Course Syllabus

Contents

- **[General Code of Conduct](#) (Required Reading)**
  - All students are required to read and understand the Code of Conduct above. Click the link above and read through the page. For any questions, please contact your instructor.
  - All students are required to watch "[Grand Theft Info](#)", which is a presentation on plagiarism.
  - All students are required to learn how to check their work for plagiarism and citation accurateness on [quetext](#).

Course Description:

This course focuses on well-respected theories of learning and how these theories can be applied to designing built environments and spaces for learning.

Learning Objectives:

The primary goal of this course is for candidates to understand the relationship between quality facilities and quality education and, more importantly, know how to use child development theories as a framework for designing learning environments for both adults and children. By the end of this course, candidates will be able to:

I. Understand the relationship between student learning and built environments
(Ultimate Objective: Apply this knowledge to the creation Signature Project.)

- Describe why primal landscapes and our personal multiple intelligences influence how we approach the designing of built environments.
- Define the Spatial Conditions of Emotions and describe.
- List at least two reasons why adults and children differ in how they learn, and explain how these differences should be reflected in the built environments.
- Compare the difference between learning and knowledge.
- Explain why built environments impact and influence student behavior and learning.

II. Know how learning environments can be designed to accommodate the various frameworks of learning theories.
(Ultimate Objective: Apply this knowledge to creation of Signature Project)

- Describe the relationship between the constructs of the built environment and child development from the perspective of Urie Bronfenbrenner's Ecological Systems Theory.
- Identify at least two elements in Abraham Maslow's Hierarchy of Needs and describe how these elements contribute to student learning and school design.
- Summarize Erik Erikson's Stages of Development and Jean Piaget's Stages of Thinking and list at least two reasons why these theories are important in designing learning environments.
- Compare Albert Bandura's Social Learning Theory to the ideas Louise Derman-Sparks' Cultural Context and give at least two examples of incorporating the social and cultural context into the school building and/or classroom.
- Identify at least three of Howard Gardner's Multiple Intelligences and describe how learning environments can be designed to accommodate these specific intelligences.

III. Make learning theories visible in the design of built environments.
(Ultimate Objective: Apply this knowledge to the creation of Signature Project.)

- Justify and defend at least two learning theory frameworks that best resonate with personal beliefs about student learning and built environments.
- Design an environment that includes multiple (3+) examples of applying learning theories to design
- Appraise the extent to which how making the two learning theories visible in the built environment will impact or influence those who are a part of it.

Required Text (Cohort 11-A Only):

- [A New Language Design](#)