



**University of Puerto Rico
Mayaguez Campus
Teacher Preparation Program
Office of the Dean of Academic Affairs
Mayaguez, Puerto Rico**

**Official syllabus
January-may 2016**

Human Growth and Development II -Edfu 3002

Professor: Dra. Lebrón Tirado

Credit Hours: Three (3)

Contact Hours: Three (3) hours of conference

Previous requirements: Human Growth and Development II -Edfu 3001

Description of the course:

EDFU 3001 - 3002. Human Growth and Development I and 2. Six credits. Three hours of lecture per week each semester. **(2015-2016 Undergraduate Catalogue).**

The first semester will be devoted to an inquiry into the nature of psychology as background for a better understanding of the educational process. The growth and development of children and adolescents will be examined, as well as the natural and environmental forces which influence the development of a well balanced personality.

The second semester the students will analyze the psychological principles which underlie the teaching-learning process and the individual and social conditions which act upon it. Analysis of the process of evaluation and the principles underlying the creation of educational testing and grading.

General Objectives:

After completing the course **EDFU 3002**, the students will be able to:

- a. analyze the dynamics of the teaching-learning process and the forces that direct them. **(InTASC # 1-2, PRDES # 2-4)**
- b. explained the nature of human intelligence, brain and learning styles as a basis for the understanding of learning. **(InTASC #1-2, PRDES # 2-4)**
- c. apply psychological principles that govern the process of teaching and learning in different educational settings. **(InTASC #1-2-3, PRDES # 2-4-5)**
- d. judge the importance of making a value judgment of educational activities using the processes of assessment, measurement and evaluation. **(InTASC # 6, PRDES # 6)**

Specific Objectives:

The course aims to train and develop skills in students so you can successfully:

1. define general concepts of education. (go-a)
2. analyze the relationship between the learning process and the brain. (go-b)
3. analyze the different approach of intelligence, learning styles and their application to teaching-learning process. (go-b)
4. raise awareness of future teachers and future parents that the teaching-learning process is directed to the integral development of the human being. (go-a)
5. analyze the theories of learning, their representatives and the application to the educational field. (go-c)
6. explain the relationship between measurement, assessment and evaluation. (d)
7. explain the types, principles and ethics of evaluation. (go-d)
8. build evaluation techniques in the classification of observation. (go-d)
9. apply ethical considerations in the evaluation process. (go-d)
10. build valuation techniques (CAT'S) applied to the subject of their specialization. (go-d)
11. write objectives in terms of learning according to Bloom's Taxonomy and Anderson. (go-d)
12. build educational activities according to IDC (initiation, development and closing). (go-d)
13. apply the four levels of thinking of Norman Webb the teaching-learning process. (go-d)
14. apply the general and specific principles in the preparation of items in a test. (go-d)
15. build a specification sheet for a test criteria.(go-d)
16. build a test report.(go-d)
17. explain the different criteria used to assess student achievement. (go-d)
18. apply the concepts of statistics to the measurement process. (go-d)
19. promote the concepts of the course from his role as a parent and / or teacher. (go-a)

(General objectives= go)

Outline of contents

Themes

- I. Discussion of syllabus and assign tasks. 1.5 hrs.
- II. Operational objectives according to the current Circular Letter of the Department of Education of Puerto Rico in the area of planning. 1.5hrs.
- III. Taxonomies of educational objectives: Bloom, Anderson and Webb 1.5hrs.
 - a. formulation of objectives (conceptual, attitudinal and procedural) and its relation to the teaching-learning process.
 - b. prepare purposes according to the circular letter of current planning DEPR
 - c. levels of thinking of Norman Webb.
- IV. IDC activities: initiation, development and closing in the teaching-learning process. 1.5 hrs
- V. Assessment Instructional (6 hrs.)
 - a. Definition
 - b. Purpose of instructional assessment
 - c. Format for the development of valuation techniques
 - d. Techniques assessment "Classroom Assessment Techniques" (C.A.T.S)

I. Estimate knowledge and skills

Determine level of foreknowledge, Background Knowledge Probe, Memory Matrix, Focussed Listing, Misconception/Preconception Check, Empty Outlines, One Minute Paper, and Muddiest Point.

