

Course Title: Growth and Human Development I

Coding: 3001 EDFU

Credits: Three (3) Conference a week/three (3) credits

Prerequisites: none

**COURSE DESCRIPTION:**

The course tries to give future teachers understanding about the nature and scope of psychology background to better understand the educational process. It confronts the student with knowledge about the growth and development of children and adolescents. It looks natural and environmental forces that contribute to the development of a healthy personality.

**OBJECTIVES:**

It is expected that at the end of the course the student:

<b>Objectives</b> At the end of the semester the teacher should be able to:	<b>Estándares Profesionales PRDES</b>	<b>InTASC Standards</b>
1. Explain the periods of Human Growth from the conception to the adolescence.	1, 2, 3	4, 5
2. Understand and explain the four (4) stages of cognitive development according to Jean Piaget Theory.	1, 2, 3	4, 5
3. To know and explain which stage of Piaget coincides with each of physical growth periods.	1, 2, 3	4, 5
4. To know and explain the eight (8) psychological crisis according with Erick Erickson Theory.	1, 2, 3, 4	4, 5
5. To know, explain and apply the principal concepts of the following theories: a. Bioecological: Uri Bronfenbrenner b. Cognitive (brain) development: Jean Piaget c. Information processing: Herbert Simon d. The four (4) psychological states of the adolescence: James Marcia e. The seven (7) characteristics of the adolescent: David Elkin f. Psychosexual development: S. Freud	1, 2, 3	4, 5, 6
6. To apply the main concepts of these theories (#5) to the process of teaching/learning, and evaluation: measurement and assessment	1, 6	5, 6
7. To know and construct assessment/measurement	6, 7	6

	techniques to evaluate better the products of the teaching/learning process.		
8.	Compare the theories of the human development and its educational implications.	1, 2	4, 5
9.	Analyze the impact of science and psychology in the study of human development by using the investigations cited by the text, professor and scientific articles provided by him.	1, 2, 3	5, 4
10.	To develop and demonstrate responsibility, respect and appreciation of the process of teaching/learning, and the application of critical thinking as student/teacher.	5,8	5,7
11.	To understand the psychology and ecology of learning to help students to grow/develop individually and as part of a group and community.	8, 9	7
12.	To apply several assessment techniques to help the students in the learning process and meet their objectives and goals.	6	6
13.	To plan and develop several teaching/learning methods to help students understand the scope of the discipline.	3, 2	7, 9, 8
14.	To understand and practice the profession of teaching/learning preparation is limitless and involves in continuing educational activities like seminars, courses, conferences, etc. that allow her/him to help better the learners, school and community.	11, 9	9
15.	The teacher recognizes that the profession requires leadership in the scientific, psychological and ethical fields to be an example for students, school and communities.	11, 9, 5	9, 10
16.	The teachers demonstrate/apply her/his knowledge of differences in growth cognitive development, learning ecologies of the learners and their communities.	5, 8, 9	1, 2, 3
17.	The teacher understand the need to inform the students that in a global society, the scientific, technological and information explosion requires more preparation than any time before.	10, 11, 9, 7	1, 2, 3
18.	The teacher understands and apply that due to genetics and cultural imperatives, there exists differences/diversities in each learner, group, family and community for which he/she should be an example.	4, 5, 8, 9	1, 2, 3, 10

**OUTLINE OF TOPICS:**

<b>Content</b>	<b>Resources</b>
<b>Part I</b>	
<b>To.</b> Course requirements..... 1 hr 1. Assignments and assessments 2. Standards of the course  <b>B.</b> Entering the world of the children ..... 10 hrs 1. Study of the world of the child 2. Before and now 3. Basic concepts 4. Influence on development 5. As we discovered 6. Aspects and theoretical perspectives  <b>C.</b> Early ..... 7 hrs. 1. Formation of a new life: design, heritage and environment 2. Pregnancy and prenatal development, Birth and Newborn	<b>To.</b> Distribution and discussion of record and agenda  <b>To.</b> Reading the text of class, Chapter 1 & 2 <b>B.</b> Lecture and discussion  <b>To.</b> Reading of the text, Chapters 3, 4 and 5 <b>B.</b> Lecture, discussion and activities
<b>FIRST PARCIAL REVIEW</b>	
<b>Part II.</b>	
<b>To.</b> Infancy and early childhood..... 7 hrs. 1. Physical development and health 2. Cognitive development 3. Psycho-social development  <b>B.</b> Second childhood ..... 7 hrs 1. Physical development and health 2. Cognitive development 3. Psycho-social development	<b>To.</b> Reading of the text, Chapters 6, 7 & 8 <b>B.</b> Lecture, discussion and activities  <b>To.</b> Reading of the text, Chapters 9, 10 & 11 <b>B.</b> Lecture, discussion and activities
<b>SECOND PARTIAL EXAM</b>	
<b>Part III.</b>	
<b>To.</b> Third childhood ..... 7 hrs 1. Physical development and health 2. Cognitive development 3. Psycho-social development  <b>B.</b> Adolescence ..... 7 hrs 1. Physical development and health 2. Cognitive development 3. Psycho-social development	<b>To.</b> Reading of the text, Chapters 12, 13 & 14 <b>B.</b> Lecture, discussion and activities  <b>To.</b> Reading of the text, Chapters 15, 16 & 17 <b>B.</b> Lecture, discussion and activities
<b>FINAL EXAM</b>	
<b>In such a case that required the time allocated to each topic can be modified</b>	

