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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 the week of September 25. 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 August 30 and 11:45 AM on August 31.**

Although I will lecture occasionally, I prefer that most class sessions have a discussion format. The text I have selected uses a "problem-based" or case study format. Read the problems carefully and think about your responses to them as you are studying; these case studies will serve as a basis for many class discussions. I welcome questions about 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.

## OBJECTIVES:

- Students will demonstrate an understanding of the major constructs and principles of social, emotional, and intellectual development.
- Students will demonstrate an understanding of the implications of developmental principles for effective learning and teaching.
- 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 the implications of these principles to effective learning and teaching.
- Students will demonstrate an understanding of classroom management concepts and strategies.
- Students will demonstrate an understanding of the major constructs and principles related to the administration and interpretation of standardized tests.
- Students will demonstrate an understanding of the design and evaluation of teacher-made assessments.

## 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

Jordan, E. A. & Porath, M. J. (2006) *Educational Psychology: A Problem-Based Approach*. Boston: Allyn & Bacon

## 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)	15%	(3 @ 5% each)
Multiple Choice Questions	12%	(4 @ 3% each)
Lesson Plans	15%	(3 @ 5% each)
Midterm Exam	15%	
Final Exam	15%	
Field Analysis	15%	
Coop's Evaluation	5%	
Attendance/Participation	8%	

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*

Three 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.

### *Multiple Choice Questions*

You are responsible for writing five multiple-choice questions for each of the three scheduled quizzes and for the midterm exam. 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.

### *Field Analysis*

The field analysis is a fifteen- to twenty-page paper reflecting on your field experience. Start taking notes on the first day of your experience, focusing on everything you are seeing and feeling: Describe the physical layout of the classroom. How does this layout seem to influence student learning? Who are your students (developmentally, physically, socially)? What is the curriculum like? Does the curriculum seem consistent with the developmental characteristics of your students? What classroom management strategies does your cooperative teacher use? How does (s)he feel about the P.S.S.A.'s? About N.C.L.B? How do you feel about these innovations? What instructional strategies does your cooperating teacher seem to favor? Direct instruction? Cooperative learning? Does your host classroom seem to be more mastery goal oriented or performance-goal oriented? Why? Which orientation seems preferable with your host students? Why?

Near the end of the semester you will integrate all of your observations and reflections into a formal reflective analysis. This analysis should not be just an anecdotal journal or log ("Today I conducted a spelling lesson..."), but rather a thoughtful discussion of how concepts, principles and theories discussed in class relate to practical experience and observation.

### *Lesson Plans*

Three formal lesson plans are due on the dates indicated in the reading/topic schedule. The plans can be at grade levels your choice, but need to be consistent with the specified cells in Anderson's and Krathwohl's taxonomy of learning, teaching, and assessing and must conform to the format attached to the end of this syllabus. The specified levels are:

- Lesson Plan 1: Cell B4, Conceptual Knowledge / Analyze
- Lesson Plan 2: Cell C3, Procedural Knowledge / Apply
- Lesson Plan 3: Cell D5, Metacognitive Knowledge / Evaluate

### *Cooperating Teacher's 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.

### *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. 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.

## 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.**