   X   Summer   X  

**9. New Resources Required.**

None

**10. Consultation.**

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

N/A

Joan Karp

Proposer of Course

Date January 12, 2002