**INSTRUCTIONAL STRATEGIES:**

1. Universal methods of teaching and learning, and their most important techniques will be used:
  - a. Constructivist:
    - I. Discovery
    - II. “Mastery Learning”
    - III. Cooperative Learning
    - IV. Directed Study
    - V. Independent Study
    - VI. Oral and Written Report
    - VII. Other (Assignments)
  - b. Explanatory/demonstration:
    - I. Educational Conference
    - II. Review
    - III. Discussion

**MINIMUM RESOURCES REQUIRED OR AVAILABLE:**

1. Library
2. Text of the course
3. Text on reserve
4. Projector
5. “Power Point” projector
6. Magazines
7. Videos

**ASSESSMENT STRATEGIES:**

**Each teacher set his system of evaluation that will be discussed in the first day of classes. Some of the strategies of appraisal could be:**

- Assignments
- Exams
- Oral and written reports
- Various assessment techniques
- Final exam

## **RATING SYSTEM:**

Use the following curve: 90-100 A,  
80-89 B,  
70-79 C,  
65-69 D,  
64-0 F.

## **TEXT OF THE COURSE:**

Papalia, D. E. et. to the. (2009). the developmental psychology. 11th Edition, Mexico: McGraw - Hill/Interamericana editores.

## **BIBLIOGRAPHY**

Arens, r. (2004). Learning To Teach. 6th Edition, Boston: McGraw-Hill.

Buzsaki, g. (2006) Rhythms Of The Brain, Oxford: Oxford University Press. (Elsevier).

Cacioppe, j. et al. (2006). Social Neuroscience-Thinking People. Cambridge, MA: MIT Press.

Craig, g. J. (2001) psychological development. 8 th Edition. Mexico: P.H.

Hauser, M. (2006). Moral Minds How Nature Designed Our Universal Sense of Right and Wrong. New York: Harper/Collin.

Huetinck, l. and Munshin, S. N. (2004). Teaching Mathematics For the 21st Century. 2nd edition, Mexico: Pearson (P.H.)

Kandel, e. (2006). In Search of Memory - The Emergence of a New Science of Mind. New York: Norton.

Koob, G & Le Moal, M. (2006). Neurobiology of Addiction. London: Academic Press.

National Research Council. (2002). How People Learn. Washington: National Academic Press.

Ormrod, J. E. (2005). Human learning. 4th Edition. Madrid: Pearson/P. H.

Papalia, D.E. et. To the. (2005). Psychology of development, 9th Edition, Mexico: McGraw-Hill/Interamericana editores.

Shown, M. (2006). The Quantum Zoo, A tourist guide to the Neverending Universe. Washington: NAP

Stanford, k. (2006). Excellence eding Our Grasp - Science, History and The Problem of Unconceived Alternatives. Oxford: O. U. P.

Woolfolk, a. (2006). Educational psychology. 9th Edition, Mexico: Pearson.

**MAGAZINES:**

Science

The Journal of Education

Journal of Educational Psychology

The Journal of Educational Research

Psychology Today

The Journal of General Education

Human Development

**LAW 51:**

Any student who has a disability that may affect their learning, is entitled to receive reasonable accommodation and special assessments. To orient themselves and receive these services call the office of services to students with disabilities located in the Office of the Dean of students. (Building Q - Office 019), 787 265-3862 or 787 832-4040 Ext. 3250 or 3258.



**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	
<b>Tests</b>			<b>400 pts.</b>	<b>57.14%</b>
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.	
<b>School Works</b>			<b>100 pts.</b>	<b>14.28 %</b>
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.	
<b>Oral/written report</b>	Learning Theories	March 10-31 2016	<b>100 pts.</b>	<b>14.28 %</b>
<b>Assistance and punctuality</b>	Semester	January 15 to May 10, 2016	<b>100 pts.</b>	<b>14.28 %</b>
	<b>Total</b>		<b>700 pts.</b>	<b>100 %</b>

**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.

Collazo, A. (1974). Nociones básicas en la elaboración de Pruebas. Universidad de Puerto Rico: Facultad de Pedagogía.

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](mailto: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.

<b>Tardiness (-2)</b>	<b>Absences (-5)</b>

**Total \_\_\_\_ / 700 points = \_\_\_\_ ( )**

University of Puerto Rico  
Mayagüez Campus  
Dean of Academic Affairs  
Teacher Preparation Program

Course Syllabus

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**Nature and Needs of Exceptional Children**

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Spring 2015-2016

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**I. General Information**

<b>Professor:</b>	<b>Janette Ferrer Montes, Ph.D.</b>
<b>Email:</b>	<b>janette.ferrer@upr.edu</b>
<b>Office:</b>	<b>SH 403 A1</b>
<b>Credits:</b>	<b>3 (three hours of lecture per week)</b>
<b>Days:</b>	<b>MWF</b>
<b>Office Hours:</b>	<b>MW 12:30 pm – 1:30 pm</b> <b>MW 2:30 pm - 4:30 pm</b>
<b>Telephone:</b>	<b>(787) 832-4040 ext. 2558</b>

**II. Course Description**

**This course offers an overview of the psychological and educational needs of exceptional learners. It provides the experiences and knowledge necessary for the design and implementation of curricular programs, special teaching techniques, and strategies appropriate for exceptional learners. Laboratory and field experiences will be an integrate part of the course.**

