

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA
COLLEGE OF EDUCATION AND HUMAN SERVICES

SYLLABUS
UNDERSTANDING THE ROLE OF COGNITION
AND SOCIAL SKILLS IN THE CLASSROOM
ALTE 618 AND EDTL 618

I. Introductory Information:

- A. Department Name:** Graduate Studies
- B. Department Catalogue Number:** ALTE 618 and EDTL 618
- C. Course Title:** Understanding the Role of Cognition and Social Skills in the Classroom
- D. Credit/Semester hours:** 3 hours
- E. Clock Hours per week:** 3 hours
- F. Restrictions upon student registration-** Restricted to graduate students; degree or non-degree candidates

II. A. Description of the Course:

This course is designed to promote student mastery of theory and practice related to cognitive and social skills training. Specifically, students will explore brain-based learning, cognitive skills research, social skills research, and the practical uses of these concepts with students in the classroom.

B. Comprehensive Description:

This course is designed to encourage educators to analyze the impact that social skills and cognition have in the classroom. This course will introduce students to concepts that impact learning and the learning process as well as define how stress can impact the at-risk student. Teachers are teaching in diverse environments where there are multiple learning styles and learning preferences, this course will allow teachers to examine their teaching styles and evaluate its impact in the classroom.

This course addresses the following National Board for Professional Teaching Standards Propositions (NBPTS):

NBPTS Proposition 1

Be committed to students and their learning.

- Be attentive to human variability and knowledgeable about learning disabilities, physical, mental, and emotional challenges. The teacher will adjust instructional practices accordingly and evaluate the effectiveness for student success, willingly changing the practices as needed.
- Provide socially and cognitively stimulating activities that engage all students at their appropriate developmental level of learning.
- Show evidence of concern for the students' self-concept, motivation, and character development, fully recognizing the impact on intellectual development.

NBPTS Proposition 3

Be responsible for managing and monitoring student learning.

- Know and effectively employ a variety of instructional strategies.
- Know how to manage groups of students and help them to adopt appropriate roles and responsibilities for themselves and their peers.
- Assess student learning and use this for individual student evaluation classroom evaluation, and to evaluate and reflect on the lesson taught.
- Demonstrate a clear understanding that student learning is influenced by family, community, prior experiences, language, and culture.

NBPTS Proposition 4

Think systematically about classroom practices and learn from experience.

III. Exposition

A. Objectives

The Graduate Student will:

1. assess and navigate course delivery technologies including, but not limited to all course tools, email, audio, and video conferencing and PowerPoint software;
2. examine, discuss, and analyze current theories of brain-based learning and cognitive skills research;
3. identify and evaluate the importance of emotional, social skills, motorskills, intellectual and physiological readiness for student learning;

4. explore and analyze how stress affects the at-risk student;
5. discuss and explore methods of increasing intrinsic motivation;
6. identify and analyze a student's learning style and preference;
7. discuss the connection between teaching cognitive skills and social skills;
8. review theories relating to the development of social skills
9. analyze and critique how the development of the social learning system impacts the implementation of social skills;
10. review a scholarly article on social skills or social skills instruction; and,
11. review and evaluate the impact of skill steaming in the classroom.

B. Activities and Requirements

1. Graduate students will complete readings, web-based research activities, and participate in daily/weekly discussion.
2. Compose a paper on the updated theory of brain research.
3. Create a case study involving a deficiency in readiness level related to emotional, social skills, motor skills, intellectual, or physiology.
4. Prepare and present a report comparing and contrasting an individual student's learning process in a high and low stress situation.
5. Analyze and discuss environments that foster motivation.
6. Create a report analyzing a student's learning style and preference.
7. Review and critically analyze the connection between teaching cognitive skills and social skills.
8. Create a brief summary of three journal articles relating to social skills.
9. Create a report analyzing the social learning system and the impact it has on social intelligence.
10. Prepare a report summarizing a scholarly journal article analyzing the methods utilized, purpose of the study, and results and findings.
11. Prepare a reaction paper to skill streaming in the classroom.

