Introduction

Welcome to the Human Development and Learning Course of Study! This is your second of the five subdomains in the Foundations of Teaching Domain.

Overview

Have you ever wondered why babies sitting in high chairs repeatedly drop their spoons or food and then look down at the floor to see where the items have gone? Have you ever wondered why adolescents respond as if the entire world is watching when they slip and fall? Have you ever wondered why some individuals are able to remember information while others tend to forget similar kinds of information?

These are the kinds of questions you will explore as you study Foundations of Teaching: Human Development and Learning. This course of study will guide you as you learn about theoretical perspectives on cognitive, personality, social, and emotional development and learning. Typical and atypical development are also explored in the context of at-risk factors. As you study these valuable topics in education over the next several weeks, you will prepare yourself for the remaining Foundations of Teaching subdomains as well as for becoming an outstanding educator.

Understanding how children and young adults develop and the theoretical perspectives related to how individuals learn is an essential ingredient in every teacher's instructional repertoire. Good teaching is meaningless without good learning. Good teaching depends upon a solid foundation in educational and developmental psychology. During the Schools and Society course of study, you learned that each educational philosophy has its own perspective on how individuals learn. In the Human Development and Learning course of study, you will discover how theorists explain learning.

Competencies

There are several academic competencies associated with this course of study that you will address sequentially over the next several weeks. The list below is a good overview of precisely what you will know and be able to do at the conclusion of this course of study and demonstrate through assessment.

Competency: Cognitive Development
The graduate describes cognitive development theory and forms of cognitive knowledge.

Competency: Physical Development
The graduate understands general issues related to physical development.
Competency: Personality and Emotional Development
The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

Competency: Atypical Development
The graduate explains atypical stages of development.

Competency: External Influences on Development
The graduate knows common influences on growth and development (i.e., organic causes, socio-cultural factors, and socioeconomic factors).

Competency: Learning Theory and Conditions of Learning
The graduate describes how learners construct knowledge and acquire and retain skills.

Competency: Influences on Instruction and Learning
The graduate understands the influences of developmental and external factors on learning and their implications on instruction and learning.

Competency: Thinking and Problem Solving
The graduate develops and promotes higher-order thinking skills in students.

Required Learning Resources

Pearson E-Texbook:


Other Textbooks:


Online Learning Resources:

- CourseCompass: MyLabSchool *Note: Only for students enrolled in PCE v4 1209 or PCE v5 1209.*

Additional Requirements:

If you were enrolled in a Teachers College licensure program on or after November 1, 2005, you must take and pass a basic skills exam as part of your WGU program, whether such an exam is required for certification or not. You should reference the "TC Licensure and Certification" folder in the WGU Student Handbook to see whether you should take the Praxis 1 exam or a basic skills exam specific to your state in order to satisfy this requirement. You need to take the basic
skills test during the first six months of Foundations of Teaching.

If you enrolled in a Teachers College licensure program before November 1, 2005, you need to take a basic skills exam if the exam is a certification requirement of the state in which you intend to certify. You need to check the WGU Handbook "TC Licensure and Certification" folder to see if your state has a basic skills requirement.

**WGU Statement of Teaching Dispositions**

Please review the [WGU Statement of Teaching Dispositions](#)

**Preparing for Success**

To successfully complete this course of study, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

**Acquire Learning Resources**

Arrange to obtain the listed learning resources so there will be no delays in your studies. Be sure to save your learning resources and your notes, as this is the second of five subdomains in Foundations of Teaching on which you will be assessed by an objective assessment (FTC4/5).

**Automatically Enrolled Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

- Pearson

This resource includes the following textbooks in e-text form:


*Note: If you choose to purchase the full textbooks, you are free to do so at your own expense, but be sure to order early and use the correct ISBN to get the correct edition.*

*Note: If the preceding resources appear in your "Learning Resources" tab, DO NOT click "Show Sections" or "Enroll Now." If you have already done so, contact your course instructor.*

**Order Textbook**

The other text that you will need to order for this course is listed below. You will need to order early to avoid delays in this seven-week course.

Note: The WGU Bookstore has this book available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Subscribe to or Renew MyLabSchool

URL: http://www.coursecompass.com

Note: This is for students who are enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next activity instead of completing this task.

Check your subscription for Course Compass: MyLabSchool. If your subscription has expired:

1. Open your AAP.
2. Click "View" on "FCA4" or "FCA5" under the "Course of Study" column.
3. Click on the "Learning Resources" tab.
4. "CourseCompass: MyLabSchool" (or to renew, "CourseCompass: MyLabSchool Renewal") should appear as a learning resource.
5. Click on the "Show Sections" link, under the "Action" column.
6. Click the "Enroll Now" link.

Important Notice

Remember as you work through Foundations of Teaching that you are gaining competence in five areas: Schools and Society; Human Development and Learning; Diversity and Inclusion; Classroom Management; and Testing.

Note: It is imperative that you purchase the learning resources, read the assignments, enroll and participate in the self-paced courses, participate in the learning community, and complete the learning activities. You will need all of this information to prepare for and pass the FTC4/5 objective assessment as well as complete the FHA4/5 performance tasks.

The FTC4/5 objective assessment is a comprehensive test you will take that covers all of the Foundations of Teaching Domain. You will take this assessment after you have completed all of the work in the Foundations of Teaching Domain. That may be six months or more after you started the first course of study in this domain, Schools and Society. Take effective notes, complete the study tips, etc., so you will have a body of information to study to prepare for FTC4/5.

