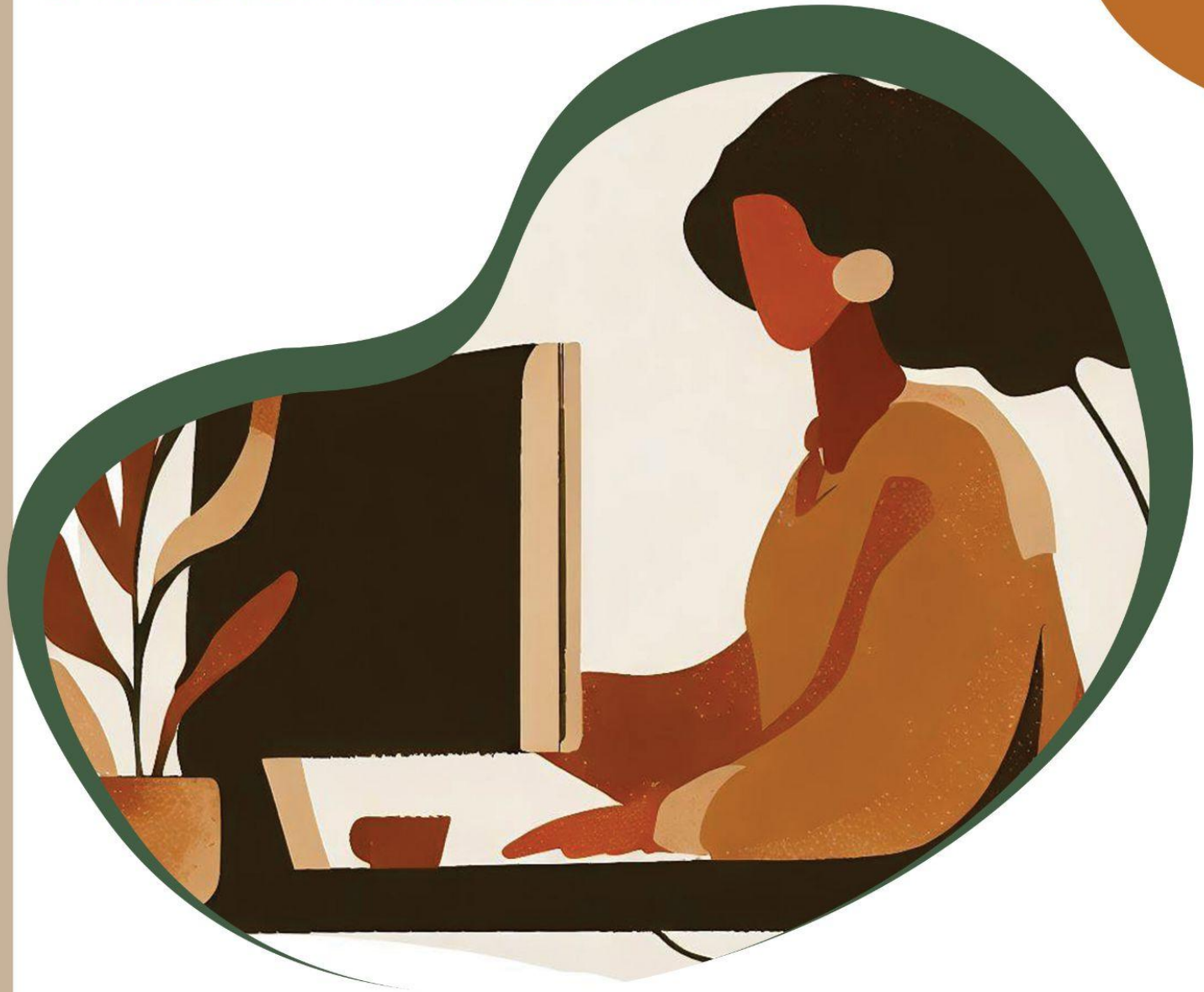




# Course Syllabus

TODAY'S CLASSROOM: FOUNDATIONS  
OF AND CURRENT TRENDS IN EDUCATION



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## Today's Classroom: Foundations of and Current Trends in Education

**75 Hours of Coursework**  
**2 Salary Points**

### **Course Description:**

This course will introduce you to American education, from its history and the governmental policies that have guided it, down to the actual workings within today's classroom. Education reflects the culture and values of society, and, when these change, education follows suit. Reform efforts in society have dramatically altered American education, and this course will present an overview of these changes and the challenges that beset the classroom teacher. The role of the teacher has changed significantly over the past decade. Teachers are the facilitators of acquiring knowledge rather than the possessors of knowledge. Students need to be active learners during their schooling experience, and the responsibility of education does not lie solely with the teacher; students, families and community members are all participants in the educational process of a child. This course will open your eyes to the world of education, and will equip you with teaching strategies to be an effective teacher and ensure that no child is left behind.