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**III. Course Objectives**

**Upon completion of this course, students will be able to:**

1. Identify, recognize, and articulate the characteristics and causes of different exceptionalities. (INTASC 1-2, PRDES 1-5)
2. Demonstrate understanding of the concept of disabilities (and its limitations) and the classifications established by law and their characteristics. (INTASC 1-2, PRDES1-5)

3. Understand services provided for people with disabilities and different educational models and interventions used by professionals. (INTASC 1-2, PRDES 2-5)
4. Articulate, synthesize, and analyze the legal grounds and history that have affected the education of people with exceptionalities. (INTASC 1-2-4, PRDES 1-5)
5. Describe what is an Individualized Education Program (IEP) and its implications for teaching students with disabilities. (INTASC 1-2, PRDES 1-5-9)
6. Identify appropriate learning strategies to facilitate the learning of students with exceptionalities in an inclusive environment. (INTASC 5-8, PRDES 3-4-5)
7. Understand basic principles and due process (procedural safeguards) related to Special Education Program on the island. (INTASC 4, PRDES 1-5)
8. Demonstrate knowledge, skills, and attitudes of respect and appreciation in working with students who have reasonable accommodation or disability. (INTASC 5-9, PRDES 4-5)
9. Recognize, estimate, and value differences, needs, and strengths of people with disabilities. (INTASC 5-9, PRDES 5)
10. Know and describe what Assistive Technology (AT) is and which AT devices could benefit people with disabilities. (INTASC 4, PRDES 5-7-10)



Official Syllabus

EDFI 4005: Introduction to Motor Learning

<b>Credits:</b> 3	<b>Contact Hours:</b> 3 hours	
<b>Prerequisites:</b> CIBI 3001-3002	<b>Co- Requisites:</b> None	
<b>Descripción del curso:</b> Aspectos de fisiología, sicología, y educación que forman la base del entendimiento de la actividad motora.		
<b>Descripción del curso (inglés):</b> Aspects of physiology, psychology, and education that form the basis of understanding motor activity.		
<b>Learning Objectives:</b> At the end of the course students will be able to:	DEPR	InTASK
1. Understand the factors involved in learning and performing motor skills.	1,2,5	1,2,4,5(e,g,h)
2. Understand the information processing system.	1	4
3. Understand theories of motor learning.	1,5	4,2
4. Perform simple experimentation in the laboratory.	1,2,6,7	1,2,3,4, 5(e,g,h),6,8 (m,n,r)

**ALIGNMENT WITH KINESIOLOGY STUDENTS OUTCOMES**

Perfil del estudiante/Program Outcomes	Objetivo
a. Ability to understand and apply fundamental knowledge of Physical Education(PE), sports performance and recreation.	1,2,3
b. Competence in a minimum of four (4) recognized PE areas: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Sciences applied to PE and sports</li> <li>• Strength and efficiency</li> <li>• Sports Skills</li> <li>• PE and sports management</li> <li>• Recreation</li> <li>• Training</li> </ul>	1,2,3
c. Ability to conduct research and to critically analyze and interpret data in at least one of the recognized study areas.	4,5
d. Ability to identify, formulate and solve problems in PE, sports performance and recreation using modern tools, techniques and skills.	4,5
e. Play an effective role in multidisciplinary professional working groups, solving problems in PE, sports, performance and recreation.	3,4,5
f. Ability to communicate effectively.	5
g. Understand the importance of being in compliance with professional practice and legal issues such as: certification standards, medical issues in sport, and safety, among others.	
h. Understand the impact of PE on health, general well-being, safety in sports, and teaching in a global context.	4,5
i. Commitment to being involved in learning for life and in physical activity.	4,5
j. Awareness of contemporary social, cultural, economic, artistic, aesthetic, environmental and EDFI issues.	4,5

**Bosquejo de contenido de clase por horas contacto:**

<b>Temas del curso CONFERENCIA</b>	<b>Tiempo</b>	<b>Avalúo</b>
1. Introducción y recuento histórico.	3	Examen
2. Diferencias individuales y habilidades motoras.	2	Examen, Revisiones Lit.
3. Procesamiento de información y toma de decisiones.	2	Examen, Revisiones Lit.
4. Contribuciones sensoriales hacia ejecución diestra.	3	Examen, Revisiones Lit, Trabajo final
5. Producción de movimiento y programas motores	2	Examen
6. Principios de control motor.	2	Examen
7. La experiencia del aprendizaje	2	Examen
8. Retroalimentación.	2	Examen
9. Facilitación de aprendizaje y ejecución.	2	Examen
10. Aplicación de principios de aprendizaje de destrezas.	2	Examen
	2	Examen
11. Teorías de aprendizaje. Skipping	2	Examen
12. Estrategias de preparación mental.	2	Examen

Después de identificarse con el profesor y la institución, los estudiantes con impedimento recibirán acomodo razonable en sus

**Estrategias Instruccionales:**

X Conferencia                      X Actividades de grupo  
 X Práctica de destrezas        X Práctica de estrategias

**Materiales y equipo mínimo necesarios para cumplir objetivos:**

a. Salón de clases	c. Áreas Verdes
b. Instalaciones deportivas	d. Coliseo Rafael Mangual

**Estrategias de evaluación y porcentaje relativo de nota:**

Las estrategias de evaluación es de la siguiente forma:

Pruebas teóricas (2 parciales).....	60%
Examen Final.....	30%
Asistencia.....	10%
	100

**Sistema de calificación:** cuantificable (por letra)    Curva estándar 100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F

cursos y evaluaciones. Para más información comuníquese con la Oficina de Estudiantes con Impedimentos en la Oficina del Decano de Estudiantes (Oficina #4) o a los teléfonos 787-265-3862 o 787-832-4040 ex. 3372 o 2040 por correo electrónico a [pura.vincenty@upr.edu](mailto:pura.vincenty@upr.edu).

