



1 7 4 2

MORAVIAN COLLEGE

**ED. 155: EDUCATIONAL PSYCHOLOGY**  
**Fall, 2007**

Dr. Jack Dilendik  
320 PPHAC  
Telephone (610) 861-1557

email: [jdilendik@moravian.edu](mailto:jdilendik@moravian.edu)  
Office: Tue & Thu 11:30 – 2:00  
Mon 6:00 by appointment

*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.

Although I will lecture occasionally, I prefer that most class sessions have a discussion format. 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.

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 24. **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 Wednesday, August 29 and 11:45 AM on Thursday, August 30.** You will need to have the following clearances in order to begin the field experience: The State Police Criminal Record Check, The Federal Criminal History Record, The Child Abuse

History Clearance, and a TB test. Our Health Center will administer TB tests on Tuesday, 9/4, Wednesday, 9/5, and Friday, 9/7 between 9:00 and 11:00 AM in the Health Center. According to procedures developed within the Education Department, I need to collect original documents from you to have copies made and then return them to you.

### **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.
- Students will demonstrate the ability to design formal lesson plans consistent with specific cells of the Anderson/Krathwohl taxonomy of cognitive objectives.
- Students will demonstrate the ability to apply and analyze concepts discussed in class to their field experiences.

### **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**

Enggen, P. and Kauchak, D. (2007) *Educational Psychology: Windows on Classrooms*. 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 (Short Answer and Multiple Choice)	40% (4 @ 10% each)
Lesson Plans	20% (4 @ 5% each)
Final Exam (Essay)	15%
Field Analyses	15% (3 @ 5% each)
Coop's Evaluation	5%
Attendance/Participation	5%

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

### *Quizzes/Exams*

Four quizzes will be given on or about the dates indicated on the reading/topic schedule. A final exam consisting of three or four essay questions will be scheduled.

### *Lesson Plans*

Four formal lesson plans are due on the dates indicated in the reading/topic schedule. The plans must all be related to the specific knowledge and cognitive process dimensions of the Anderson/Krathwohl taxonomy as indicated on the schedule and below, but all can be in any content area and at grade levels of your choice. You must use the formal format attached to the end of this syllabus. **Each lesson plan must have attached a one-paragraph explanation of how the plan satisfies the indicated knowledge and cognitive process dimensions.** A sample lesson plan in the required format is attached to the end of the syllabus. Lesson plans can be revised and resubmitted when they contain errors. Your grade on each lesson plan will be the grade recorded for the last submitted version.

**Lesson Plan 1:** Knowledge Dimension is *Factual*, Cognitive Process Dimension is *Evaluate* (Can you design a lesson in which students are evaluating the accuracy of supposedly factual information?)

**Lesson Plan 2:** Knowledge Dimension is *Conceptual*, Cognitive Process Dimension is *Apply*. (Can you design a lesson in which students are applying conceptual information to achieve an objective or solve a problem?)

**Lesson Plan 3:** Knowledge Dimension is *Procedural*, Cognitive Process Dimension is *Create*. (Can you design a lesson in which students are creating a procedure to achieve an objective or solve a problem?)

**Lesson Plan 4:** Knowledge Dimension is *Metacognitive*, Cognitive Process Dimension is *Apply*. (Can you design a lesson in which students are applying knowledge about their own strengths, weaknesses, learning styles, or learning strategies to achieve an objective or solve a problem?)

### *Field Analysis*

The field analysis is a sequence of three 5-page papers reflecting on your field experience. The due dates for each of the three are given in the reading/topic schedule. Each of the three papers has a specific focus, but the purpose of all three is to integrate your field experience, readings, and class discussion. Start taking notes on the first day of your experience, focusing on everything you are seeing and feeling:

**Part I, School, Students, and Curriculum**, should focus on who your students are in terms of intellectual development, socioeconomic status, racial/ethnic composition, etc., the physical characteristics of the school, and the curriculum being implemented in your host classroom.

**Part II, Classroom Management**, will be a discussion of the strategies used by your cooperating teacher (and by you) to maintain order and sustain student attention. In addition to pure management strategies such as reward systems, discuss the relationship between management and curriculum.

**Part III, Motivation**, will overlap to some degree with parts I and II, but should also focus on specific theories of motivation discussed in class and in the textbook, and how these theories apply (or don't apply) to the students with whom you are working.

#### ***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 Teacher Education Committee will place the evaluation on file for consideration 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 and that you 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.

#### **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.**