- comprehending the problem and identifying relevant data
- analyzing the problem's internal structure to determine what type of problem it is
- selecting a viable solution process and carrying it out
- explaining the solution process both orally and in writing.

### **Course Objectives: By the end of the course, participants will :**

- To introduce course participants to American education, from its history and the governmental policies that have guided it, down to the actual workings within today's classroom.
- To identify the leaders affecting public education, including those considered innovators.
- To discuss the development of a child, including the theories of Piaget, Vygotsky, Erikson and Kohlberg.
- To identify and address individual differences in learning and diversity in the classroom.
- To discuss the scientific approach to learning, including the behavioral, cognitive and constructivist theories.
- To identify the factors that influence motivation.
- To identify methods to create an environment that promotes better learning.
- To discuss traditional versus alternative methods of assessment.

**Student Expectations:**

This online course is experiential, interactive, and features many streaming video training modules. Participants will complete journal exercises and online assignments. In addition, participants will be expected to practice and use specific skills in their own setting and report the results to the online forum. Participation is necessary for passing the course.

All LAUSD participants are required to keep a log of their in class time as well as their outside time. A time log is provided and must be submitted at the end of the course in order to complete and receive your Salary Points.

**Grading:**

- **Forum Post Exercises/ Reflective Journals:** 70% of your final grade
- **Quizzes:** 10% of your final grade. Quizzes may be submitted up to 3 times each and the highest score of the 3 will be used.
- **Final Exam:** 20% of your final grade. **You must receive a score of 60% or greater on the final exam to pass this course.**
- You must have an 80% average to obtain university credit for any course. You must have an 80% average to pass the course unless your district has specified otherwise. If your district has specified a different percentage needed to pass, it will be posted in "Your District Information" in the District section of the site. If nothing is posted, you must pass with an overall average of 80%.
- Forum post exercises will not be approved until your entry has met the minimum approval score of 80%.

**Credit:**

- All participants who successfully complete will receive a Certificate of Completion.
- For those taking this course for LAUSD Salary Points, upon successful completion your NA Form will be submitted to the LAUSD Professional Development Unit.
- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected. Please see [University Partners](#) on our homepage for more information.

**Class Outline:**

- Lesson 1
  - 1.a The History of Public Education

- 1.b Classrooms of Yesterday and Today
- 1.c The Purpose of Public Education in America
- 1.d Events in the History of American Public Education
- 1.e Forum Exercise - Events in the History of American Public Education
- Lesson 2
  - 2.a Leaders Affecting Public Education
  - 2.b Defining the Central Role of Public Education
  - 2.c Forum Exercise - Defining the Central Role of Public Education
  - 2.d Innovators in Education
  - 2.e More on Innovators in Education
  - 2.f Quiz - Innovators in Education
  - 2.g For Your Enjoyment
- Lesson 3
  - 3.a The Development of a Child
  - 3.b Reflection on the Child
  - 3.c Cognitive Development
  - 3.d More on Cognitive Development
  - 3.e Quiz - Cognitive Development
  - 3.f Forum Exercise - Cognitive Development
  - 3.g Piaget's Theory of Cognitive Development
  - 3.h Quiz - Piaget's Theory of Cognitive Development
  - 3.i Vygotsky's Theory of Cognitive Development
  - 3.j Quiz - Vygotsky's Theory of Cognitive Development
  - 3.k Vygotsky's Theory Video
  - 3.l Quiz - Vygotsky's Theory Video
  - 3.m Cognitive Development Theory in Action
  - 3.n Quiz - Cognitive Development Theory in Action
  - 3.o Social and Emotional Development
  - 3.p Erikson's Theory of Personal Development
  - 3.q Forum Exercise - Erikson's Theory of Personal Development
  - 3.r Kohlberg's Theory of Moral Development
  - 3.s Quiz - Kohlberg's Theory of Moral Development
- Lesson 4
  - 4.a Individual Differences in Learning
  - 4.b Diversity in the Classroom
  - 4.c Forum Exercise - Diversity in the Classroom
  - 4.d Forum Exercise - Diversity in the Classroom
  - 4.e Learning Styles
  - 4.f Howard Gardner's Multiple Intelligence Theory