2. Synthesis and creative thinking

One Sentence Summary, Word Journal, Approximate Analogies, Concept Maps.

3. Analysis and Critical Thinking

Categorizing Grid, Defining Feature Matrix, Pro's & Con's Grid.

4. Graphic organizers

Central Graphic Idea, Flow Chart, Concept Maps, Ramification Structural Diagram, Venn Diagram, KWL Diagram.

Test # 1

VI. Intelligence, Theories of Intelligence and Learning Style (7.5 hrs.)

A. Intelligence

1. Definition of the term from the perspective of several authors.
2. Learning process and the brain.
3. Memory, aspects of memory, metacognition and forgetfulness.
4. Individual and collective tests for assessing intelligence.
5. Coefficient of intelligence William Stern.
6. Theories of intelligence
 - a. Triarchic Theory - Robert Sternberg
 - b. Theory Multiples Intelligences- Howard Gardner

B. Learning Styles

1. Richard M. Felder (1996) - Index of Learning Styles Questionnaire

Test # 2

VII. Behavioral, Cognitive and Cognitive-Social Approaches (10.5 hrs.)

1. Behaviorist School and Pedagogical Practical Applications

- a. Ivan Pavlov - Theory of Classical Conditioning
- b. B. F. Skinner - Operant Conditioning Theory
- c. John B. Watson - Behaviorist Manifesto

2. Cognitive Pedagogical School and Practical Applications

- a. Jean Piaget - Cognitive Development Theory
- b. Robert Gagné - Model of Information Processing in Learning
- c. Jerome Bruner - Learning Through Discovery
- d. David Ausubel - Receptive Learning / Meaningful

3. Cognitive-Social School and Pedagogical Practical Applications

- a. Albert Bandura - Social Learning Theory
- b. Lev Vygotsky - Socio-Cultural Theory
- c. Urie Bronfenbrenner - Ecological Theory

Test # 3

VIII. Evaluation Process (4.5 hrs.)

1. Definition, importance, value and differences of the evaluation process.
2. Types of evaluation: diagnostic, formative, summative.
3. Principles of evaluation.
4. Evaluation techniques: observation techniques and techniques own expressions.
5. Ethical considerations of the evaluation process.

IX. Measurement process (9 hrs.)

1. Definition
2. Classification of tests
3. Planning, construction, assembly and test management
 - a. preparing items
 - b. assembly test
 - c. report specification sheet and statistical report
 - d. keys
 - e. qualities and elements of quality of a test
4. Analysis Test
 - a. item analysis
 - b. validity and reliability - factors affecting the validity and reliability of a test
 - c. difficulty index
5. Statistical methods- descriptive statistics
 - 1.1 measures of central tendency: mode, mean, median
 - 1.2 measures of dispersion or variability: range, variance, standard deviation
6. Qualifications Systems of the Department of Education of Puerto Rico (the current Circular Letter of evaluation).

FINAL TEST

Instructional strategies

1. Educational Conference
2. Discussion
3. Group work
4. Oral and written reports
5. Analysis of cases
6. Homework
7. Internet

Assessment techniques

- a. Concepts maps
- b. Graphic KWL
- c. Empty Outlines
- d. Def. Feature Matrix
- e. Venn diagram
- f. Categorizing Grid
- g. List focused on concept
- h. Memory matrix
- i. Central Graphic idea
- j. Pro's & Con's
- k. Open questions
- l. One Minute Paper

Evaluation strategies, score and their relative weight in percent

Instruments of evaluation	Themes	Dates	Value	Percent
	Chapter in a book, area of specialty	Jan/21/2016	Necessary for their class jobs	
Tests			400 pts.	57.14%
Test #1	Assessment	Feb/16/2016	100 pts.	
Test #2	Intelligence y learning styles	March/8/2016	100 pts.	
Test #3	Learning Theories	April/5/2016	100 pts.	
Final Test	Evaluation and measurement	May 12-20 2016	100 pts.	
School Works			100 pts.	14.28 %
Operational objectives	Measurement	Jan/28/2016	30 pts.	
Assessment techniques	Assessment	Feb/11/2016	25 pts.	
Checklist (2) Evaluative Scale (2) Anecdotal Record (1)	Evaluation	April/21/2016	20 pts.	
Test (Match, true-false, fill in the blanks, multiple choice, question or problem), Test Report and Key	Measurement	May/5/2016	25 pts.	
Oral/written report	Learning Theories	March 10-31 2016	100 pts.	14.28 %
Assistance and punctuality	Semester	January 15 to May 10, 2016	100 pts.	14.28 %
	Total		700 pts.	100 %