Take Study Notes

As you engage with this course of study, you will be answering questions, completing exercises, and sketching out concepts. You have the ability to take these notes online through the web enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment.
You will be completing many worthwhile learning activities as you work through this course of study. You will want to take notes on the chapters that you read. Use the notes feature of this course of study or purchase a notebook and organize it so you can record important information and use it as study material when you prepare for the FTC4/5 objective exam.

Access the Learning Community and Message Boards

Learning communities are an integral part of the WGU learning experience. Learning communities provide opportunities to learn through communication with the course instructor and other students. Any time you have a question about the content you are learning in this course of study, contact the course instructor for assistance. Course instructors and other students will not provide answers but will engage you in discussion to help you clarify and extend your understanding of important concepts.

In the right-hand navigation portion of the course of study screen, there is a message board area. However, students engaged in this course of study should use the learning community discussion boards for posting as directed in specific course of study activities. If you have questions of your own, do not hesitate to use the course of study message board to get those answered as you develop your competence.

Cognitive Theories of Development

Examine theories that explore how individuals develop abilities to think.

As individuals progress through stages of cognitive development, they become more sophisticated learners. Teachers must comprehend cognitive development and plan instruction based on their students’ cognitive level so as not to “teach above” student understanding.

Cognitive Theories

How do you believe that individuals learn? Do you think learning occurs through repetition of information, or is knowledge constructed through experience? Why do babies learn differently than adolescents? In this section of the course of study, you will study four major theories of how learning occurs. You will apply these theories every day as a teacher, so as you learn the theories, try to relate them to your own learning and teaching experiences.

Piaget's Theory of Cognitive Development

Read the following chapter in *Educational Psychology* (https://lrps.wgu.edu/provision/57193)

- chapter 2 (pp. 31-42)

Read the online article "Piaget's Theory of Cognitive Development."

Develop a graphic organizer, such as a matrix, to organize information (e.g., definition, age range, characteristics, accomplishments, examples) about Piaget's four stages of development. Put the graphic organizer in your notebook for future reference.

List Examples of Assimilation and Accommodation
Generate a list of at least five examples each of assimilation and accommodation on your own or with a peer. Record your examples in your notebook.

**Learning Community Discussion of Piaget's Theory**

Discuss aspects and implications of Piaget's theory in the learning community discussion thread "Piaget's Theory of Development."

**Jerome Bruner and the Process of Education**

Read the article "[Jerome Bruner and the Process of Education](#)." Summarize the four themes of the process of education according to Bruner. Discuss the aspects of Bruner's process of education in the discussion thread "Bruner's Process of Education."

**Vygotsky's Theory of Development**

Read the following pages in *Educational Psychology*

- pages 42-46

Read the following articles

- "[Social Development Theory](#)"
- "[Social Constructivism](#)"

In the learning community discussion thread "Vygotsky's Theory of Development," discuss Vygotsky's view of the best way to enhance cognitive development.

**Understanding Vygotskian Principles**

Consider the following examples to check your understanding of Vygotskian Principles, and identify which principle is illustrated in each example:

- It is important to challenge students at a level just above their current level of understanding.
- "Talking above students' heads" is disregarding this concept.
- In Native American culture, lessons are taught through storytelling.
- Metacognition includes self-talk to monitor or improve progress.

Record your answers to these questions in your notebook.

**Thelen and Embodied Cognition**

Read the following article

- "[Six Views of Embodied Cognition](#)"

Give your opinion of the influence of environment on thinking in the learning community discussion thread "Thelen's Embodied Cognition."

_FHA4/5 Task 601.2.1-02_
Follow the directions in TaskStream to complete performance task 601.2.1-02. Be sure to explain how the two theories you compare would be evidenced in a classroom setting. Think of examples of how the theories would be applied in teaching and learning situations.

Follow these directions for accessing your performance assessments.

**Cognitive Development**

You will examine theories that explore how individuals develop abilities to think.

As individuals progress through stages of cognitive development, they become more sophisticated learners. Teachers must comprehend cognitive development and plan instruction based on their students' cognitive level so as not to “teach above” student understanding.

**Cognition and Metacognition**

*Cognition* is defined as thinking or mental processing. Do individuals become more sophisticated thinkers as a result of the learning experiences they encounter? How does individual development play a role in your ability to think? Metacognition is defined as thinking about your thinking. Whenever people reflect on their thoughts, they are engaged in metacognition. Whenever people think about the decisions they have made and why they made them, they are engaged in metacognition. Students who possess metacognitive skills are more effective learners than students who do not because they know how to plan, monitor, and evaluate their learning.

Aspects of cognition that promote thoughtful learning are metacognition, self-regulation, reflection, critical thinking, and problem solving. In this section, you will explore topics related to thinking and learning.

**Cognition**

Read the following article

- "Cognition"

Give your opinion on the influence of the environment on thinking in the learning community discussion thread "Cognition."

**Metacognition**

Read the following chapters in *Educational Psychology*

- chapter 5 (pp. 148-150)
- chapter 6 (pp. 183-184)
- chapter 8 (pp. 235-236)

Read the following articles

- "Metacognition: An Overview"
- "Metacognition: Thinking About Thinking Is Essential for Learning"
Think of a metacognitive strategy you might teach students. How could students employ this strategy on a daily basis to succeed academically? Share your own process of self-awareness and adjustment in the learning community discussion thread "Metacognition."

**Thinking About Thinking**

Think about what you learned about cognitive development. According to cognitive development theories, when are individuals first able to think about their own thinking? Record your thoughts in your notebook.

**Cognition Versus Metacognition**

Cognition and metacognition are difficult to separate at times because successful learners tend to move alternatively between the two. Define and give an example of each in your notebook.