- 4.g Quiz - Visual, Auditory, and Tactile/Kinesthetic Learners
- 4.h Visual, Auditory, and Tactile/Kinesthetic Learners
- 4.i Quiz - Visual, Auditory, and Tactile/Kinesthetic Learners
- 4.j Lesson Plan Adaptation
- 4.k Forum Exercise - Diversity in the Classroom
- 4.l Varying Abilities in the Classroom
- 4.m Are You Ready to Address Learner Differences in the Classroom?
- 4.n Forum Exercise - Are You Ready to Address Learner Differences in the Classroom?
- Midterm
- Lesson 5
  - 5.a The Scientific Approach to Learning
  - 5.b Behaviorist Theories of Learning
  - 5.c Classical Conditioning
  - 5.d Quiz - Classical Conditioning
  - 5.e Operant Conditioning
  - 5.f Quiz - Operant Conditioning
  - 5.g Quiz - Operant Conditioning
  - 5.h Cognitive Theories of Learning
  - 5.i Quiz - Cognitive Theories of Learning
  - 5.j Constructivist Theories of Learning
  - 5.k Quiz - Constructivist Theories of Learning
  - 5.l Combining Theories
- Lesson 6
  - 6.a Motivation
  - 6.b Teachers in Action
  - 6.c Individual Factors Influencing Motivation
  - 6.d Intrinsic vs. Extrinsic Motivation
  - 6.e Quiz - Intrinsic vs. Extrinsic Motivation
  - 6.f Maslow's Hierarchy of Needs Theory
  - 6.g Quiz - Maslow's Hierarchy of Needs Theory
  - 6.h Attribution Theory
  - 6.i Forum Exercise - Attribution Theory
  - 6.j Expectancy x Value Theory
  - 6.k Quiz - Expectancy x Value Theory
- Lesson 7
  - 7.a Learning Environments
  - 7.b The Teacher in Action
  - 7.c Part I—Classroom Management

- 7.d Classroom Set-up
- 7.e Desk Arrangements
- 7.f Centers
- 7.g Forum Exercise – Centers
- 7.h Bulletin Boards
- 7.i Personal Touches
- 7.j Forum Exercise – Personal Touches
- 7.k Organization
- 7.l Quiz – Organization
- 7.m Forum Exercise - Organization
- 7.n Rules and Procedures
- 7.o Creating Rules and Procedures
- 7.p Following the Rules and Procedures
- 7.q Quiz - Following the Rules and Procedures
- 7.r Discipline
- 7.s Part II—Instructional Methods
- 7.t The Teacher’s Knowledge of the Subject Matter
- 7.u Lesson Planning
- 7.v Quiz - Lesson Planning
- 7.w Presentation of Material
- Lesson 8
  - 8.a Assessment
  - 8.b What is Assessment?
  - 8.c Forum Exercise - What is Assessment?
  - 8.d Traditional Testing
  - 8.e Using Tests For Assessment
  - 8.f Points of View on Classroom Testing
  - 8.g Alternative Assessments
  - 8.h Techniques of Alternative Assessment
  - 8.i Forum Exercise - Techniques of Alternative Assessment
  - 8.j The Use of Rubrics
  - 8.k Points of View on Alternative Assessment
  - 8.l Forum Exercise - Points of View on Alternative Assessment
  - 8.m The Growing Importance of Assessment
  - 8.n Your Assessment
- Evaluation
- Final Exam

**Course Access:**

Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), create a customer service ticket in the LMS, or call [425-788-7275 extension 104](tel:425-788-7275).

**Compliance with and Commitment to the American Disabilities Act:**

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to [support@cecreditsonline.org](mailto:support@cecreditsonline.org) at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

**Academic Integrity Policy:**

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.