LEARNING, INSTRUCTION, EVALUATION AND CURRICULUM DEVELOPMENT

Course Number: EL 5614

Semester Hours: 3

Prerequisites: Graduate Status

Limitations on Enrollment: 25

Required: Required for Principal and Supervisor Candidates; elective for School Business Administrator Candidates.

Catalog Description

Study of the teaching and learning process. Instructional theories and models, evaluation and assessment techniques applied to the curriculum.

N.B. In order to insure full class participation, any student with a disability condition requiring special accommodations (e.g., tape recorder, special adaptive equipment, special note taking or test taking procedures) is strongly encouraged to contact the professor at the beginning of the course.

Fall 2008
LEARNING, INSTRUCTION, EVALUATION AND CURRICULUM DEVELOPMENT

I. Course Objectives

Students will achieve growth towards becoming informed, dynamic professionals through knowledge acquisition, skill application and value development, as evidenced by demonstration of the ability to:

A. Analyze learning theory, styles and related student needs. (Knowledge/Skills)

B. Evaluate theories of instruction. (Knowledge/Skills/Values)

C. Apply instructional models. (Knowledge/Skills)

D. Analyze and appraise standardized assessment data in order to propose and develop curricular design and modification. (Knowledge/Skills/Values).

E. Evaluate and assess instructional outcomes. (Knowledge/Skills/Values)

F. Analyze and evaluate curriculum models aligned to the unique learning styles of the Net Generation. (Knowledge/Skills)

II. Course Content

A. Learning Styles

1. Cognitive development
2. Affective development
3. Brain research
4. Gender and Learning
5. Multiculturalism
6. Models
   a. Vygotsky
   b. Watson and Skinner
   c. Gardner
   d. Others

B. Instructional Theories
1. Nature of a theory of teaching
2. Criteria for assessing theories of teaching
3. Selected theories of teaching
   a. Mastery learning
   b. Essential elements of instruction
   c. Student centered
4. Cognitive, affective, psychomotor domains
   a. Metacognition
   b. Cognitive learning
   c. Constructivism
   d. Neuroscience

C. Instructional Models.

1. Information Processing Models
2. Social Models
3. Behavioral Models
4. Types of Learning
   a. Authentic
   b. Rote Learning
   c. Inquiry Learning
   d. Project-Based Learning
5. Personal Models
6. Multicultural
7. Differentiated instruction
8. Backward Design
9. Special Needs Populations

D. Curricular Design and Modification

1. Curriculum Mapping
   a. Assessing consistency and flexibility
   b. Curriculum articulation
      i. Across grade levels
      ii. Across content areas
   c. Creating, applying and assessing benchmarks
2. Data Driven Decision Making
   a. State and Federal Mandates
      i. Provisions and requirements
      ii. No Child Left Behind (NCLB)
   b. Analysis of standardized assessment data
3. Effective Schools Research
4. Curriculum Reform
5. Political and Curriculum Issues/Development
   a. Charter schools
   b. Private-for-profit schools
   c. Vouchers
   d. Faith-based schools/ issues

E. Evaluation and Assessment Techniques
   1. Assessment of Content
   2. Assessment of Building/District Programs
   3. Specialized Testing
   4. Assessment Issues
      a. Fairness
      b. Teaching to the test
      c. Test Taking Skills
      d. Achievement Gap
      e. Students with Disabilities
      f. ELL students

III. Methods of Instruction
   A. Lecture
   B. Class discussions
   C. Modeling
   D. Technology Based
      1. WebCT
      2. Power Points
      3. Podcasts
      4. Other

IV. Methods of Evaluation
   A. Written projects (Knowledge/Skills/Values)
   B. Examinations (Knowledge/Skills)
   C. Group presentations (Knowledge/Skills/Values)
   D. Individual Presentations (Knowledge/Skills/Values)
V. Recommended Texts


Recommended Books for Classroom Discussion


VI. Bibliography – (Current)


VII.. Bibliography – (Seminal)


VIII Bibliography- Other


Cruickshank, D. R. *Research That Informs Teachers and Teacher Educators*. 


VIII. Journals

- American Education Research Journal
- American Educator
- Education Forum
- Educational Digest
- Educational Leadership
- Educational Researcher
- Educational Theory
- Examiner
- Harvard Educational Review
- Journal of Aesthetic Education
- Journal of Curriculum and Supervision
- Journal of Research and Development in Education
- Kappa Delta Pi Forum
- Phi Delta Kappan
- Review of Educational Research
Teaching Education
Theory Into Practice
Teachers College Record

VIII Non-Print Resources

Cassette "A Dialogue on Education and the Control of Human Behavior" Carol Rogers and B.F. Skinner.

K-404 Assertive Discipline In the Classroom
M2-582 Cognitive Development
K-71 Creating A Way of Learning
M2-697 Dealing with Discipline Problems
M2-415 Dramatic Play: An Integrative Process for Learning
M2-691 Glasser on Discipline
M2-321 Theory Into Practice (M. Hunter)
Ms-390 The Personalized System of Instruction
Ms-598 Summerhill

IX. Web Sites

1. www.aasa.org American Association of School Administrators
3. ericir.syr.edu Ask ERIC
4. www.ascd.org Association for Supervision and Curriculum Development
6. www.naesp.org National Association of Elementary School
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<td><a href="http://www.nassp.org">www.nassp.org</a></td>
<td>National Association of Secondary School Principals</td>
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<td><a href="http://www.nsba.org">www.nsba.org</a></td>
<td>National School Boards Association</td>
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<td><a href="http://www.njasa.net">www.njasa.net</a></td>
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<td>New Jersey Department of Education</td>
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<td><a href="http://www.edweek.org">www.edweek.org</a></td>
<td>Education Week</td>
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<td><a href="http://www.nj.com">www.nj.com</a></td>
<td>New Jersey on Line</td>
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<td>13</td>
<td><a href="http://www.njascd.org">www.njascd.org</a></td>
<td>New Jersey Association for Supervision and Curriculum Development</td>
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<td><a href="http://www.njpsa.org">www.njpsa.org</a></td>
<td>New Jersey Principals and Supervisors Association</td>
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<td><a href="mailto:ascd@smartbrief.com">ascd@smartbrief.com</a></td>
<td>ASCD resources</td>
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<td><a href="http://www.edtrust.org">www.edtrust.org</a></td>
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<td>teachermagazine.com</td>
<td>Teacher Magazine online</td>
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