Schmidt, R.A., & Wrisberg, C.A. (2014). Motor Learning and Performance. (5th ed.). Champaign, Illinois: Human Kinetics.



Official Syllabus

**EDFI 4179: Introduction to Motor Development**

<b>Credits:</b> 3	<b>Contact Hours:</b> 2 hours class & 2 hours lab.	
<b>Prerequisites:</b> EDFU 3001		<b>Co- Requisites:</b> NO
<b>Descripción del curso:</b> Introducción al estudio de los cambios en el desarrollo motor desde la infancia. Se dará énfasis en las teorías para explicar el desarrollo motor, factores que afectan este desarrollo y la relación en prácticas apropiadas en la enseñanza y en la participación deportiva.		
<b>Descripción del curso (inglés):</b> Introductory studies on the changes in motor movement development from early childhood. Emphasis will be on the theories to explain the motor development, different factors that affect this phenomenon and the relationship with appropriate practices in teaching and sports participation.		
<b>Objectives:</b>  1. Recognize the different variables that affect or influence the motor development of the child. 2. Identify the characteristics of each phase of motor development. 3. Master the techniques of teaching motor skills appropriate to development. 4. Know the different methods of motor development research. 5. Participate in research related to the field of motor development.	<b>DEPR</b>	<b>InTask</b>
	1, 2	1,4,5(e,g,h)
	1,2,5	1,2,4,5(e,g,h)
	1,2,6	1,4,5,6
	2,7	1,3 (g,m),5 (l),8 (mnr)
	2,7	5,8 (m,n,r)

**ALIGNMENT WITH KINESIOLOGY STUDENTS OUTCOMES**

<b>Perfil del estudiante/Program Outcomes</b>	<b>Objetivo</b>
a. Ability to understand and apply fundamental knowledge of Physical Education(PE), sports performance and recreation.	1,2,3
b. Competence in a minimum of four (4) recognized PE areas: <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Sciences applied to PE and sports</li> <li>• Strength and efficiency</li> <li>• Sports Skills</li> <li>• PE and sports management</li> <li>• Recreation</li> <li>• Training</li> </ul>	1,2,3
c. Ability to conduct research and to critically analyze and interpret data in at least one of the recognized study areas.	4,5
d. Ability to identify, formulate and solve problems in PE, sports performance and recreation using modern tools, techniques and skills.	4,5
e. Play an effective role in multidisciplinary professional working groups, solving problems in PE, sports, performance and recreation.	3,4,5
f. Ability to communicate effectively.	5
g. Understand the importance of being in compliance with professional practice and legal issues such as: certification standards, medical issues in sport, and safety, among others.	
h. Understand the impact of PE on health, general well-being, safety in sports, and teaching	4,5



in a global context.	
i. Commitment to being involved in learning for life and in physical activity.	4,5
j. Awareness of contemporary social, cultural, economic, artistic, aesthetic, environmental and EDFI issues.	4,5

**Outline of class content for contact hours:**

<b>Temas del curso CONFERENCIA</b>	<b>Tiempo</b>	<b>Avalúo</b>
1. Introducción conceptos fundamentales	3	Examen
2. Perspectivas teóricas en desarrollo motor	6	Examen, Revisiones Lit.
3. Principios de movimiento y estabilidad	3	Examen, Revisiones Lit.
4. Crecimiento físico, madurez y envejecimiento	3	Examen, Revisiones Lit, Trabajo final
5. Desarrollo de destrezas motoras a través de la vida. Como se mueven los niños. Locomoción, control de objetos y manipulación.	3	Examen
6. Desarrollo motor perceptual	3	Examen
7. Limitaciones funcionales en el desarrollo motor.	6	Examen
8. Interacción del ejercicio y limitaciones estructurales.	3	Examen
	<b>30 hr.</b>	
<b>Temas del LABORATORIO</b>	<b>Tiempo</b>	<b>Avalúo</b>
1. Correr	2	Trabajo escrito en el Lab, Examen, Trabajo final
2. Skipping	2	Trabajo escrito en el Lab, Examen, Trabajo final
3. Galloping	2	Trabajo escrito en el Lab, Examen, Trabajo final
4. Sliding	2	Trabajo escrito en el Lab, Examen, Trabajo final
5. Hopping	2	Trabajo escrito en el Lab, Examen, Trabajo final
6. Brincar alto	2	Trabajo escrito en el Lab, Examen, Trabajo final
7. Brincar Largo	2	Trabajo escrito en el Lab, Examen, Trabajo final
8. Lanzamiento	6	Trabajo escrito en el Lab, Examen, Trabajo final
9. Patear	2	Trabajo escrito en el Lab, Examen, Trabajo final
10. Atrapar	2	Trabajo escrito en el Lab, Examen, Trabajo final
11. Punt	2	Trabajo escrito en el Lab, Examen, Trabajo final
12. Dribleo	2	Trabajo escrito en el Lab, Examen, Trabajo final
13. Strike	2	Trabajo escrito en el Lab, Examen, Trabajo final
	<b>30 hr.</b>	

**Estrategias Instruccionales:**

- X Conferencia                      X Actividades de grupo  
X Práctica de destrezas        X Práctica de estrategias