Learning resources or facilities available or required minimum:

1. Computer with Word and PowerPoint scheduled to work in and outside the classroom.
2. Calculator.
3. Access to the internet.
4. Text Book- Rodríguez-Ireland, D. (2007). Measurement, Assessment and Evaluation of Educational Achievement.

Rating system (Curve)

A =	100 – 90
B =	89 - 80
C =	79 - 70
D =	69 - 60
F =	59 - 00

Text books:

Part of the course regarding Assessment, Measurement and Evaluation:

Angelo T. & Cross. (1993). Classroom Assessment Techniques: A Handbook for College Teachers. San Francisco: Jossey-Bass Publisher.

Rodríguez-Irlanda, D. (2007). Medición, “Assessment” y Evaluación del Aprovechamiento Académico. Puerto Rico: Publicaciones Puertorriqueñas, Inc.

Part of the course regarding theories of human learning and intelligence:

Woolfolk, A. (2010). Psicología Educativa. México: Prentice-Hall.

Bibliography

INTELLIGENCE

Arends R. (2007). Learning to Teach. (7ma. ed.). New York: Mc-Graw –Hills.

Biaggi, M.L. (1983). Teorías de aprendizaje para maestros, México - Trillas.

Bornstein, M., Lamb, M. (1992). Development in Infancy: An Introduction. New York: Mc Graw Hills, Inc.

Boyer, R. & Seaborne, A. (1973). Psicología del aprendizaje. Editorial Fontanella.

Clifford, M. (1981). Practicing Educational Psychology. Houghton Mifflin Company.

Colón, L.H. (2003). El Cerebro que Aprende: La Neuropsicología del Aprendizaje. Puerto Rico: Library of Congreso Cataloging in Publication Data.

Craig, G. (1988). Desarrollo Psicológico. México: Prentice-Hall Hispanoamericana, S. A.

Ellis Ormrod, J.(2005). Aprendizaje humano. (4ta ed.) Madrid: Pearson Educación.

Eggen & Kauchak. (2010). Educational Psychology: Windows on Classrooms. (11/E). Allyn & Bacon.

Flórez Ochoa, R. (2005). Pedagogía del conocimiento. (2nd ed.) Columbia: Mc-Graw – Hills.

Gagné, Ellen (1985). The Cognitive Psychology of School Learning. Boston: Little Brown & Co.

Hughes, F., Noppe, L. (1990). Human Development: Across the Life Span. New York: Macmillan Publishing Company.

Klausmeir, G. (1997). Habilidades humanas y aprendizaje. Harper & Row Latinoamericana.

Kleins, S. (1994). Aprendizaje. (2nd ed.) México: Mc-Graw -Hills.

Labinowics, Ed. (1982). Introducción a Piaget: Pensamiento, Aprendizaje y Enseñanza. México: Fondo Educativo Interamericano.

Le francois, G. (2000) Psychology for Teaching. California: Wadsworth Publishing Company

Le francois, G. (1987). The Lifespan. California: Wadsworth Publishing Company.

Morse, W. (1972). Psicología aplicada a la enseñanza, (4ta ed.) México: Editorial Pak.

Ormrod. (2010). Educational Psychology: Developing Learners. (7/E) Allyn & Bacon.

Philip Rice, F. (1992). Human Development: A Life-Span Approach. New York: Macmillan Publishing Company.

Rovira, A. (1992). Crecimiento y Desarrollo Humano. Puerto Rico: Editorial Librería.

Sánchez, H. E. (1972). Psicología educativa. (7ma. ed.) Editorial Universitario.

Skolnick, A. S. (1986). The Psychology of Human Development. San Diego: Harcourt Brace Jovanovich, Publisher.

