Unit 3: The Learner and the Learning Process

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Practicum in Education and Training
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 450 Minutes/ Five 90-Minute Periods

# Unit Overview

Students will identify, describe, and actively apply human development principles and learning theories, such as, Behaviorism, Gardner’s Multiple Intelligences, Learning Styles, Motivational Theory, and Constructivism, to specific teaching or training situations.

Students will describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and explain how these characteristics can impact learning.

Students will describe and analyze the impact of socio-economic status on learning and research strategies for creating equitable classrooms.

In a culminating activity, students will participate in a round table/class discussion to analyze the dynamics of personal and student behaviors that facilitate the learning process, as well as those that can block the learning process.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

* TEKS (CTE): List the TEKS identification numbers and descriptions for CTE.
* UNIT QUESTION: List the primary question the unit of instruction will answer.
* ESSENTIAL CONTENT QUESTIONS: List the essential content questions.
* UNIT LEARNING OBJECTIVES (WHAT STUDENT WILL KNOW AND BE ABLE TO DO): List all actions and knowledge a student will be able to demonstrate.
* ASSESSMENTS (PERFORMANCE TASKS): List the performance tasks that demonstrate mastery of the objectives.
* EVALUATIVE CRITERIA (RUBRIC): Provide a rubric for student evaluation.
* Vocabulary: Provide words students need to learn in this unit of instruction.
* Resources: List possible resources related to presenting this unit of instruction.
* Notes: Add notes that will assist you in presenting or reflecting on this unit of instruction.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.165. (c) Knowledge and skills**  (3) The student understands the learner and learning process. The student is expected to:  (A) apply principles and theories of human development appropriate to specific teaching or training situations;  (B) apply principles and theories about the learning process to specific teaching or training situations;  (C) analyze the dynamics of personal and student behaviors that facilitate the learning process;  (D) analyze teaching skills that facilitate the learning process; and  (E) demonstrate and evaluate effective instructional practices to accommodate diversity such as learning differences, learner exceptionality, and special-needs considerations. |
| **Unit Question** | * How does an educator apply human development principles and theories about learners and the learning process to specific teaching or training situations? |
| **Essential Content Questions** | * How do you think the characteristics of diverse learners might impact learning? * What do you think is the impact of the impact of socio-economic status on learning? * What personal and student behaviors have you observed that facilitate the learning process? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and articulate how diversity impacts learning * Identify, describe, and actively apply principles and theories about the learning process to specific teaching or training situations * Describe and analyze the impact of socio-economic status on learning and research strategies for creating equitable classrooms |
| **Assessments**  **(Performance Tasks)** | **Students will be able to:**   * Propose and present strategies for creating equitable classrooms * Describe characteristics of diverse learners and articulate how these characteristics can impact learning |
| **Evaluative Criteria**  **(Rubric)** | * Group Presentation Rubric * Class Discussion and Participation Self-Assessment Rubric |
| **Vocabulary** | * Accommodations * Characteristics * Constructivism * Diverse learners * Experiential Learning * Human Development * Instructional practices * Equity * Equitable * Learning Styles * Motivational Theory * Multiple Intelligences * Poverty * Socio-economic status * Theory * Theorist |
| **Resources** | * **Edutopia**   **Bringing All Students Into Discussions**  <https://www.edutopia.org/article/bringing-all-students-discussions>  **Building a Community of Learners – and Citizens**  <https://www.edutopia.org/article/building-community-learners-and-citizens>  **Creating an Inclusive Classroom**  <https://www.edutopia.org/article/creating-inclusive-classroom>  **The Power of Empathy**  <https://www.edutopia.org/article/power-empathy>  **Secret Admirers and Classroom Management**  <https://www.edutopia.org/article/secret-admirers-and-classroom-management>  **6 Strategies for Promoting Student Autonomy**  <https://www.edutopia.org/article/6-strategies-promoting-student-autonomy>  **Supporting Students with Chronic Trauma**  <https://www.edutopia.org/article/supporting-students-chronic-trauma>  **Helping High Schoolers Manage Emotions**  <https://www.edutopia.org/video/helping-high-schoolers-manage-emotions>  **New Teachers: Designing Learning Environments**  <https://www.edutopia.org/article/new-teachers-designing-classroom-learning-environment-resources>  **New Teachers: Lesson and Curriculum Planning**  <https://www.edutopia.org/article/new-teachers-lesson-curriculum-planning-resources>  **Teaching Strategies**  <https://www.edutopia.org/blogs/tag/teaching-strategies>  **What Failing Students Want Us to Remember**  <https://www.edutopia.org/article/what-failing-students-want-us-remember>  **4 Things Transformational Teachers Do**  <https://www.edutopia.org/blog/big-things-transformational-teachers-do-todd-finley>  **Big Thinkers: Howard Gardner on Multiple Intelligences**  <https://www.edutopia.org/multiple-intelligences-howard-gardner-video>  **Social and Emotional Learning: A Short History**  <https://www.edutopia.org/social-emotional-learning-history>  **Learning Styles**  <https://www.edutopia.org/topic/learning-styles>   * **Galileo Open Learning Materials: Educational Learning Theories**   <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>   * **Teaching and Learning Theories: Stanford Blog**   <https://tomprof.stanford.edu/posting/1505> |
| **Notes** |  |