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MORAVIAN COLLEGE

ED. 155: EDUCATIONAL PSYCHOLOGY

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Let the main object of this, our Didactic, be as follows: To seek and to find a method of instruction, by which teachers may teach less, but learners learn more; by which schools may be the scene of less noise, aversion, and useless labour, but of more leisure, enjoyment, and solid progress...

---John Amos Comenius, The Great Didactic

Schools aren't as good as they used to be, but then they never were.

---Will Rogers

This course has two purposes. The first is to introduce you to the most current and, from the viewpoint of educational research, the most effective teaching practices. In this sense, the course will be practical. The second and more important purpose is to explore the psychological assumptions implicit in these practices. The major outcome to be expected of this course is an ability and willingness to examine your own beliefs about teaching in light of established principles of learning and teaching.

Throughout the term we will discuss topics that are of immediate concern to teachers as well as of theoretical interest to researchers. In order to make the discussions more real to you, a field experience is built into the course. You will be placed in an elementary or secondary classroom as an assistant teacher for about four hours per week beginning in early February. You must attend one of the two scheduled organizational meetings with the Department's Field Coordinator to complete questionnaires and receive information about this field experience. **You cannot successfully complete the course without completing the forms at this informational meeting. The meetings will be held in Prosser Auditorium at 5:00 PM on January 18 and 11:45 AM on January 19.**

Although I will lecture occasionally, I prefer that most class sessions have a discussion format. I welcome questions and discussion of the material at any time, and encourage you to ask for clarification whenever you need it. Some of the material is difficult, and lectures are designed to clarify or illustrate principles and concepts. It is therefore important that the assigned material be read in advance of class. To encourage this, I am requiring that you complete a one-page T-chart for each class session in which readings are assigned. These T-charts are explained more fully in a later section.

OBJECTIVES:

- Students will demonstrate an understanding of the major constructs and principles of physical, social, and intellectual development.
- Students will demonstrate an understanding of the major constructs and principles of motivation and the influence of motivation on classroom learning.
- Students will demonstrate an understanding of the major constructs and principles related to cognition and memory.
- Students will demonstrate an understanding of classroom management concepts and strategies.
- Students will, in cooperative groups, design and deliver a demonstration lesson to be evaluated by their peers.

ATTENDANCE POLICY

Attendance will be taken in class. Each unexcused absence will result in a reduction of the "attendance" portion of your final grade. Details are given in the section on course requirements.

Regular attendance at the field experience is essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. **An unexcused absence will result in termination of the field experience and a failing grade in the course.** If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi, our Field Coordinator, at 610-861-1473.

REQUIRED TEXT

Ormrod, J.E. (2006) *Essentials of Educational Psychology*. Pearson/Merrill/Prentice Hall.

EVALUATION POLICY

Each assignment will be given a letter or numerical grade based on a 100 point scale, and will have the following weight when determining your final course grade:

Quizzes (Multiple Choice)	20%	(4 @ 5% each)
Multiple Choice Questions	8%	(4 @ 2% each)
Demonstration Lesson	20%	
Final Exam	20%	
T-Charts	17%	
Coop's Evaluation	5%	
Attendance/Participation	10%	

The following grade conversions will be used in determining your recorded letter grade for the course:

94	-	100	=	A	74	-	76	=	C
90	-	93	=	A-	70	-	73	=	C-
87	-	89	=	B+	67	-	69	=	D+
84	-	86	=	B	64	-	66	=	D
80	-	82	=	B-	60	-	63	=	D-
77	-	79	=	C+	0	-	59	=	F

COURSE REQUIREMENTS

Multiple Choice Quizzes

Four multiple choice quizzes will be given on or about the dates indicated on the reading/topic schedule. Each multiple choice quiz will be comprised of questions written by students in the class. (Value: 5% each quiz, 20% total).

Multiple Choice Questions

You are responsible for writing three multiple-choice questions for each of the four scheduled quizzes. The purpose of this activity is to become familiar with the best practices for writing and evaluating multiple-choice test items. Items written by members of the class will be used in developing the periodic quizzes. (Value: 2% for each of the four sets of three questions, 8% total).

T-Charts

A T-Chart is a page of notes that contains direct quotations, vocabulary, or references to sections of assigned readings in the left-hand column and your reflections, thoughts, reactions, etc. in the right hand column. Cognitive research suggests that T-Charts are effective in helping students to understand and remember complex information. My hope is that your experience with this form of study will influence you to use T-Charts with your own students. I will distribute templates for T-Charts in class, but you are free to design your own as well. Your charts should be completed at the time that the content is being discussed in class. I will review them around mid-semester, and collect them at the end of the term. They should be submitted in chronological order in a three-ring binder. During class, I will randomly call on people to read some of their entries. The quality of your response will be reflected in your participation grade. (Value: 17%)

Demonstration Lesson

You will design and teach demonstration lessons to be reviewed by your peers. More details about the purpose and structure of the lessons will be given in class. (Value: 20%)

Field Experience Evaluation

Your cooperating teacher's evaluation of your performance in your field experience will be calculated into your final grade. **However, an unexcused absence from the field experience will result in termination of the experience and a grade of F for the course.** The evaluation will be placed on file for consideration by the Teacher Education Committee if you apply to the teacher certification program. (Value: 5%)

Class Attendance/Participation

Class discussion of the material can be important to a fuller understanding of course content. It is therefore important that you complete the assigned readings on time, complete your T-Charts, and use your Charts to participate in class discussions. Attendance will also be considered when calculating your final grade. Each unexcused absence will lower your attendance and participation grade by the equivalent of one grade. One unexcused absence, for example, will result in an attendance grade of B, two unexcused absences gives an attendance grade of C, three a D, etc. (Value: 10%)

POLICY ON ACADEMIC HONESTY

Recognized standards of honesty are part of the foundation on which the integrity of an academic community rests. Accordingly, the Moravian College Faculty in 1986 adopted a statement on academic honesty, the standards of which will be strictly applied in this course. You are encouraged to read carefully the description of this policy which is printed in your Student Handbook. If you are unsure about the propriety of a given procedure or approach for completing assigned work in this course, please consult with me before completing the assignment. **Any breach of the College's honesty code will constitute grounds for the assignment of a failing grade in the course.**