Slavin. (2010). Educational Psychology: Theory and Practice. (9/E). Allyn & Bacon.

Sroufe, L. A., Cooper, R., Dehart, G. B. (1992). Child Development: Its Nature and Course. New York: McGraw-Hills, Inc.

Sternberg, R. (1982). Inteligencia Humana. Barcelona: Ediciones Paidós.

Sternberg & Williams. (2010). Educational Psychology. (2/E). Allyn & Bacon.

Woolfolk, A. (2010). Educational Psychology: Modular Active Learning Edition. (11/E) Allyn & Bacon.

II. MEASUREMENT, EVALUATION Y ASSESSMENT

Airasian P. 2005. Classroom Assessment: Concepts and Applications. (5 th ed.): Nueva York Mc-Graw -Hills.

Bloom, B. (1956). Taxonomy of Educational Objectives. New York: David McKay Co.

Brookhart & Nitk. (2008). Assessment and Grading in Classrooms. (1/E). Allyn & Bacon

Carreño H.k, F. (1977). Enfoques y principios teóricos de la Evaluación. México: Editorial Trilles.

Cirino,G.(1984). Introducción al Desarrollo de Pruebas Escritas. Puerto Rico: Editorial Bohio

Cheser L & Chase C. (1992). Developing and Using Tests Effectively. San Francisco: Jossey-Bass Publisher.

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Correño, F. (1979). Enfoques y principios teóricos de la evaluación. Trillas.

Díaz de Grana, I. (1980). Los objetivos educativos: criterios Claves para la evaluación del aprendizaje. Río Piedras, Puerto Rico: Editorial Universitaria.

Domínguez, Z. (1977). Módulos para medir la evaluación. Madrid: Ediciones Norcea, S. A.

Gronlund & Waugh. (2010). Assessment of Student Achievement. (9/E).). Allyn & Bacon.

Gronlund. (2009). Writing Instructional Objectives. (8/E). Allyn & Bacon.

Gronlund, N. (1980). Elaboración de tests de aprovechamiento. Méjico: Editorial Trilles.

Grossvenor, Laura et. Al. (1993). Student Portfolios. NEA Professional Library.

Herman, J.L., Aschbacher, P.R. & Winters, L. (1991). A Practical Guide to Alternative Assessment. ASCD.

Livas González, I. (1977). Análisis e interpretación de los resultados de la evaluación educativa. Méjico: Editorial Trilles.

McMillan. (2010). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction. (5/E). Allyn & Bacon .

Nitko & Brookhart. (2010). Educational Assessment of Students. (6/E). Allyn & Bacon.

Oosterhof. (2009). Developing and Using Classroom Assessments. (4/E). Allyn & Bacon.

Pallares, M. (1980). Técnicas e instrumentos de evaluación. Barcelona, España: Ediciones CEAC.

Popham . (2010). Classroom Assessment: What Teachers Need to Know. (6/E). Allyn & Bacon.

Popham, W. J. (1973). Evaluating Instruction. New Jersey: Prentice-Hall, Inc.

Reynolds, Livingston & Willson. (2009). Measurement and Assessment in Education. (2/E). Allyn & Bacon.

Santiago, C. (2002). Compromisos de la Evaluación Educativa. Madrid: Prentice-Hall.

Stufflebean, D., Shinkfield, A. (1987). Evaluación sistemática: Guía y teoría práctica. Madrid: Ediciones Paídos.

Taylor & Nolen. (2008). Classroom Assessment: Supporting Teaching and Learning in Real Classrooms. (2/E). Allyn & Bacon.

Thorndike & Thorndike-Christ (2010). Measurement and Evaluation in Psychology and Education. (8/E). Allyn & Bacon.

Vera, L. (2002). Medición, "Assessment" y Evaluación del Aprendizaje. Puerto Rico: Publicaciones Puertorriqueñas.

III. Other references:

Cruickshank, Brainer & Metcalf (1995). The Act of Teaching. New York: Mc Graw-Hills.

Moore, K. D. (1995). Classroom Teaching Skills. (3er ed.) Mc Graw-Hill.