**Reflection and Self-Evaluation**

One of the teacher education dispositions promoted by WGU is that graduates will be reflective practitioners. Reflection is a critical teaching skill because it enables you to regulate and improve your teaching. How will you use reflection as you engage in the rest of the learning activities in this course of study? How might reflection and self-evaluation help you become a better teacher? You should understand the value of reflection and self-evaluation as an educator and a learner and learn about the stages of reflection.

**Reflection**

Read the following articles

- "Reflection"
- "Cases in Teacher Education: Beyond Reflection Into Practice"

As you do, consider the following questions:

- Why is it important for teachers to be reflective about their practice?
- As a pre-service teacher, what can you do to enhance your ability to reflect?

**Reflection in Learning**

Read the following section

- section 3.2, "Reflection in Learning"

List the stages of reflection. Think of an example of each stage as it might be used in a classroom learning activity. Record your example of each stage in your notebook.

**Reflection and Self-Evaluation**

Review the following pages in *Educational Psychology*

- pages 148-150
Read the following parts of the "Reflection and Self-Evaluation" article by Marvin Marshall about reflection and self-evaluation

- **Reflection and Self-Evaluation: Part 1**
- **Reflection and Self-Evaluation: Part 2**
- **Reflection and Self-Evaluation: Part 3**

Define reflection and self-evaluation in your own words.

**Self-Regulation Strategies**

Self-regulation strategies guide individuals as they plan, monitor, and self-evaluate. Explain a strategy you might use as a teacher to help students plan. Develop an instrument you could have students use to monitor their progress toward a specific learning goal. Make certain you put your instrument in your notebook. You might be able to use this later when you engage in demonstration teaching or have your own classroom of students.

**Reflection at WGU**

*Note: This activity is for students enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next section without completing this activity.*

Read "Reflection."

After reading, write a short essay in which you do the following:

- Identify and explain each of the levels of reflection
- Explain why reflection is important
- Explain the goals of reflection in the WGU program

Post your essay to the learning community discussion thread "Reflection at WGU." In addition, comment on the posting of another student who completed this activity.

**Physical Development: Stages and Influences**

Physical development is characterized by stages from birth to adulthood, which are affected by both genetic and congenital factors.

An understanding of the processes of physical development can help a teacher be aware of potential areas of concern regarding the growth and development of students.

**Stages of Physical Development**

Have you ever noticed that toddlers who are just learning to walk typically lead with their heads? They walk headfirst because their heads are disproportionately large in comparison to the rest of their bodies. If you understand patterns of physical development, you know that as children develop, their heads develop first, and then the rest of the body catches up. Have you ever noticed that at first children pick up objects by using their entire hands? Yet as they develop, they are able to use fingers and thumbs to grip objects. Think about how this applies to
children's artwork. Young children scribble because they do not possess the dexterity to write fine lines. As children develop, they are able to learn to write and to draw.

Development generally occurs in a head-down direction, from simple to complex, and sequentially. This section examines the gradual and orderly physical and motor developments. **Physical Development**

Read the following pages in *Educational Psychology*.

- pages 64-65
- pages 73-74
- page 78

As you read, develop a matrix to organize the stages of physical development for early childhood, middle childhood, and adolescence. Include physical characteristics, motor development, and consequences and effects of development. Continue filling in the matrix as you continue studies during this section. When you have finished the matrix, include it in your notebook.

**Early Childhood Physical Characteristics**

If you look at depictions of children from ancient times, you notice that they are portrayed as miniature adults; they are dressed like adults and are typically in adult-like poses. But children are not physically, emotionally, socially, or cognitively the same as adults. How many differences can you think of between adults and preschoolers? What are the normal stages of physical, social, and emotional development; and how do those stages affect the ways in which you interact with students and provide learning opportunities?

**Normal Stages of Human Development**

Read the article "*Normal Stages of Human Development.*"

Continue to fill in the matrix you created earlier in this section. Consider how all facets of children's growth are interrelated. Think back to what you have already learned about cognitive development theory. How does the ever-changing physical development of a child affect cognitive development? Record your answer in your notebook.

**Middle Childhood Physical Characteristics**

What are the most important physical characteristics of school-age children? How do these physical characteristics influence self-concept, confidence, and self-perception?

**Physical Development in School-Age Children**

Read the following section of the article "*Physical Development in School-Age Children.*"

- "Chapter Review"

Continue to fill in the matrix you created earlier in this section. Consider physical development as it relates to the concept of same-sex sports teams in the learning community discussion thread "Physical Development."
Adolescent Physical Characteristics

Adolescence marks the beginning of rapid changes that propel children toward adulthood and is often characterized by asynchronies, or uneven growth patterns. Adolescents develop so rapidly and dramatically that initially some parts of the body develop before others. What do you remember about your own adolescent development? Did you experience any asynchronies such as having big feet or long arms compared to the rest of your body? How did your development influence your feelings about yourself?

Physical Development in Adolescents

Read the following section of the article "Physical Growth in Adolescents"

- "Chapter Review"

Read the following article

- "Normal Adolescent Development Part I"

Continue to fill in the matrix you created earlier in this section. Some have suggested that the best is biggest, fastest, and first. Make a case that biggest, fastest, and first are not necessarily best when it comes to physical and motor development during childhood. Write your justification in your notebook and share your thoughts with others.

Reflecting on Development

Compare early childhood and adolescent development in the learning community discussion thread "Reflecting on Development."

Genetic and Congenital Factors

Although development occurs in predictable directions, there are influences that have dramatic and lasting effects on physical development. Consider, for example, children who suffer from fetal alcohol syndrome, a disorder that is caused when a pregnant woman drinks alcohol during pregnancy and that results in specific physical anomalies. What is important for you to know as a prospective educator about genetic and congenital influences on development?