**Materiales y equipo mínimo necesarios para cumplir objetivos:**

a. Salón de clases	c. Áreas Verdes
b. Instalaciones deportivas	d. Coliseo Rafael Mangual

**Estrategias de evaluación y porcentaje relativo de nota:**

Las estrategias de evaluación es de la siguiente forma:

Pruebas teóricas (2 parciales).....	40%
Examen Final.....	20%
Trabajo final.....	15%
Laboratorio.....	15%

Quizes/Asignaciones.....	5%
Asistencia.....	5%
	100
<b>Sistema de calificación:</b> cuantificable (por letra)      Curva estándar 100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F	

Después de identificarse con el profesor y la institución, los estudiantes con impedimento recibirán acomodo razonable en sus cursos y evaluaciones. Para más información comuníquese con la Oficina de Estudiantes con Impedimentos en la Oficina del Decano de Estudiantes (Oficina #4) o a los teléfonos 787-265-3862 o 787-832-4040 ex. 3372 o 2040 por correo electrónico a [pura.vincenty@upr.edu](mailto:pura.vincenty@upr.edu).



University of Puerto Rico  
 Mayagüez Campus  
 College of Agricultural Sciences  
 Department of Agricultural Education



**OFFICIAL SYLLABUS**  
**METHODS IN THEACHING VOCATIONAL AGRICULTURE**  
**EDAG 4005**

<b>Credit Hours:</b> 3	<b>Contact Hours:</b> One hour of lecture per week
<b>Prerequisites:</b> Junior standing	<b>Co-requisites:</b>
<b>Course Description (English):</b>  This course is intendend to help students develop a sound philosophy of all day instruction in vocational agriculture. It emphasizes the preparation of annual teaching calendars, job analyzing, the learning process, methods and techniques of teaching, lesson planning and evaluation of learning.	
<b>Learning Objectives:</b>  At the end of the course the students will be able to decrive, present and interpret: <b>Part I. Scientific Bases of Education (Intasc # 1; PRPST # 1.1,)</b> A. Fundamentals of Epistemology B. Perspectives on the Effectiveness of Teaching in the 21st Century <b>Part II. Educational Psychology: A Tool for Effective Teaching (Intasc # 1, # 3; PRPST # 1.5, 2.1,2.2, 2.3, 2.4, 2.10, 2.12)</b> A. Stages of human development: Physical development B. Stages of human development: Cognitive development , Piaget’s Theory and Vygotsky’s Theory C. Socio-emotional Development within Bronfembrener's Ecological Theory D. Socio-emotional Development within Erikson's Life Cycle Theory E. Social Contexts of Development within Families, Peers and Schools F. Emotional Contexts in Development within of Emotional Development <b>Part III. Student Diversity (Intasc # 2, # 3; PRPST # 2)</b> A. Individual Differences B. Sociocultural Differences <b>Part IV. The Agricultural Education Program (Intasc # 4, # 5; PRPST # 1.1, 1.2, 1.3, 1.4 1.5)</b> A. The Components of the Program to Reinforce Learning: B. The Classroom C. Applying Learned Content within Laboratory or school farm D. Applying Learned Content wihtin Supervised Experience Program E. The Application of Learning within FFA Organization	

<b>Content Outline and Time Distribution:</b>
<i>Toics to be covered</i>
<b>I. Scientific Basis of Education</b>

<b>Part V. Interactive Aspects of Teaching (Intasc # 2, # 3, # 8; PRPST # 2, # 3)</b>
A. Instructional strategies and motivation
B. Planning and Conducting the Presentation
C. Teaching Strategies: Teacher Focused
D. Teaching Strategies: Student-Centered
E. Teaching Strategies: Content-Focused
F. Teaching Strategies: Group Focused
G. Teaching Strategies: Focused on Independent Study
<b>Part VI. Instructional Materials and Technological Resources (Intasc # 6, # 8; PRPST # 7.1, 7.6)</b>
A. Technological Resources and Instruction
<b>Part VII. Methods of Instructional Assessment (InTASC # 6 PRPST # 6.1, 6.2, 6.3, 6.4, 6.5)</b>
A. Evaluation as an Integral Part of Teaching
B. Types of Assessment : Formative and Summative
C. Implementation of Evaluation Strategies

a	Fundamentals of Epistemology
b	Aspects of Education
c	Complex and Accelerated Nature of Teaching
d	Perspectives on the Effectiveness of Teaching in the 21st Century
e	Importance of Effective Teaching in the Teaching-Learning Process
f	Communication and Interpersonal skills
<b>II. Educational Psychology a Tool for Effective Teaching</b>	
a	Definition of Educational Psychology
b	Processes and Periods of Human Development
1	Physical Development
2	Cognitive Development
a	Piaget's Theory and Vygotsky's Theory
3	Socioemotional Development
a	Bronfenbrenner's Ecological Theory
b	Erikson's Life Cycle Theory
c	Social Contexts of Development
1	Families, Peers and Schools
d	Emotional Contexts in Development
1	Emotional Development
<b>III. Diversity of Students</b>	
a	Individual Differences
1	Intelligence and Creativity
2	Learning Styles
3	Disabilities and Special Needs (in general)
b	Socio-cultural Differences
1	Culture, Socioeconomic Status, Ethnicity
2	Bilingual Education
3	Gender
<b>IV. The Agricultural Education Program</b>	
a	Relationship between the Program and Learning Theories (Pragmatist learning)
b	The Components of the Program to Reinforce Learning
1	The Classroom
2	Applying Learned Content within Laboratory or School farm
3	Applying Learned Content within the Supervised Experiences
4	Applying Learned Content within Organization FFA
<b>V. Interactive Aspects of Teaching</b>	
a	Instructional and Motivational Strategies
b	Theoretical and Empirical Foundations
c	Planning and Delivering Presentations
d	Definition of Teaching Strategies
1	Direct Method
2	Deductive and Inductive Method
3	Instruction based on Questions and Practice
4	Group Discussion Methods
5	Methods of Discovery