C. Major Units and Time Allotted:

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| Module 1. Brain Research & the Learning Brain | 1 week |
| Module 2. Getting Students Ready to Learn and Holding their Attention | 1 week |
| Module 3. The Role of Emotions and Stress on Learning | 2 weeks |
| Module 4. Theories of Motivation, Rewards, & Memory Recall | 1 week |
| Module 5. Cognitive Type Theory & Learning Style | 2 weeks |

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| Module 6. Relationship of Cognitive skill training to Social skill training | .5 week |
| Module 7. Development of social skills and related theoretical constructs | 2 weeks |
| Module 8. Assessment of social skills | 1 week |
| Module 9. Impact of teacher, classroom environment and modality as variables in social skills training | 1 week |
| Module 10 Methods and practice teaching social skills | 2 weeks |
| Module 11. Skill acquisition and skill performance, skill transfer Benefits of social skills training. | 1 week |
| Module 12 Self evaluation and instructor evaluation in delivery of social skills training | .5 week |

D. Bibliography

Required text:

TBA. Instructors will utilize the following texts or texts of similar content and academic integrity.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Goldstein, Arnold P. (1999) *The prepare curriculum: Teaching prosocial competencies (rev.ed.)*. Champaign, Illinois: Research Press.

Basic Bibliography:

Biglan, A., Brennan, P.A., Foster, S.L., Holder, H.D. (2004). *Helping adolescents at risk: Prevention of multiple problem behaviors*. New York, NY: The Guildford Press.

Doll, B., Zucker, S., & Brehm, K. (2004). *Resilient classrooms: Creating healthy environments for learning*. New York, NY: The Guildford Press.

Friedberg, R.D., & McClure, J.M., (2002). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts*. New York, NY: The Guildford Press.

Glasser, W., (2004). *Warning : Psychiatry can be hazardous to your mental health*. New York, NY: HarperCollins Publishers.

- Glasser, W. (2001). *Counseling with choice theory: The new reality therapy*. New York, NY: HarperCollins Publishers.
- Goldstein, A.P. (2000). *The prepare curriculum: Teaching prosocial competencies (rev.ed.)*. Champaign, Illinois: Research Press.
- Jensen, E. (2005). *Teaching with the brain in mind (2nd ed.)*. Alexandria, VA. ASCD.
- Reinecke, M.A., Frank, D.M., & Freeman, A. (Ed). (2003). *Cognitive therapy with Children and adolescents: A case book fro clinical practice (2nd ed.)*. New York, NY: The Guildford Press.
- Sousa, D.A. (2001). *How the brain learns (2nd ed.)*. Thousand Oaks, CA: SAGE Publications.
- Mcginnis, E., Goldstein, A.P. (2003). *Skillstreaming in early childhood (rev. ed.)*. Champaign, Illinois: Research Press.

IV. Standards

The grading criteria for this course will be as follows: The final grade will be based upon participation, completion of assignments and test grades. In addition, each student will be responsible for a research based project. All grades will be assigned in accordance with university policy.

The grades achieved on each activity serve as the assessment for this course. Each activity is aligned with the numerically corresponding objective.

V. Rationale and Impact

Recent research in cognitive skills and brain-based learning holds tremendous potential benefit to teachers and other education professionals. By furthering understanding in this area teachers are able to adapt instructional strategies and curriculum to meet individual needs and learning styles of students.

For many years, recognition of social skills deficits in children and youth and the subsequent development of effective interventions has been of concern to practitioners and researchers alike. Interest in developing successful intervention strategies for implementing social skills is of particular importance as concerns about aggression and disruptive behavior in schools increases. In addition, strong ties between social skills deficits and initiation of high-risk behaviors creates interest in implementing effective social skills programs.

This course ties the two areas, brain based learning research and social skills training, together for teachers who wish to learn more about how they might have impact with students that goes beyond traditional teaching methods. The concrete nature of how the research can be used in the classroom gives teachers a pragmatic manner of utilizing the information for their students.

The course is included in the twenty four credit core approved by the University in the Master of Education in Alternative Education program. The course will be offered as an online course but may be adapted for other delivery modalities. Students accepted as Master's degree candidates in Education are permitted to enroll in this course. Other students, including non-degree graduate students, may be admitted at the instructor's discretion. The course is not expected to have impact on other departments or offerings. It expands upon the current university course offerings at the Master's degree level.

VI. Cost and Staff Analysis

This course will utilize existing faculty in Alternative Education Studies and represents 3 contact hours per year. Due to the demand created by students waiting for the course, the initial offering is scheduled for the spring and it will be offered each spring semester thereafter.

Syllabus

ALTE 618 and EDTL 618 Understanding the Role of Cognition and Social Skills
in the Classroom

approved

not approved

Dr. Keith T. Miller, President
Lock Haven University of PA

Date