Physical and Health Disabilities

Read the following pages in Special Education in Contemporary Society.

- pages 493-501

In the learning community discussion thread "Genetic Influences," discuss instructional strategies that would take into account genetic influences on development.

Birth Defects

Read the following online resource

- "Birth Defects"
In the learning community discussion thread "Environmental Influences," consider your own approach for teaching students who have environmental influences on their learning.

Collaborate with other students or work independently to develop a list and description of genetic and environmental influences that affect development, such as Down syndrome, cerebral palsy, fetal alcohol syndrome, etc. Include your descriptions in your notebook.

**Exceptional Families**

Read the following pages in *Special Education in Contemporary Society*

- pages 116-134

Brainstorm a list of concerns that parents have when they suspect a child is not developing normally.

Research and create a resource list for each parent concern you identified. Your list may include professionals, literature, websites, etc. This list will be valuable when you start teaching. Include it in your notebook.

**Theories of Personality, Social, and Moral Development**

Individuals are born with an innate style or temperament. As they develop, so do their abilities to think in more complex and sophisticated ways. This section focuses on how personality, moral, behavioral, and emotional development occur in students.

Personality and social development influence how students respond in classroom contexts. Teachers need to understand students' social needs in order to structure classrooms that meet those needs.

**Personality Development and Typical Behaviors**

Erik Erikson's psychosocial stage theory serves as a guide for understanding social and personality development throughout life. The theory suggests that individuals progress through stages where they are confronted with psychosocial crises. Whether or not individuals come through stages with desirable personality characteristics depends on their relationships with significant others. For example, Erik Erikson talks about trust as a critical psychosocial development during babyhood. How is trust developed? How does the development of trust relate to a sense of security? How will understanding Erikson's psychosocial stage theory be relevant to you as a teacher?

**Erik Erikson's Psychosocial Stage Theory**

Read the following pages in *Educational Psychology*.

- pages 46-49

Review the table on page 47 to better understand Erik Erikson's eight stages of life.

Think of your own examples for each stage of development. Reflect on your own identity.
development in the learning community discussion thread "Erikson's Psychosocial Stage Theory."

**Identity Stages**

Read the following page in *Educational Psychology*

- page 81

Relate your own experiences to James Marcia's four identity statuses. Discuss the challenges that identified conflicts bring to learning in the learning community discussion thread "Identity Stages."

**Personality Development and Temperament**

Read the following articles

- "Personality Development"
- "Temperament and Your Child's Personality"

Develop a set of strategies for teachers to use with intense children and slow-to-warm-up children. In the learning community discussion thread "Temperament," discuss the role of temperament in a child's personality development.

**Moral Development**

Read the following pages in *Educational Psychology*

- pages 51-60

Create a matrix to compare and contrast Piaget's theory of moral development with Kohlberg's stages of moral reasoning. Be sure to include the stages, relationship to cognitive development, peer influence and social interactions, and criticisms of each theory.

Then reflect on your own moral development in the learning community discussion thread "Moral Development." Reflect on why it is important for teachers to understand children's sense of morality and how they should use this knowledge to establish classroom rules. Record your reflections in your notebook.

**Social-Emotional Theories**

"There is more hunger in the world for love and appreciation in this world than for bread."--Mother Teresa

What are the most pressing social and emotional needs of children and adolescents? How do adults foster psychological well-being in children? How do adults structure environments that help children develop socially and emotionally?

**Social Needs and Developments**

Read the following in *Educational Psychology*. 
Develop a matrix to compare the social needs and developments that occur throughout childhood. After reading the assignment, determine categories to compare across preschool, middle childhood, and adolescence. You may include categories such as radius of social world, self-concept and self-esteem, peer relations, friendships, etc. In the learning community discussion thread "Social Needs," consider how a child's social needs could be addressed in the classroom. Put your matrix in your notebook.

**Play Is the Work of the Child**

*Note: Secondary-education majors should skip this activity.*

Read the following article

- "Play Is the Work of the Child"

Be sure to click on the menu links in the yellow banner at the top of each web page to read about "Types of Play," "Developmental Stages," "Forms of Play," and "Supporting Play Activities." How could you use play in an elementary classroom to promote student learning and development?

**Self-Esteem, Sense of Security, and School Achievement**

*Note: This activity is for students enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next activity without completing this one.*

Read the following articles

- "Building Self-Esteem With Youth"
- "How Can Research on the Brain Inform Education?"

In a short essay, describe one strategy for each of the following areas that you might employ as a teacher to help the student improve:

- Positive self-esteem
- Sense of security in a classroom setting
- School achievement

Make certain that you describe one strategy you would use to improve self-esteem, a strategy you would use to promote a sense of security, and a strategy you would implement to increase student achievement. Briefly describe one classroom context in which you would employ the three strategies. That is, you need to include one classroom context and show how you would employ all of the strategies. A classroom context is a situation. For example, you might describe
a specific lesson, a learning activity, a routine, etc. Describe the interrelationship among self-esteem, sense of security, and school achievement evident in this classroom context. Post your essay to the learning community discussion thread “Self-esteem, Security, and Achievement.” In addition, comment on the posting of another student who completed this activity.

**FHA4/5 Task 601.2.3-05**

Note: This activity is for students enrolled in PCE v4 0305 or PCE v5 0305 only. Students enrolled in v4 1209 or v5 1209 should proceed to the next activity without completing this task.

Read the following articles

- "Building Self-Esteem with Youth"
- "How Can Research on the Brain Inform Education?"