6	Teaching Concepts and Flowcharts
7	Cooperative Learning
8	Problem-Based Learning
9	Instructional group strategies
a	Large Group Instruction
b	Small Group Instruction
10	Independent Study Strategies
<b>VI.</b>	<b>Instructional Materials and Technology Resources</b>
a	Usage of Technological Resources and Instruction
b	Planification , Selection and Usage of the Internet
<b>VII.</b>	<b>Methods of Assessment of Instruction</b>
a	Evaluation as an Integral Part of Teaching
b	Conducting High Quality Assessments
c	Types of Assessment (Formative and Summative)
d	Evaluation vs.Assessment
e	Evaluation Strategies
1	Traditional Tests
2	Alternative Evaluations
<i>Total hours: (equivalent to course contact period)</i>	

**Instructional Techniques:**

- conference     discussion     computation     laboratory  
 seminar with formal presentation     seminar without formal presentation     workshop  
 art workshop     practice     trip     thesis     special problems  
 tutoring     research     Project Agytu

**Learning Resources and Minimum Facilities Available or Required:**

Woolfolk, A. (2011). *Psicologia educativa*. Prince Hall.

**Evaluation Techniques and Relative Weight:**

	Percent
<input type="checkbox"/> Exams ( 10.5 % each)	21%
<input type="checkbox"/> Quizes	11%
<input type="checkbox"/> Oral Presentation	11%
<input type="checkbox"/> Creative Presentation Report	5%
<input type="checkbox"/> Project Agytu	
Preparation	5%
Presentation	5%
<input type="checkbox"/> Assingments	11%
<input type="checkbox"/> Attendance	11%
<input type="checkbox"/> Final Test	<b>25%</b>
<b>TOTAL: 100%</b>	<b>100%</b>

**Reasonable Accommodation:**

Students will identify themselves with the Institution and the instructor of the course for purposes of assessment (exams) accommodations. For more information please call the Department of Counseling

and Psychological Services at the Dean of Students Office (DE-21) at (787) 265 - 3864 or (787) 832 - 4040 extensions 3772, 2040 or 3864. Email: [pura.vicenty@upr.edu](mailto:pura.vicenty@upr.edu).

**Academic Integrity:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

**Grading System:**

Quantifiable (letters)  Not Quantifiable

Standard Curve

100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F

**Bibliography:**

Author, A., and Author, B. (20XX) The Book's Title. City, State: Publisher. ISBN. Include the textbook as the first bibliography. Include recent publications (5 years or less and electronic references). (Justify otherwise)

Includes attachments:

Yes

No



University of Puerto Rico  
Mayagüez Campus  
College of Agricultural Sciences  
Department of Agricultural Education



**OFFICIAL SYLLABUS**  
**CURRICULUM DEVELOPMENT**

**EDAG 4006**

<b>Credit Hours:</b> 3	<b>Contact Hours:</b> 3 hours of lecture per week
<b>Prerequisites:</b> EDAG 4005	<b>Co-requisites:</b> N/A
<b>Course Description (English):</b>  Curriculum planning theory and practices. Problems and principles in curriculum development. Defining goals and objectives. Selecting appropriate curriculum designs, and planning curriculum implementation and evaluation.	
<b>Learning Objectives:</b>  At the end of the course the students will be able to describe, present and interpret: <b>(NSTEA #2.b.1, #3.b.3, #4a, #4c, #5a, #5b, #6c)</b> <ol style="list-style-type: none"> <li>1. Define terms related to curriculum development. <b>(Instac #7; PRPST #1.1, #10.16)</b></li> <li>2. Describe the different philosophical perspectives of the curriculum. <b>(Instac #2; PRPST #1.2, #1.3, #2.4, #5.1, #9.3)</b></li> <li>3. Make curricular decisions based on needs assesment. <b>(Instac #2, #9; PRPST #1.11, 5.12)</b></li> <li>4. Determine content curriculum tempered to the educational needs of the clientele to impact. <b>(Instac #2, #6, #4; PRPST #1.9, #2.8, #2.9, 3.1, #3.3, #4.2, #8.7)</b></li> <li>5. Set learning goals and objectives. <b>(Instac #5, #9; PRPST #1.10, #6.14)</b></li> <li>6. Develop learning strategies. <b>(Instac #1, #3, #4, #5, #7; PRPST #3.5, #7.13)</b></li> <li>7. Develop learning assessment strategies. <b>(Instac #6, #7, #10; PRPST #6.2, #6.5, #7.15, #8.11, #8.14)</b></li> <li>8. Develop a curriculum evaluation plan. <b>(Instac #5, #6, #7; PRPST #9.8, #10.12)</b></li> <li>9. Analyze aspects related to curricular implementation and improvement. <b>(Instac #5, #8, #9, #10; PRPST #1.5, #3.11, #3.13, #8.4, #9.13, #10.10, #11.18)</b></li> </ol>	

