

EDUCATION 155 Z: EDUCATIONAL PSYCHOLOGY

Wednesday January 16th – Wednesday April 30th, 2008

Class Time: 6:30-9:30 P.M.

Mr. Art Feinberg - Adjunct Professor

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COURSE DESCRIPTION

Educational Psychology is a course designed to guide the student to understand and apply the concepts and principles of the psychological aspects of teaching and learning. Our focus is on the process by which information, skills, values, and attitudes are transmitted from teachers to students in the classroom. Topics included in the course are: human development, student variability, theories of learning and motivation and methods of evaluation. Current trends and issues in the field is an important component.

COURSE TEXT

Woolfolk, A.[2008]. Educational Psychology Active Learning Edition, Tenth Edition. Boston: Pearson/Allyn&Bacon

Students are expected to complete all reading assignments in the text prior to the class in which a particular topic is scheduled for discussion. Students are expected to bring the text to each class session.

COURSE OBJECTIVES

<ul style="list-style-type: none">• To identify the major stage theories of human development including those of Piaget, Erikson, and Kohlberg
<ul style="list-style-type: none">• To identify and analyze physical, social, emotional, and cognitive characteristics specific to gender, age, and grade levels
<ul style="list-style-type: none">• To describe the assessment of student variability with a focus on the nature and measurement of intelligence
<ul style="list-style-type: none">• To characterize types of individual exceptionalities and adapt instruction to meet the diverse needs of students;
<ul style="list-style-type: none">• To identify special education students through their I.E.P.'s and to have a greater understanding of "exceptionality" as it pertains to the classroom
<ul style="list-style-type: none">• To demonstrate an understanding of information processing and the impact of memory on learning

CLASS SCHEDULE FOR THE SEMESTER

Date	Topics
Jan 16th	Cluster 1: Teaching Educational Psychology/Cluster 2 Cognitive Development and Language
Jan 23rd	Cluster 2 (cont): Cognitive Development and Language
Jan 30 th	Cluster 3: Personal Moral and Social Development
Feb 6 th	Cluster 4: Learner Differences and Learning Needs
Feb 13 th	Exam I / TBA
Feb 20 th	Cluster 5: Culture and Community
Feb 27 th	Cluster 6: Behavioral Goals of Learning
March 5 th	Spring Break
March 12 th	Cluster 7: Cognitive Views of Learning
March 19 th	Cluster 9: Social Cognitive and Constructive Views of Learning
March 26 th	Exam II / TBA
April 2 nd	Cluster 10: Motivation in Learning and Teaching
April 9 th	Cluster 10/12: Creative Learning Environments
April 16 th	Cluster 12: Creative Learning Environments
April 23 rd	Cluster 14: Evaluation Measurement and Assessment
April 30 th	Exam III

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:

Three exams	25% each (total 75%)
Participation, Homework & Journal Entries	10%
Field Experience Evaluation	15%

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

94-100 = A		77- 79 = C+
90- 93 = A-	74- 76 = C	
87- 89 = B+	70- 73 = C-	
84- 86 = B	67- 69 = D+	
80- 83 = B-	64- 66 = D	

60- 63 = D-

0 - 59 = F

COURSE REQUIREMENTS

EXAMS

Three exams will be given on or about the dates indicated on the reading/topic schedule. These will consist of several essay questions as well as short answer question, multiple choice, and/or true/false and matching questions.

FIELD EXPERIENCE/JOURNAL ASSIGNMENTS

Your cooperating teacher's evaluation of your performance in your field experience will be calculated into your final grade. However, an unexcused absence or professional removal from the field experience will result in 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.

You should create a journal entry for each visit you make to your classroom. I want you to note teaching style, lesson content, and student responses. Also, comment on classroom management techniques and any observations or questions you may have. Often journal entries may correspond to the specific topic(s) discussed in class. You will often be given a "topic" for the week.

For each class from the first visit (Feb 11th) to the last week of your "field experience" (April 25th) you are to bring your work processed journal entry to class for my review. Upon return of each week's journal entry you should maintain them in a three-ring binder.

Each week's entry will be headed as follows:

(Your name)
ED 155Z Mr. Feinberg
Journal Entry #
School: (school name)
Grade: (grade and/or subject)
Date Submitted: (date)

HOMEWORK

In addition to your “weekly” journal entries, various homework assignment will be given throughout the course.

ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

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.

JOURNAL ASSIGNMENT

You should create a journal entry for each visit you make to your classroom. I want you to note teaching style, lesson content, your personal involvement, and student responses. Also, comment on classroom management techniques and any observations or questions you may have. Often journal entries may correspond to the specific topic(s) discussed in class.

For each class beginning, Tuesday, September 30 through Tuesday, November 25, you are to bring your word processed journal entry to class for my review. Upon return of each week's journal entry, you should maintain them in a three-ring binder.

You are required to attend a school board meeting in your district. We will discuss in further details my expectations of your observation and your additional journal entry.

Each week's entry should be headed as follows:

(Your name)
ED 155Z Mr. Feinberg
Journal Entry # (number)
School: (school name)
Grade: (grade and/or subject)
Date Submitted: (date)