Follow the directions in TaskStream to complete performance task 601.2.3-05. Make certain that you describe one strategy you would use to improve self-esteem, a strategy you would use to promote a sense of security, and a strategy you would implement to increase student achievement. Explain the one classroom context in which you would use each of the three strategies. A classroom context is a situation. For example, you might describe a specific lesson, a learning activity, a routine, etc.

**FHA4/5 Task 601.2.3-07**

Read the following article:

- "Academic and Social-Emotional Learning"

Follow the directions in TaskStream to complete performance task 601.2.3-07. Be sure to incorporate research and theoretical evidence from personality or social development theories. Use correct APA in-text citations as well as a "References" section.

**Genetic Influences on Development**

This section focuses on the characteristics of atypical development which place students at risk for academic failure and identifies resources available for families of these students.

Many interesting phenomena occur in the process of normal development. Teachers are better able to serve their students when teachers are aware of the markers of normal and abnormal development.

**Atypical Development and Family Resources**

As a teacher, you will encounter students as unique individuals with unique learning needs. In some instances the students in your classroom will have special needs that require specific kinds of instruction, environmental contexts, and developmental and learning accommodations. How can you prepare yourself to successfully meet the needs of all of the unique students in your classrooms? How will you collaborate with others to provide safe and productive learning environments for all students? This section describes indicators of abnormal development and
identifies resources for families of students with such characteristics.

**Students With Special Needs**

Read the following pages in *Educational Psychology*

- page 285
- pages 96-115

Read the following pages in *Special Education in Contemporary Society* for characteristics and resources for families of students with special needs:

- Pages 116-134 for family resources (review these pages read earlier)
- Pages 166-169, 178-179, and 186 for mental retardation
- Pages 207-214 and 225-229 for learning disabilities
- Pages 251-254 and 262-263 for attention deficit hyperactivity disorder
- Pages 292-298 and 311-312 for emotional or behavioral disorders
- Pages 335-340 and 348-354 for autism spectrum disorder
- Pages 379-380 and 383, 386-387 for speech and language disorders
- Pages 410-412, 424-425 and 428-430 for hearing impairments
- Pages 457-460 and 475-476 for visual impairments
- Pages 497-510 and 525-529 for physical and health disabilities and related low-incidence disabilities
- Pages 556-558 and 573-575 for gifted and talented

In the section "Physical Development: Stages and Influences," you created a list of parent concerns and resources. In your notebook, brainstorm and update your list of concerns that parents have when they suspect a child is not developing normally. Update your list of resources for parents, from your own research, to cover each concern listed.

**Normal Development**

Read or review, as appropriate, the following articles about normal stages of human development

- "Normal Stages of Human Development" (http://childdevelopmentinfo.com/development/normaldevelopment.shtml)

  - "Parent Information Guides"
  - "Child Development Basics"

Reflect on how this information is useful in the classroom.

**At-Risk Symptoms**

A classroom without students at risk for academic failure is rare. Educators must be aware of the circumstances that place children at risk for academic failure and must learn to recognize these circumstances in the students they teach. Everyone has the potential to be at risk depending on events that happen in life. Were you ever a student at risk for academic failure? What factors contributed to your potential to be unsuccessful? What strategies or support
systems helped you overcome the risks?

This section focuses on those symptoms that put students at risk for academic failure and informs future teachers of possible interventions. The interventions given are not comprehensive. You are encouraged to add more interventions to your "toolbox" as you build your knowledge and experience.

**Students at Risk for Academic Failure**

Read the following chapters in *Special Education in Contemporary Society*

- chapter 8
- chapter 14

Review the following pages in *Educational Psychology*

- pages 96-115

In the learning community discussion thread "At-Risk Students," consider the circumstances that may lead a student to being at risk for underachievement.

**Interventions for Students at Risk for Academic Failure**

In your notebook create a graphic organizer with examples of children at risk for academic failure. Include an explanation of the behavior, an example of how you would handle each in your own classroom, typical symptoms, intervention strategies for the children, and resources available for families.

**FHA4/5 Task 601.2.4-03**

Follow the directions in TaskStream to complete performance task 601.2.4-03. The interventions you identify in this task need to include actions that you would take as a teacher. While contacts with external agencies or individuals are possible interventions, they are not teacher interventions and should not be discussed for the purpose of this task.

**Environmental Influences on Development**

This section focuses on external factors that influence academic success or underachievement of students.

Knowing the background and contextual influences affecting children can assist teachers in planning instruction and in interacting with students and student’s parents.

**External Influences**

It has been suggested that education "cannot easily succeed (for students) if it ignores the circumstances of their out-of-school lives" (Maeroff, 1998, p. 5). This section focuses on the external influences on development. As a teacher, how much control do you have over external influences on children's lives? How does your environment influence your success?

**Reference**

**Student Diversity**

Read the following chapter in *Educational Psychology*

- chapter 4

Discuss instructional strategies for students with diverse needs in the learning community discussion thread "Student Diversity."

**Situational Influences on Development and Learning**

Did you ever wonder why you were more successful in some classes than in others? Have you ever asked someone to draw directions to a location instead of just telling you how to get there? Have you ever found it difficult to learn new information if examples are not provided? All of these questions hit at the heart of learning and learning preferences. Think about how you will apply what you will learn about learning styles as you structure lessons. Can you structure learning for diverse learners so everyone benefits from the instruction? This section focuses on how students learn in various situations according to their learning styles and on how learning style influences teaching style.