**Content Outline and Time Distribution:**

<i>Topics to be covered</i>
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<b>Part I</b>	<b>Introduction to the curriculum product and process</b>
	I. Introduction to Curriculum Development
	A. Definition of Curriculum
	B. Curriculum Levels
	C. Types of Curriculums
	D. Historical Perspectives
	E. Contemporary Perceptions of Education
	F. Curriculum Principles and Characteristics
	II. Curriculum Philosophical Perspectives
	A. Definition of Philosophy
	B. Axiology
	C. Main Educational Philosophies
	D. Educational Philosophies
	E. Educational Philosophies and Curriculum Design
	III. Needs Assessment
	A. Use and Justification of Data
	B. Steps to perform the Needs Assessment
	C. Subsequent steps to perform the Needs Assessment
	D. Reports from the Needs Assessment
	E. Curriculum Planning Decisions
<b>Part II</b>	<b>Development, Use, and Curriculum Evaluation</b>
	I. Instructional Level Introductory Development
	A. Introduction Elements
	II. Curricular Content Selection
	A. Definition of content
	B. Criteria for selecting curricular content
	C. Source and Selection of curricular material
	D. Sources of curricular material
	E. Other aspects related to curricular material
	F. Curricular Alignment
	III. Setting Objectives and Curriculum Goals
	A. Instruction Relationship
	B. Goals and Objectives Characteristics
	C. Writing Goals
	D. Lesson Planning
	E. Taxonomy of learning objectives in terms of observable behaviors
	F. Classification of learning objectives in terms of observable behaviors
	G. Writing Learning Objectives
	IV. Learning Assessment and Strategies
	A. Definition of Strategies
	B. Possible Teaching Strategies
	C. Learning Experiences
	D. Learning Experiences Organization
	E. Evaluation of Learning Experience Effectiveness
	V. Curriculum Evaluation
	A. Purposes and Problems of Curricular Evaluation
	B. Types of Evaluation
	C. Using Evaluation Results to Improve Curriculum
	D. Valuation vs. Authentic Appraisal
	E. Curriculum Evaluation Models
	VI. Implantation and Improvement
	A. Curricular Implementation
	B. Barriers in Curricular Implantation

	C. Implementation and Diffusion change
<i>Total hours: (equivalent to course contact period)</i>	

**Instructional Techniques:**

- conference     discussion     computation     laboratory  
 seminar with formal presentation     seminar without formal presentation     workshop  
 art workshop     practice     trip     thesis     special problems  
 tutoring     research     others, please specify: group work, informational research

**Learning Resources and Minimum Facilities Available or Required:**

Materials and equipment necessary to meet the objectives of the course.  
Ortiz, A. L. (2007). *Diseño y evaluación curricular*. Editorial Edil: Río Piedras, P.R.

**Evaluation Techniques and Relative Weight:**

	Percent
<input type="checkbox"/> Exams (2) (10% each)	20%
Assignments (5)	10%
Projects (6)	10%
Preliminary Curriculum Guide	15%
Final curricular Guide	30%
Assistance and Participation	5%
Final exam	10%
<b>TOTAL: 100%</b>	<b>100%</b>

**Reasonable Accommodation:**

Students will identify themselves with the Institution and the instructor of the course for purposes of assessment (exams) accommodations. For more information please call the Department of Counseling and Psychological Services at the Dean of Students Office (DE-21) at (787) 265 - 3864 or (787) 832 - 4040 extensions 3772, 2040 or 3864. Email: [pura.vicenty@upr.edu](mailto:pura.vicenty@upr.edu).

**Academic Integrity:**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

**Grading System:**

Quantifiable (letters)  Not Quantifiable

Standard Curve

100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F

**Bibliography:**

Gronlund, N. (2004). *Writing instructional objectives for teaching and* Departamento de Educación de Puerto Rico. Documentos sobre planificación, guías curriculares e informes.

Educational Leadership (Varias Revistas).

Journal of Agricultural Education (Varios artículos)

Lee, J. S. (1994) *Program Planning Guide for Agriscience and Technology Education*. The Interstate Publishers, Inc., Danville, Illinois.

Ortiz, A. L. (2005). *Diseño y evaluación curricular*. Editorial Edil: Río Piedras, P.R.

Phi Delta Kappan (Varios artículos)

Phipps, Lloyd J., Osborne, E. (1988). *Handbook of Agricultural Education in Public Schools*, (5<sup>th</sup> edition). The Interstate Printers & Publishers, Inc., Danville, Illinois.

Posner, G. & Rudnitsky, A. (1997). *Course Design: A Guide to Curriculum Development for Teachers*. (5th Edition). Longman. New York.

Pratt, D. (1994). *Curriculum Planning*. Hatcourt Brace & Company, Orlando, Florida.

Proceedings of the Annual National Education Research Meeting (Varios artículos).

The Agricultural Education Magazine (Varios artículos).