Attachment

Additional information:

Office: SH 403-B

E mail: ana.lebron@upr.edu

Office hours: Tuesday and Thursday - 7:30-9:00am and 3:30-5:00pm

NOTES:

1. The dates set out in the syllable may be altered forever and when they reach a consensus between the professor and the students.
2. No replacement of test will be offered. If the student has a valid excuse for being absence to a test, the test will be taken on the day scheduled by the university for the final exam.
3. No work will be accepted after the dates specified in the syllabus. Students that are absent will send their work via email the same day delivery of work. The student will deliver the work, previously emailing, the day they return to the classroom with a copy of the email sent to the professor.
4. The professor reserves the right to make any changes to the syllables, provided that properly notify and reasonable time to all students.
5. Attendance hundred points will be divided according to the number of school days. Students attending class every school day will accumulate all the points assigned to this criterion, a total of 100 points. If the students are absent to class, they will lose five (5) points per absent. Arriving late (after passing assistance) will lose two (2) points for tardiness. After fifteen (15) minutes after starting the course, the student will lose three (3) points for tardiness.
6. If the student leaves the room and do not return, falls asleep or work on other activities that are not discussed in the class, it will be considered an absence. If you leave the room after passing the student list and then return, it will be considered tardy or absent, as appropriate.
7. If the student do not attend classes, but has an official academic reason, legal reason, reason of death of an immediate family member, due to illness or military reason, they must submit and deliver a copy of the ORIGINAL excuse to return to the course. You cannot accumulate points attendance day.
8. All school works will be delivered in computer with registration number in the right corner of the first page of the job.
9. No school work will be accepted if they are left in my mailbox (in the department) or left in my office without my permission.
10. Students who are repeating the course Edfu 3002, will work together in the oral and written reports assigned.
11. Cell phones, I Pods and other electronic devices will not be allowed in the classroom.
12. Texting will not be allowed during class.

13. Clothing appropriate for a classroom.
14. Anyone who is not officially enrolled in the course will not be accepted in the course. (Insurance UPR)
15. No special arrangements will be made for any student to change the date of the final exam.
16. Students who represent the University of Puerto Rico, Mayaguez Campus in any official activity of the university, in or outside the enclosure, must submit the official excuse offered by the university and will be responsible for the material discussed and or works to be delivered the day (s) of absence (s).
17. Course manual will not be allowed with the answers from previous courses.
18. Students will make arrangements to take examinations of other courses outside the official schedule of Edfu 3002. Student may attend another section Edfu 3002 (9:00 am, 12: 30md, 2:00 pm, 3: 30pm, SH 405) **ONLY** the days they have another class exam and cannot make their arrangements with the other professor. If the students leave the room without the class ended, they will not accumulate the points of assistance of the day.
19. **ACADEMIC HONESTY:** Any academic fraud will be subject to disciplinary action as described in General Student Regulations of the University of Puerto Rico, Mayaguez Campus. The professor will follow the rules set out in that regulation.

After identifying with the professor, students with disabilities will receive reasonable accommodations during the class. For more information contact Student Services with Disabilities in the Office of the Dean of Students (Q-019), (787) 265-3862 or (787) 832-4040 ext. 3250 or 3258. After the professor officially receives their reasonable accommodations from the Dean of Students, the student and the professor will discuss them and reach the agreements necessary for an effective learning process. If you do not identify with the professor, I cannot help you with your reasonable accommodations for your learning process.

Registration notes:

I. Test- ____ 400 points

Test #1= ____ 100 points

Test #2= ____ 100 points

Test #3 = ____ 100 points

Final test = ____ 100 points

II. School jobs- _____ 200 points

Operational objectives = ____ 30 points

Assessment techniques = ____ 25 points

Oral and written report= _____ 100 points

Checklist (2)

Evaluative Scale (2)

Anecdotal Record (1) = ____ 20 points

Exam (Match, true-false, fill in the blanks, multiple choice, question or problem), test report and key = ____ 25 points

III. Assistance- 100 points

Assistance y punctuality = ____100 points

Registration assistance. Enter the date you arrive late to school or absent.

Tardiness (-2)	Absences (-5)

Total ____/ 700 points = ____ ()