**Recognizing Learning Styles**

Read the following article

- "*How to: Adjust Your Teaching Style to Your Students' Learning Style.*"

Develop a list of strategies you will use to meet the needs of students with different learning needs. In the learning community discussion thread "Learning Styles," share your suggestions for adapting instruction to accommodate different learning styles.

**Theories of Learning**

What is learning? Theories of learning each have their own definitions of learning and beliefs about how individuals learn. Effective teachers understand theories of learning and apply concepts in appropriate learning situations.

Teachers need to understand learning theories so they can construct lessons and present information in ways that promote effective learning.

**Learning Theory**

What is learning? Each theory of learning has its own definitions of learning and beliefs about how individuals learn. Do you think the kind of learning influences how it occurs? For example, did you learn to ride a bike or to produce a multimedia presentation in the same way you learned the concept of trees? Did you learn how to behave as a student in a classroom in the same way you learned how to study? Effective teachers understand theories of learning and apply concepts in appropriate learning situations to help others acquire skills and knowledge.
Read the following section

- "Learning and Cognition"

Develop a matrix to organize information about the behavioral, social, cognitive, constructivist, and humanistic theories of learning. You will fill out the matrix throughout this section's activities. Be sure to include the following for each learning theory:

- Learning definition
- Elements of learning
- Principles
- Examples
- Limitations

Take organized notes to compare and contrast each learning theory. Include the notes in your notebook.

**Information Processing and Cognitive Theories of Learning**

Review the following chapter in *Educational Psychology* chapter 6

- chapter 6

Explain three insights you have gained about how to teach based on information processing theory. In the learning community discussion thread "Information on Processing and Cognitive Theories of Learning," reflect on the best way for you to acquire new information.

**Behaviorism**

Behaviorists believe that actions that are rewarded will be repeated. They believe that learning occurs through the pairing of a stimulus and a reward. They also believe that negative consequences have the potential to stop undesirable behavior. What place do you believe behaviorism has in classrooms? Do you think there are any unintended consequences that result from providing punishment? This section focuses on how consequences, positive or negative, can result in observable changes in behavior over time.

**Behavioral Theories of Learning**

Read the following chapter in *Educational Psychology*

- chapter 5 (pp. 128-146)

Fill in the "Behaviorist" section in the learning theory matrix you completed in a previous activity. In your notebook, explain how you could incorporate behaviorist principles in a classroom management plan.

**Social Learning Theory**

Social learning theorists believe that learning is reciprocal and occurs within the elements of environment, behavior, feelings, and thoughts. For example, think about being a student in a classroom. You ask a question. If the teacher were to negate your question or humiliate you for
asking it, how would you feel? How would you behave as a result of the teacher's actions? The point is that social learning theorists believe that learning is more complicated than just a stimulus and a reward pairing. They especially believe in the concepts of modeling, learning through the consequences you see others experience, and learning through observation. All of these concepts will have many applications for you as a teacher. For example, if you want students to enjoy learning, then you must show that you enjoy learning.

Social Learning Theory

Read the following in *Educational Psychology*

- chapter 5
- pages 146-151

In the learning community discussion thread "Social Learning Theory," discuss what students might learn from observing your attitude, language, and behavior. Work with at least one other student to develop a lesson using the cognitive modeling process. Keep the lesson you develop in your notebook so you can refer to it as a sample when you start teaching.

Observational Learning

Read the following article

- "Observational (Social) Learning: An Overview"

Read the following articles listed under "Albert Bandura and Social Learning Theory"

- Bandura--Theory Into Practice Database--TIP Database
- Social Learning Theory of Albert Bandura--From the first edition of A First Look at Communication Theory by Em Griffin
- Theorist Albert Bandura--Margaret Delores Isom

Fill in the section for "Social Learning" in the learning theory matrix you completed in a previous activity. Identify the main principles of social learning theory. Think of examples of how these principles apply during classroom instruction. Discuss Bandura's view of social learning theory in the learning community discussion thread "Observational Learning."

Comparing Social Learning Theory and Behaviorism

Using what you have learned about Bandura's view of social learning theory, answer the following questions and record your comparisons in your notebook:

- How are social learning theory and behaviorism the same?
- How do they differ?

Constructivism

If someone asked you for a date, would you know what was being asked? Are you being asked for a day and time? Are you being asked for a dark, oblong fruit? Are you being asked for an opportunity to go out on an occasion? The point is that constructivists believe that in order to
learn, you must make sense, find meaning, and connect new information with previous experiences. Teachers can present subject matter and learning strategies, but it is up to students to individually translate this information into useful information in their own minds. When new knowledge does not fit into existing knowledge, students must make sense of the big picture. This section focuses on the theory of how students build knowledge through experiences.

Constructivist Theories of Learning

Read the following chapter in *Educational Psychology*

- chapter 8

Fill in the section for "Constructivist" in the learning theory matrix you completed in a previous activity. Discuss your views on various constructivist teaching strategies in the learning community discussion thread "Constructivist Theories of Learning."

Humanistic View

The humanistic perspective of learning theory emphasizes that individuals are unique beings who experience emotions. Emotions and fulfillment of needs are related to learning. If individuals' needs are not met, they cannot learn effectively. Similarly, if students are focusing on emotions, they cannot focus intellectually. Have you ever gone to a class angry or upset with someone? How difficult was it to listen to what the teacher was saying or to read an assignment when you were upset?

This section focuses on Maslow's theory that individuals' basic needs must be met in order for learning to occur. Remember that what you learned about emotions and learning, how you structure your teaching and learning environments, and the kinds of emotions you solicit from students have the potential to positively or negatively influence their learning.

