



**Common Course Outline for:** Learning and Human Development of Diverse Learners, EDUC 2409

**A. Course Description**

1. Number of credits: 4
2. Lecture hours per week: 4  
Lab hours per week: *None*
3. Prerequisites: PSYC 1109, EDUC 1101
4. Co-requisites: None
5. MnTC Goals: None.

This course is designed to introduce students to theories of learning and human development as they relate to diverse learning populations. Students will acquire an understanding of the many factors that affect learning and human development as well as strategies that can be used to enhance learning for all populations.

**B. Date last reviewed:** January 2018

**C. Outline of Major Content Areas**

1. Cognitive development
2. Personal, gender, social, and moral development
3. Diverse Learners: Individual differences: intelligence, cognitive and learning styles, and creativity
4. Diverse Learners: Individual differences: exceptional children
5. Group differences: socioeconomic status, ethnicity, gender, and language
6. Behavioral approaches to learning
7. Cognitive approaches to learning
8. Thinking: concept formation, reasoning, and problem-solving.
9. Motivating students
10. Teacher Effectiveness in Communication, Collaboration, Creating an effective learning Environment.
11. Learning, assessment and accommodations in the classroom
12. Other factors affecting learning (e.g. culture, environment, alcohol, tobacco, drugs, technology, families)

**D. Course Learning Outcomes**

*Note: If this course is included in the MnTC, in parentheses at the end of each outcome please type the word "Goal" and then the relevant MnTC goal number(s) and competency letter(s).*

*Include any relevant goal #2 competencies here. Example: (Goal 8a, 2b)*

Upon successful completion of the course, the student will be able to:

1. Apply theories of learning and human development as they relate to diverse learners.

**8710.2000, Subp. 7, Standard 6A, Standards of Effective Practice,**

communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

- A. Understand communication theory, language development, and the role of language in learning;

**8710.5000, Subp. 2, Standard D10, Core Skills for Teachers of Sp Ed,**

Communication and collaboration: A teacher of special education cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support student development and educational progress. The teacher must be able to:

- (10) access and evaluate information, research, and emerging practices relevant to the field of special education through consumer and professional organizations, peer-reviewed journals, and other publications;

2. Use theories of learning and human development to create an effective learning experience for diverse learners.

**8710.2000, Subp. 4, Standard 3A, Standards of Effective Practice,** diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

- A. Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences, and know how to design instruction that uses a student's strengths as the basis for continued learning;

3. Implement the elements that constitute an effective learning environment for diverse learners

**8710.2000, Subp. 6, Standard 5F, Standards of Effective Practice,** learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;

**8710.2000, Subp. 6, Standard 5J, Standards of Effective Practice,** learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;

**8710.2000, Subp. 6, Standard 5K, Standards of Effective Practice,** learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage

positive social interaction, active engagement in learning, and self-motivation. The teacher must:

K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

**8710.5000, Subp. 2, Standard A13, Core Skills for Teachers of Special Education**, Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(13) roles and organizational structures of general and special education and the part they play in providing total services to all students.

**8710.2000, Subp. 4, Standard 30, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

4. Apply the characteristics and special needs of diverse learners

**8710.5000, Subp. 2, Standard A9, Core Skills for Teachers of Special Education**, Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(9) medical terminology and educational implications of medical conditions, including the effect of medication and specialized health care in educational settings;

5. Apply strategies to accommodate the special needs of diverse learners

**8710.2000, Subp. 4, Standard 3R, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

6. Apply the elements that go into creating an effective learning environment.

**8710.2000, Subp. 6, Standard 5C, Standards of Effective Practice**, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

C. Know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

**8710.2000, Subp. 7, Standard 6A, Standards of Effective Practice**, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

A. Understand communication theory, language development, and the

role of language in learning;

7. Apply the cultural, social, and other environmental effects on learning and human development to individual students.

**8710.5000, Subp. 2, Standard D1, Core Skills for Teachers of Special Education,**

Communication and collaboration: A teacher of special education cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support student development and educational progress. The teacher must be able to:

- (1) understand how disabilities can impact families as well as the student's ability to learn, interact socially, and contribute to the community throughout the life span;

**E. Methods for Assessing Student Learning**

**F. Special Information**

Special Education Pathway Standards of Effective Practice are embedded in this course.