Includes attachments:

Yes

No



University of Puerto Rico  
 Mayagüez Campus  
 College of Agricultural Sciences  
 Department of Agricultural Education



**OFFICIAL SYLLABUS**

**ORGANIZATION AND ADMINISTRATION IN VOCATIONAL  
 AGRICULTURE  
 EDAG 4007**

<b>Credit Hours: 3</b>	<b>Contact Hours:</b> Three hours of lecture per week
<b>Prerequisites:</b> <p style="text-align: center;">EDAG 4005</p>	<b>Co-requisites:</b>
<b>Course Description (English):</b>  The Vocational Education Act: general rules and regulations for the administration and functioning of Vocational Agriculture Department, and the qualification and duties of the teachers of vocational agriculture.	
<b>Learning Objectives:</b>  At the end of the course the students will be able to:  <b>PART I: The Perspective of Effective Teaching for the 21st Century (Intasc # 1; PRPST # 1.2; NSTEA #2.b.1)</b> A. History of Education in Puerto Rico B. Perspective of Effective Education in Agricultural Education <b>PART II: Foundations of Agricultural Education (Intasc # 4; PRPST #1.3; NSTEA #5.b)</b> A. Examining needs and opportunities for education in and on agriculture. B. Philosophy of Agricultural Education C. Components of the Agricultural Education Program D. Regulations of the Agricultural Education Program E. Agricultural Education Program Standards F. Ethics and Professionalism G. Places of Agricultural Education <b>PART III: Organizing Agricultural Education Programs (using AgEdTeaching Manual) (Intasc #9; PRPST #2.2; NSTEA #2.b.1)</b> A. Procedures for Teacher Performance B. Organize the Advisory Council C. Educational Facilities for Agricultural Education D. Community needs study E. Marketing of the Agricultural Education Program <b>PART IV: Planning, Instruction and Technology (Intasc # 1, #7; PRPST # 1.2, #3.5; NSTEA #2.b.1, #5.a)</b> A. Instructional Planning and Schedule (Santroc) B. The Planning of the Record	

- C. Teaching in the Agricultural Education laboratory
- D. Managing the Supervised Agricultural Experiences Program (PEAS)
- E. Motivating students to participate in the FFA Organization
- F. How to motivate students to learn (Santroc 432 - 455)
- G. Professional Associations of Agricultural Education

**PART V. Classroom Management (Instac #8; PRPST #4.1, #NSTEA #8.f, #2.b.1)**

- A. Behavioral Approaches to Learning (Santroc 260)
- B. Human Information Processing Approach (Santroc)
- C. Memory and Thought
- D. Teaching for transfer
- E. Teaching students with special needs (Santroc 219)

**PART VI: Evaluation and evaluation (Arends cap 6, Santroc cap 14) (Instac #6; PRPST #6.3, NSTEA #3.b)**

- A. Standardized tests (Santroc cap13)
- B. Development of Evaluations
- C. Educational Research and Statistics

**Content Outline and Time Distribution:**

<i>Topics to be covered</i>	
<b>PART I</b>	<b>The perspective of effective teaching for the 21st century</b>
	A. History of Education in Puerto Rico
<b>PART II</b>	<b>Foundations of Agricultural Education</b>
	A. Examining needs and opportunities for education in and on agriculture.
	B. Philosophy of Agricultural Education
	C. Components of the Agricultural Education Program
	D. Regulations of the Agricultural Education Program
	E. Agricultural Education Program Standards
	F. Ethics and Professionalism
	G. Places of Agricultural Education
<b>PART III</b>	<b>Organizing Agricultural Education Programs</b>
	A. Procedures for Teacher Performance
	B. Organize the Advisory Council
	C. Educational Facilities for Agricultural Education
	D. Community needs study
	E. Marketing of the Agricultural Education Program
<b>PART IV</b>	<b>Planning, Instruction and Technology (Intasc # 1; PRPST # 1.2)</b>
	A. Instructional Planning and Schedule (Santroc)
	B. The Planning of the Record
	C. Teaching in the Agricultural Education laboratory
	D. Managing the Supervised Agricultural Experiences Program (PEAS)
	E. Motivating students to participate in the FFA Organization
	F. How to motivate students to learn (Santroc 432 - 455)
	G. Professional Associations of Agricultural Education
<b>PART V</b>	<b>Classroom Management</b>
	A. Behavioral Approaches to Learning (Santroc 260)
	B. Human Information Processing Approach (Santroc)
	C. Memory and Thought
	D. Teaching for transfer
	E. Teaching students with special needs (Santroc 219)
<b>PART VI</b>	<b>Evaluation and evaluation (Arends cap6, Santroc cap 14)</b>
	A. Standardized tests (Santroc cap13)
	B. Development of Evaluations
	C. Educational Research and Statistics

**Instructional Techniques:**

- conference     
 discussion     
 computation     
 laboratory  
 seminar with formal presentation     
 seminar without formal presentation     
 workshop  
 art workshop     
 practice     
 trip     
 thesis     
 special problems

tutoring       research       others, please specify: Peer to peer evaluation, Video evaluation and Case studies.

**Learning Resources and Minimum Facilities Available or Required:**

materials and equipment necessary to meet the objectives of the course

**Evaluation Techniques and Relative Weight:**

	<b>Percent</b>
<input type="checkbox"/> Exams ( <u>10</u> % each)	20%
<input type="checkbox"/> Final exam	20%
<input type="checkbox"/> Assignments	10%
<input type="checkbox"/> Short quizzes	10%
<input type="checkbox"/> Peer to peer evaluation	10%
<input type="checkbox"/> Portfolio	10%
<input type="checkbox"/> Educational Philosophy Essay	10%
<input type="checkbox"/> Cooperator teacher interview	10%
<b>TOTAL: 100%</b>	<b>100%</b>

**Reasonable Accommodation:**

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**Grading System:**

Quantifiable (letters)     Not Quantifiable

Standard Curve

100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F

**Bibliography:**

Author, A., and Author, B. (20XX) The Book's Title. City, State: Publisher. ISBN. Include the textbook as the first bibliography. Include recent publications (5 years or less and electronic references). (Justify otherwise)

Includes attachments:

Yes

No