Humanistic Learning Theory

Read the following pages in *Educational Psychology*

- pages 299-300

Read the following article

- "Humanistic Orientations to Learning"

Fill in the section for "Humanistic" in the learning theory matrix you completed in a previous activity. In the learning community discussion thread "Humanistic Perspectives," discuss the applicability of humanistic perspectives with children.

FHA4/5 Task 601.2.6-09

Follow the directions in *TaskStream* to complete performance task 601.2.6-09.

Internal and External Influences on Teaching and Learning
This section focuses on pedagogical strategies that account for diversity, exceptionality, and social factors influencing students' learning needs.

Many factors influence a student's response to an educational experience. The ability to consider both internal and external factors improves a teacher's effectiveness in the classroom.

**Influences on Learning**

What do you believe are the most powerful influences on learning? Which of those influences can you as a teacher moderate or control? How does teaching influence learning? This section focuses on how factors such as teaching strategies, gender, and health, among many other developmental factors, can influence students' behavior and ability to learn.

**Effective Instruction**

Read the following chapter in *Educational Psychology*

- chapter 7

In the learning community discussion thread "The Effective Lesson," consider the applicability of discovery learning in the classroom.

**Instructional Strategies**

Read the following online resource

- [Differentiation of Instruction in the Elementary Grades](#)

Discuss adapting instruction in the learning community discussion thread "Adapting Instruction."

**Factors That Influence Learning**

Review the following chapters in *Educational Psychology*

- chapter 4
- chapter 12

Instruction should meet the individual needs of each student. Create a graphic organizer to include in your notebook that lists at least five factors that are likely to influence individual students' learning in the grade or content area you plan to teach. Include an explanation of how student behavior is affected and how learning is impacted by these factors. Be sure to also include how you plan to address these factors so that all students in your class will be on a successful learning track.

**Teaching Strategies Affect Learning**

*Note: This activity is for students enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next activity without completing this one.*
Access the MyLabSchool video:

- **Elementary**: "A Lesson on Fractions" and "Geometry Lessons"
- **Secondary**: "Teaching Vocabulary" and "Physics at an Amusement Park"

*Note: Do not respond to any prompts or questions included in the video clips. If the video stops when a question appears, press the “play” symbol to resume the video.*

After viewing the appropriate video, indicate which videos you viewed (elementary or secondary) and write responses to the prompts (1-2 short paragraphs per prompt) using the Guided Reflection Protocol (GRP) below:

1. Observation and Description
   a. Describe the teaching situation you observed in each video.
   b. Describe the delivery of instruction you observed in each video.
   c. Describe student interaction with the instruction you observed in each video.

2. Analysis, Exploration, and Reasoning
   a. Explain the pedagogical purpose of the teacher's lesson you observed in each video.
   b. Analyze the teacher's possible purpose for using a specific strategy you observed in each video.
   c. Analyze the impact of the teacher's instructional strategy on student learning you observed in each video.

Post your responses to the learning community discussion thread "Teaching Strategies Affect Learning." In addition, find another student's GRP responses and comment on the reflection.

**Social Factors That Influence Learning**

Read the following articles

- **Stop Bullying Now**
- **Poverty Among Children: The Impact on Special Education**
- **Preventing Drug Use Among Children and Adolescents**
- **Media Violence and Children at the Childcare Center and School**
- **Long-Term Consequences of Child Abuse and Neglect**

Explain in your notebook how bullying, poverty, drug use, violence, and child abuse or neglect affect or influence learning.

**Group and Social Factors Affect Learning**

*Note: This activity is for students enrolled in PCE v4 1209 or PCE v5 1209 only. Students enrolled in v4 0305 or v5 0305 should proceed to the next activity without completing this one.*

Access the MyLabSchool video:

- **Elementary**: "Cooperative Learning--Fifth Grade Math"
- **Secondary**: "Motivating At-Risk Students"
Note: Do not respond to any prompts or questions included in the video clips. If the video stops when a question appears, press the "play" symbol to resume the video.

After viewing the appropriate video, indicate which video was viewed (elementary or secondary) and write responses to the prompts (1-2 short paragraphs per prompt) using the Guided Reflection Protocol (GRP) below:

1. Observation and Description
   a. Describe the teaching situation you observed in terms of visual aids, seating arrangement, and any additional criteria necessary to present the setting of the learning environment.
   b. Describe the group characteristics (number and types of students--gender, ethnicity, age, grade level, etc.) of the teaching situation you observed.
   c. Describe the student-to-student interactions you observed.

2. Analysis, Exploration, and Reasoning
   a. Explain how group and social factors impact student learning.
   b. Explain the purpose of the teacher's lesson you observed.
   c. Analyze the teacher's possible purpose for a specific teaching strategy you observed.
   d. Describe the level of student engagement with the lesson you observed.

In your responses to prompts on the GRP, you should thoroughly explain your observations. For example, when viewing the video appropriate for your teaching level, you will observe two or more groups where student-to-student interactions occur. Make sure that you describe as many of the student interactions you observed as possible. Be detailed in your description. When you explain the purpose of the teacher's lesson, keep in mind that you are being asked to discern the teacher's lesson objective and give an explanation of that objective. Post your responses to the learning community discussion thread "Group and Social Factors Affect Learning." In addition, find another student's GRP responses and comment on the reflection.

FHA4/5 Task 601.2.7-04

Note: This task is for students enrolled in v4 0305 or v5 0305 only.

Students enrolled in v4 1209 or v5 1209 should proceed to the next activity instead of completing this task. All others should follow the directions in TaskStream to complete performance task 601.2.7-04.

