Term Information

Effective Term: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add regional campuses.

What is the rationale for the proposed change(s)?
The regional campuses need to be able to offer this course as part of their M.A. program. They were left off in error during the conversion process.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
IF we do not add them they will not have access to the correct courses for their programs.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 6050
Course Title: Multiple Perspectives on Teaching and Learning: MA
Transcript Abbreviation: MltPerspnT&L:MA
Course Description: Investigates diverse ways of conceptualizing cognitive development and its relationship to learning and teaching and examine specific factors such as the development of memory, attention, problem solving, and specific academic skills.

Semester Credit Hours/Units: Variable: Min 3 Max 4

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Previous Value: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites
Exclusions

Cross-Listings

Subject/CIP Code
Subject/CIP Code 13.0101
Subsidy Level Masters Course
Intended Rank Masters

Quarters to Semesters
Quarters to Semesters Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course EduTL 871: Historical and Contemporary Theories of Teaching and Learning: MA

Requirement/Elective Designation
The course is an elective (for this or other units) or is a service course for other units

Course Details
Course goals or learning objectives/outcomes
• Develop a knowledge base of diverse ways of conceptualizing development and its relationship to learning and teaching
• Identify and analyze assumptions underlying theories of learning and teaching
• Examine the extent and quality of research related to contemporary theories of learning and teaching
• Evaluate educational implications of, and classroom practices associated with, contemporary theories of learning and teaching
Content Topic List

• Key issues and questions about children’s cognitive development and its relationship to learning and teaching
• Contemporary theoretical perspectives and issues in cognition and learning, such as change processes, early competence, effects of existing knowledge, and social influences on children’s thinking
• The relationship of thinking and learning to physical changes in the brain
• Conceptualizing cognitive development and learning within the context of brain research
• Evaluating neuroscientific findings and examining the research support for brain-based classroom practices
• Constructivist and sociocultural views of cognitive development and learning
• Piaget and Vygotsky: orienting questions and assumptions, developmental processes, current research findings and contemporary status of the theories
• Cultural tools, cultural norms, and cultural learning in relationship to cognitive abilities
• Modern empirical research in the sociocultural tradition
• Implications of constructivist and sociocultural perspectives for student learning and teaching practice
• Contemporary information processing views of development: Neo-Piagetian (e.g., Case), Psychometric (e.g., Sternberg), Multifactored (e.g., Gardner), Evolutionary (e.g., Siegler)
• Current views of language development, reading, and writing
• Phonology, meaning, grammar and communication
• Chronological progression of reading, comprehension, and writing skills
• Memory development
• Encoding, storage, retrieval
• Explicit and implicit memory
• Processing capacity and speed
• Strategies for building memory skills
• Metacognition, content knowledge
• Conceptual development: time, space, number, and biological concepts
• Development of mathematics concepts and skills
• The development of social cognition
• Understanding self and others, knowledge about mental states and activities: intention, beliefs, knowing, thinking, pretending.
• Understanding of the social world
• The development of problem solving processes: planning, causal inference, analogy, scientific and logical reasoning

Attachments

Comments

• Change initiated on behalf of Adrian Rodgers. (by Mercerhill, Jessica Leigh on 04/09/2012 07:07 AM)
## Workflow Information

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<td>04/09/2012 07:07 AM</td>
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