This course supports the assessments for FHT4. The course covers 8 competencies and represents 3 competency units.

Introduction

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 will guide you as you learn about theoretical perspectives on cognitive, personality, and social and emotional development and learning. Typical and atypical development are also explored in the context of at-risk factors.

Watch the following video for an introduction to this course:

Competencies

This course provides guidance to help you demonstrate the following 8 competencies:

- **Competency 601.2.1: Cognitive Development**
  The graduate describes cognitive development theory and forms of cognitive knowledge.

- **Competency 601.2.2: Physical Development**
  The graduate understands general issues related to physical development.

- **Competency 601.2.3: Personality and Emotional Development**
  The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

- **Competency 601.2.4: Atypical Development**
  The graduate explains atypical stages of development.

- **Competency 601.2.5: External Influences on Development**
  The graduate knows common influences on growth and development (i.e., organic causes, socio-cultural factors, and socioeconomic factors).

- **Competency 601.2.6: Learning Theory and Conditions of Learning**
  The graduate describes how learners construct knowledge and acquire and retain skills.

- **Competency 601.2.7: 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 601.2.8: Thinking and Problem Solving**
  The graduate develops and promotes higher-order thinking skills in students.
Teaching Dispositions Statement
Please review the WGU Statement of Teaching Dispositions.

Course Instructor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

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 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 were 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 "TC Licensure and Certification" folder in the WGU Student Handbook to see if your state has a basic skills requirement.

Preparing for Success
The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies, competent in the indicated areas, and ready to pass the final assessments.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning 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.
MyLabSchool
MyLabSchool in Pearson MyLab/Mastering.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts
The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.


Note: These e-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Note: Video Links in the *Special Education in Contemporary Society* text are disabled in this e-text edition and can be skipped for this course of study.

Cognitive Theories of 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 levels so as not to "teach above" student understanding.

Cognitive Theories

How do you believe 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.

This topic addresses the following competency:

- Competency 601.2.1: Cognitive Development
  The graduate describes cognitive development theory and forms of cognitive knowledge.

Piaget's Theory of Cognitive Development

Read the following section of *Educational Psychology*:
Read the following 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.

Examples of Assimilation and Accommodation

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

Message board Discussion of Piaget's Theory

Discuss aspects and implications of Piaget's theory in the following message board discussion thread:

- "Piaget's Theory of Development"

Jerome Bruner and the Process of Education

Read the following 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 following discussion thread:

- "Bruner's Process of Education"

Vygotsky's Theory of Development

Read the following pages in *Educational Psychology*:

- pages 42-46 of chapter 2 ("Theories of Development")

Read the following articles:

- "Social Development Theory"
- "Social Constructivism"

Discuss Vygotsky's view of the best way to enhance cognitive development in the following message board discussion thread:

- "Vygotsky's Theory of Development"

Understanding Vygotskian Principles
Consider the following examples to check your understanding of Vygotskian principles. 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 a disregard for this concept.
- In Native American culture, lessons are taught through storytelling.
- Metacognition includes self-talk to monitor progress or improve progress.

Record your answers in your notebook.

**Thelen and Embodied Cognition**

Read the following article:

- "Embodied Cognition"

Give your opinion of the influence of the environment on thinking in the following message board discussion thread:

- "Thelen's Embodied Cognition"

**Task 601.2.1-02 Performance Task**

Complete the following task in TaskStream:

- FOT PCE: Human Dev & Learn: 601.2.1-02

For details about this performance assessment, see the "Assessment" tab in this course.

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.

**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 levels so as not to "teach above" student understanding.

**Cognition and Metacognition**

*Cognition* is defined as thinking or mental processing. *Metacognition* is defined as thinking about your thinking. 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.

This topic addresses the following competency:
Competency 601.2.1: Cognitive Development
The graduate describes cognitive development theory and forms of cognitive knowledge.

Cognition

Read the following article:

- "Cognition"

Give your opinion on the influence of the environment on thinking in the following message board discussion thread:

- "Cognition"

Metacognition

Read the following section of *Educational Psychology*:

- pages 148-150 of chapter 5 ("Behavioral Theories of Learning")
- pages 183-184 of chapter 6 ("Information Processing and Cognitive Theories of Learning")
- pages 235-236 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

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 following message board 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 alternate between the two. Define and give an example of each in your notebook.

Reflection and Self-Evaluation
Reflection is a critical teaching skill because it enables you to regulate and improve your teaching. 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 as a learner and learn about the stages of reflection.

This topic addresses the following competency:

- Competency 601.2.1: Cognitive Development
  The graduate describes cognitive development theory and forms of cognitive knowledge.

**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 of Personal Development Planning:

- 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 of *chapter 5 ("Behavioral Theories of Learning")*

Read the following online article:

- "Reflection and Self-Evaluation"

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

Read the following article:

- "Reflection"

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 discussion board 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 that 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

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.

This topic addresses the following competency:

- Competency 601.2.2: Physical Development
  The graduate understands general issues related to physical development.

Physical Development

Read the following pages in *Educational Psychology*:

- pages 64-65, 73-74, and 78 of chapter 3 ("Development during Childhood and Adolescence")

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 your studies in this section. When you have finished the matrix, include it in your notebook.

Early Childhood Physical Characteristics

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?

This topic addresses the following competency:

- Competency 601.2.2: Physical Development
  The graduate understands general issues related to physical development.

**Normal Stages of Human Development**

Read the following article:

- "Normal Stages of Human Development"

Continue to fill in your matrix. 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?

This topic addresses the following competency:

- Competency 601.2.2: Physical Development
  The graduate understands general issues related to physical development.

**Physical Development in School-Age Children**

Access the companion website for the following chapter in *Children* by Robert Kail:

- chapter 11 ("Physical Development in School-Age Children")

Select "Chapter Review" from the left-hand column. Read the chapter review.

Continue to fill in your matrix. Consider physical development as it relates to the concept of same-sex sports teams in the following message board discussion thread:

- "Physical Development"

**Adolescent Physical Characteristics**

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?

This topic addresses the following competency:
• Competency 601.2.2: Physical Development
  The graduate understands general issues related to physical development.

Physical Development in Adolescents

Access the companion website for the following chapter in *Children* by Robert Kail:

• chapter 14 ("Physical Growth in Adolescents")

Select “Chapter Review” from the left-hand column. Read the chapter review.

Read the following articles:

• "Normal Adolescent Development Part I"
• "Normal Adolescent Development Part II"

Continue to fill in your matrix. 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 following message board 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, which results in specific physical anomalies. What is important for you to know as a prospective educator about genetic and congenital influences on development?

This topic addresses the following competency:

• Competency 601.2.2: Physical Development
  The graduate understands general issues related to physical development.

Physical and Health Disabilities

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

• pages 491-501 of chapter 13 ("Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities")

Discuss instructional strategies that would take into account genetic influences on development in the following message board discussion thread:
“Genetic Influences”

Birth Defects

Read the following article:

“Birth Defects”

Consider your own approach for teaching students who have environmental influences on their learning in the following message board discussion thread:

“Environmental Influences”

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, and fetal alcohol syndrome. Include your descriptions in your notebook.

Exceptional Families

Read the following pages in Special Education in Contemporary Society:

- pages 113-131 of chapter 4 ("Parents, Families, and Exceptionality")

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 references from 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 Development and Typical Behaviors

Erik Erikson's psychosocial stage theory serves as a guide for understanding social and personality development throughout life. 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?

This topic addresses the following competency:

- Competency 601.2.3: Personality and Emotional Development
  The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

Erik Erikson's Psychosocial Stage Theory
Read the following pages in *Educational Psychology*:

- pages 46-49 of *chapter 2 ("Theories of Development")*

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 following message board discussion thread:

- "Erikson's Psychosocial Stage Theory"

### Identity Stages

Read the following page in *Educational Psychology*:

- page 81 of *chapter 3 ("Development during Childhood and Adolescence")*

Relate your own experiences to James Marcia's four identity statuses. Discuss the challenges that identified conflicts bring to learning in the following message board discussion thread:

- "Identity Stages"

### Personality Development and Temperament

Read the following articles:

- "Erikson's Stages of Psychosocial 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. Discuss the role of temperament in a child's personality development in the following message board discussion thread:

- "Temperament"

### Moral Development

Read the following pages in *Educational Psychology*:

- pages 51-60 of *chapter 2 ("Theories of Development")*

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

Then reflect on your own moral development in the following message board 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**
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?

This topic addresses the following competency:

- Competency 601.2.3: Personality and Emotional Development
  The graduate understands personality, moral, behavioral, and emotional development in children and adolescents.

**Social Needs and Developments**

Read the following sections in *Educational Psychology*:

- pages 69-70 of chapter 3 ("Development during Childhood and Adolescence")
- pages 74-77 of chapter 3 ("Development during Childhood and Adolescence")
- pages 80-86 of chapter 3 ("Development during Childhood and Adolescence")
- chapter 10 ("Motivating Students to Learn")

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 the radius of the social world, self-concept and self-esteem, peer relations, and friendships. Put your matrix in your notebook.

Consider how a child's social needs could be addressed in the classroom in the following message board discussion thread:

- "Social Needs"

**The Importance of Play in Early Childhood Development**

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

Read the following article:

- "The Importance of Play in Early Childhood Development"

How could you use play in an elementary classroom to promote student learning and development?

**Self-Esteem, Sense of Security, and School Achievement**
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 students improve in each of these areas:

- positive self-esteem
- sense of security in a classroom setting
- school achievement

Briefly describe one classroom context in which you would employ each of the three strategies. For example, you might describe a specific lesson, a learning activity, or a routine. Describe the interrelationship among self-esteem, sense of security, and school achievement evident in this classroom context.

Post your essay to the following message board discussion thread:

- "Self-Esteem, Security, and Achievement"

In addition, comment on the posting of another student who completed this activity.

**Task 601.2.3-07 Performance Task**

Read the following article:

- "Academic and Social-Emotional Learning"

Complete the following task in TaskStream:

- FOT PCE: Human Dev & Learn: Task 601.2.3-07

For details about this performance assessment, see the "Assessment" tab in this course.

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**

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

**Atypical Development and Family Resources**

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 classroom? How will you collaborate with others to provide a safe and productive learning environment for all students? This section describes indicators of abnormal development and identifies resources for families of students with such characteristics.

This topic addresses the following competency:

- Competency 601.2.4: Atypical Development
  The graduate explains atypical stages of development.

**Students With Special Needs**

Read the following pages in *Educational Psychology*:

- page 285 of chapter 9 ("Accommodating Instruction to Meet Individual Needs")
- pages 96-115 of chapter 4 ("Student Diversity")

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

**Family Resources:**

- pages 113-131 of chapter 4 ("Parents, Families, and Exceptionality")

**Mental Retardation:**

- pages 164-168, 176-177, and 184-187 of chapter 5 ("Individuals With Intellectual Disabilities or Mental Retardation")

**Learning Disabilities:**

- pages 204-211 and 221-225 of chapter 6 ("Individuals With Learning Disabilities")

**Attention Deficit Hyperactivity Disorder:**

- pages 246-249 and 253-259 of chapter 7 ("Individuals With Attention Deficit Hyperactivity Disorder")

**Emotional or Behavioral Disorders:**

- pages 291-296 and 309 of chapter 8 ("Individuals With Emotional or Behavioral Disorders")

**Autism Spectrum Disorder:**

- pages 330-336 and 342-349 of chapter 9 ("Individuals With Autism Spectrum Disorder")
Disorders”

Speech and Language Disorders:

- page 376, 381-383, and 387-388 of chapter 10 (“Individuals With Speech and Language Impairments”)

Hearing Impairments:

- pages 410-412 and 426-430 of chapter 11 (“Individuals With Hearing Impairments”)

Visual Impairments:

- pages 455-458 and 472-473 of chapter 12 (“Individuals With Visual Impairments”)

Physical and Health Disabilities and Related Low-Incidence Disabilities:


Gifted and Talented:

- pages 552-554 and 569-572 of chapter 14 (“Individuals Who Are Gifted and Talented”)

In the subject "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 the following webpages:

- "Normal Stages of Human Development (Birth to 5 Years)"
- "Child Psychology and Mental Health"
- "Child Development"

Reflect on how this information is useful in the classroom.

At-Risk Symptoms

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.

This topic addresses the following competency:
Competency 601.2.4: Atypical Development
The graduate explains atypical stages of development.

Students at Risk for Academic Failure

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

- chapter 8 ("Individuals With Emotional or Behavioral Disorders")
- chapter 14 ("Individuals Who Are Gifted and Talented")

Review the following pages in *Educational Psychology*:

- pages 96-115 of chapter 4 ("Student Diversity")

Consider the circumstances that may lead a student to being at risk for underachievement in the following message board discussion thread:

- "At-Risk Students"

Interventions for At-Risk Students

In your notebook, create a graphic organizer with examples of children at risk for academic failure. Include an explanation of each 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.

**Task 601.2.4-03 Performance Task**

Complete the following task in **TaskStream**:

- FOT PCE: Human Dev & Learn: Task 601.2.4-03

For details about this performance assessment, see the "Assessment" tab in this course.

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 that should 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 of children and the contextual influences affecting children can assist teachers in planning instruction and in interacting with students and their 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 the external influences on children's lives? How does environment influence your success?
This topic addresses the following competency:

- Competency 601.2.5: External Influences on Development
  The graduate knows common influences on growth and development (i.e., organic causes, socio-cultural factors, and socioeconomic factors).

Reference

**Student Diversity**

Read the following chapter in *Educational Psychology*:

- chapter 4 ("Student Diversity")

Discuss instructional strategies for students with diverse needs in the following message board discussion thread:

- "Student Diversity"

**Situational Influences on Development and Learning**

There are different learning styles 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 that 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.

This topic addresses the following competency:

- Competency 601.2.5: External Influences on Development
  The graduate knows common influences on growth and development (i.e., organic causes, socio-cultural factors, and socioeconomic factors).

**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. Share your suggestions for adapting instruction to accommodate different learning styles in the following message board discussion thread:

- "Learning Styles"

**Theories of Learning**

Each theory of learning has its 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**

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.

This topic addresses the following competency:

- Competency 601.2.6: Learning Theory and Conditions of Learning
  The graduate describes how learners construct knowledge and acquire and retain skills.

**Learning Theory**

Read the following section of Wikipedia’s "Educational Psychology" page:

- "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 ("Information Processing and Cognitive Theories of Learning")

Explain three insights you have gained about how to teach based on information processing theory. Reflect on the best way for you to acquire new information in the following message board discussion thread:

- "Information on Processing and Cognitive Theories of Learning"

**Behaviorism**

Behaviorists 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.

This topic addresses the following competency:

- **Competency 601.2.6: Learning Theory and Conditions of Learning**
  The graduate describes how learners construct knowledge and acquire and retain skills.

### Behavioral Theories of Learning

Read the following chapter in *Educational Psychology*:

- pages 128-146 of chapter 5 ("Behavioral Theories of Learning").

Fill in the "Behaviorist" section in your learning theory matrix. In your notebook, explain how you could incorporate behaviorist principles into 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?

This topic addresses the following competency:

- **Competency 601.2.6: Learning Theory and Conditions of Learning**
  The graduate describes how learners construct knowledge and acquire and retain skills.

### Social Learning Theory

Read the following chapter in *Educational Psychology*:

- pages 146-151 of chapter 5 ("Behavioral Theories of Learning").

Discuss what students might learn from observing your attitude, language, and behavior in the following message board discussion thread:

- "Social Learning Theory"

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 the "Albert Bandura and Social Learning Theory" section:

- "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 your learning theory matrix. Identify the main principles of social learning theory. Think of examples of how these principles can be applied during classroom instruction.

Discuss Bandura's view of social learning theory in the following message board 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

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.

This topic addresses the following competency:

- Competency 601.2.6: Learning Theory and Conditions of Learning
  The graduate describes how learners construct knowledge and acquire and retain skills.

Constructivist Theories of Learning

Read the following chapter in Educational Psychology:

- chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

Fill in the section for "Constructivist" in your learning theory matrix. Discuss your views on various constructivist teaching strategies in the following message board discussion thread:
• "Constructivist Theories of Learning"

**Humanistic View**

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 learn 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 learning.

This topic addresses the following competency:

• Competency 601.2.6: Learning Theory and Conditions of Learning
  The graduate describes how learners construct knowledge and acquire and retain skills.

**Humanistic Learning Theory**

Read the following pages in *Educational Psychology*:

• pages 299-300 of chapter 10 ("Motivating Students to Learn")

Read the following article:

• "Humanistic Orientations to Learning"

Fill in the section for "Humanistic" in your learning theory matrix. Discuss the applicability of humanistic perspectives with children in the following message board discussion thread:

• "Humanistic Perspectives"

**Task 601.2.6-09 Performance Task**

Complete the following task in TaskStream:

• FOT PCE: Human Dev & Learn: Task 601.2.6-09

For details about this performance assessment, see the "Assessment" tab in this course.

**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.

This topic addresses the following competency:

- Competency 601.2.7: Influences on Instruction and Learning
  The graduate understands the influences of developmental and external factors on learning and their implications on instruction and learning.

**Effective Instruction**

Read the following chapter in *Educational Psychology*:

- chapter 7 ("The Effective Lesson")

Consider the applicability of discovery learning in the classroom in the following message board discussion thread:

- "The Effective Lesson"

**Instructional Strategies**

Read the following article:

- "Differentiation of Instruction in the Elementary Grades"

Discuss adapting instruction in the following message board discussion thread:

- "Adapting Instruction"

**Factors That Influence Learning**

Review the following chapters in *Educational Psychology*:

- chapter 4 ("Student Diversity")
- chapter 12 ("Learners with Exceptionalities")

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 also to 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**

Watch the following videos:

**Elementary Level**
"A Lesson on Fractions"

"Geometry Lessons"

Secondary Level

"Teaching Vocabulary"

"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 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 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 following message board 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"
- "Impact of Media on Children"
- "Long-Term Consequences of Child Abuse and Neglect"

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

Group and Social Factors Affect Learning

Watch the following videos:
Elementary Level

"Cooperative Learning-Fifth Grade Math"

Secondary Level

"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 (e.g.-number and types of students-gender, ethnicity, age, grade level) 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 student interactions you observed as possible. Be detailed in your descriptions. 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 following message board discussion thread:

- "Group and Social Factors Affect Learning"

In addition, find another student's GRP responses and comment on the reflection.

**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.
This topic addresses the following competency:

- Competency 601.2.7: Influences on Instruction and Learning
  The graduate understands the influences of developmental and external factors on learning and their implications on instruction and learning.

**Interactions**

Read the following chapters in *Educational Psychology*:

- chapter 2 ("Theories of Development")
- chapter 3 ("Development during Childhood and Adolescence")
- chapter 9 ("Accommodating Instruction to Meet Individual Needs")

Look for relationships across different types of development. Explain how each kind of development (i.e., social, emotional, physical, moral, and cognitive) relates to other areas. Think of and note concrete examples that show the interactions.

**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.

This topic addresses the following competency:

- Competency 601.2.8: Thinking and Problem Solving
  The graduate develops and promotes higher-order thinking skills in students.

**Critical-Thinking Skills**

Pages 256-257 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction") in *Educational Psychology* include a list of 10 critical-thinking skills. For each of the 10 critical-thinking skills, 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. Discuss how a teacher might use cooperative learning to promote problem solving in the following message board discussion thread:

- "Thinking and Problem Solving"

Record your questions in your notebook.

**Inductive Versus Deductive**

Reasoning is one of the essential components of 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.

This topic addresses the following competency:

- Competency 601.2.8: Thinking and Problem Solving
  - The graduate develops and promotes higher-order thinking skills in students.

**Inductive Versus Deductive Reasoning**

Read the following article:

- "Inductive and Deductive Science Thinking"

Design a lesson plan following the steps outlined 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 problem. This section will address creative problem-solving strategies.

This topic addresses the following competency:

- Competency 601.2.8: Thinking and Problem Solving
  - The graduate develops and promotes higher-order thinking skills in students.

**Instructional Approaches That Promote Problem Solving**

Read the following pages in *Educational Psychology*:

- pages 249-258 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

Read the following article:

- "Jigsaw in 10 Easy Steps"
Discuss why it is just as important for students to be taught creative problem-solving skills as general problem-solving skills in the following message board discussion thread:

- "Problem-Solving Skills"

How do problem solving and critical thinking differ?

**Task 601.2.8-03 Performance Task**

Complete the following task in TaskStream:

- FOT PCE: Human Dev & Learn: Task 601.2.8-03

For details about this performance assessment, see the "Assessment" tab in this course.

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.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

**The WGU Library**

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- WGU: Accessing the Library
- WGU Library: Finding Articles, Books, & E-Reserves

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If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu

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