Domain Interaction
Development does not occur in isolation. Think about how malnourished children are affected physically. Research shows that those children, especially if deprived of protein, have cognitive impairments as well. What examples can you generate to show how one kind of development influences other types of development? Does cognitive development influence social interactions? This section will explore how types of development are related.

Interactions

Read the following chapters in Educational Psychology
Look for relations across different types of developments. Explain how each kind of development (social, emotional, physical, moral, and cognitive) relates to other areas. Think of and note concrete examples to show the interactions.

**Critical Thinking and Problem Solving**

Cognition is defined as thinking or mental processing. Aspects of cognition that promote thoughtful learning are metacognition, self-regulation, reflection, critical thinking, and problem solving. In this section, you will explore topics related to critical thinking and problem solving.

It is important to consider thinking as high-level processing. Teachers need to present information using strategies that promote thinking and problem solving.

**Questions to Promote Critical Thinking**

This is a complex and complicated world where behavior is governed by the decisions people make. How do you make decisions? What kinds of factors do you consider when you have an important decision to make? How can you help students become effective decision makers? This section focuses on training students to make rational decisions about what to do or what information to believe.

**Critical-Thinking Skills**

Read the following pages in *Educational Psychology*

- pages 256-257

For each of the 10 critical-thinking skills found in these pages, write in your notebook at least two questions teachers could ask to promote critical thinking. Consider the following example:

- For "distinguishing between verifiable facts and value claims," you might include questions such as, "How can you determine if presented information is factual? Is this an opinion or based on facts?"

**Thinking and Problem Solving**

Think of a specific learning objective that requires high-level thinking. Write at least five questions you could ask that would promote critical thinking in relation to the objective. In the learning community discussion thread "Thinking and Problem Solving," discuss how a teacher might use cooperative learning to promote problem solving. Record your questions in your notebook.

**Inductive Versus Deductive**

If WGU courses of study are helpful, will this course of study be helpful? If one course of study is confusing, does that mean all courses of study are confusing? Reasoning is one of the essential ingredients in critical thinking. In order to be a good thinker, you must be able to identify logical fallacies. This section provides practice in reasoning and targets how to teach
reasoning skills.

**Inductive Versus Deductive Reasoning**

Read the following article

- "Inductive and Deductive Reasoning"

Complete the exercises that are included in the article.

**Critical Thinking Versus Problem Solving**

How are problem solving and critical thinking different? Do they share some of the same elements? How can problem-solving skills be used in specific learning contexts? The more problem-solving skills you possess, the greater the potential you have to be successful. If one strategy does not lead to a solution, you have the ability to generate a new solution or approach to a solution. This section will address creative problem-solving strategies.

**Instructional Approaches That Promote Problem Solving**

Read the following chapter in *Educational Psychology*

- chapter 8 (pp. 249-258)

Read the following online article

- "Jigsaw in 10 Easy Steps"

In the learning community discussion thread "Problem-Solving Skills," discuss why it is just as important for students to be taught creative problem-solving skills as general problem-solving skills. How do problem solving and critical thinking differ?

**FHA4/5 Task 601.2.8-03**

Follow the directions in TaskStream to complete performance task 601.2.8-03. Read the goal and objectives for the hypothetical saltwater marsh science lesson. Explain how you would use either the jigsaw or the student teams achievement division (STAD) cooperative learning procedure to help students accomplish the saltwater marsh lesson's objectives. Make certain you describe each step in the cooperative learning procedure. Explain how you would use each step to accomplish specific lesson objectives. Provide rationale for the use of each step to accomplish specific aspects of the lesson objectives. Describe how you would evaluate both individual and group performance. Make certain your description includes specific ideas about how you would evaluate the specific lesson objectives.

**Conclusion**

Congratulations on completing all of the sections for the Human Development and Learning Course of Study! As you know, Human Development and Learning includes a broad range of topics related to development and learning theory. You have studied learning and development theories; personality, social, and moral development; external and genetic influences on development; factors that influence learning; instructional strategies for all types of learners; and
intervention strategies for learners at risk for academic failure.

**Review of Major Points**

All of the content covered in this course of study serves as a critical, theoretical, and practical foundation for teaching and helping children learn. Learning theories, which are often challenging for students to understand and apply, serve as the basis for the instructional and learning strategies you will incorporate in your lessons. Additionally, learning theories and cognitive development theories are important to consider as you establish classroom management plans and procedures.

For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you requests them through your AAP and your mentor approves your request.

FHA4 Task 601.2.1-02

FHA4 Task 601.2.1-07

FHA4 Task 601.2.3-05

FHA4 Task 601.2.3-07

FHA4 Task 601.2.4-03

FHA4 Task 601.2.6-09

FHA4 Task 601.2.7-01

FHA4 Task 601.2.8-03

**Transfer/Application**

You will draw from the knowledge you have gained in Human Development and Learning as you progress through the rest of the Foundations of Teaching Domain and the remainder of your program at WGU. As you work through the rest of the Foundations of Teaching subdomains, try to make connections between the subdomains that will help you retain the knowledge and understand the interrelatedness of the material. Once you become a teacher, consider taking additional advanced courses in educational psychology, and read professional journal articles so you can learn about new strategies that promote motivation to learn.

**Next Steps**

You have now completed all of the FHA4/5 performance tasks. As soon as you have passed the FHA4/5 assessment, you are ready to progress to the next subdomain in Foundations of Teaching: Diversity and Inclusion (FDA4/5). Remember that you will need to maintain your notes and refer back to them and this course of study as you prepare for the comprehensive FTC4/5 objective exam. Good luck as you continue on to the next step in your educational journey-Diversity and Inclusion (FDA4/5)!
Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU?s ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities