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MORAVIAN COLLEGE

ED. 155: EDUCATIONAL PSYCHOLOGY

Spring 2009

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Tuesday evening 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

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 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 February 16. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40 hours is required, but you are expected to attend at your scheduled time through the week of April 20 even if the 40-hour minimum is achieved. **You must attend one of the two scheduled organizational meetings with the Education 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, January 21 and 11:45 AM on Thursday, January 22.** 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. You can obtain the TB test at the College's Health Center. In accordance with procedures developed within the Education Department, I will collect the original documents from you to have copies made and then return the originals 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 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 and principles discussed in class and reported in the professional literature to their field experiences.

ATTENDANCE POLICY

Attendance will be taken in class. Each unexcused absence will result in a reduction of the "attendance/participation" 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. The cooperating teacher to whom you are assigned will maintain an attendance sheet. A minimum of 40 hours is required, but you are expected to attend at your scheduled time through the week of April 20 even if the 40-hour minimum is achieved. **An unexcused absence in your field experience will result in termination of the 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

Eggen, 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:

Tests (Short Answer and Multiple Choice)	40% (4 @ 10% each)
Lesson Plans	15% (3 @ 5% each)
Final Exam	20%
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

Tests/Exams

Four tests will be given on or about the dates indicated on the reading/topic schedule. A final exam will be scheduled.

Lesson Plans

Three 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. **Each lesson plan must have attached a one-paragraph explanation of how the plan satisfies the indicated knowledge and cognitive process dimensions of the Anderson/Krathwohl taxonomy, and a paragraph explaining how the assessment strategy relates to the behavioral objective.** A sample lesson plan in the required format is attached to the end of the syllabus. It is legitimate to use lesson plan ideas developed by others (your cooperating teacher or internet lesson plan sites, for example) as long as those plans are modified to be consistent with the attached model and the source is properly credited. 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 *Procedural*; Cognitive Process Dimension is *Apply* (Can you design a lesson in which students are applying a specific procedure to solve a problem?).

Lesson Plan 2: Knowledge Dimension is *conceptual*; Cognitive Process Dimension is *understand* (Can you design a lesson in which students are demonstrating an understanding of theories, models, principles, generalizations, or hypotheses?).

Lesson Plan 3: Knowledge Dimension is *Metacognitive*; Cognitive Process Dimension is *Analysis* (Can you design a lesson in which students are analyzing the effectiveness of their own learning strategies?).

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, in-class readings, outside research, and class discussion. When writing each of the three papers, be sure to integrate:

- information from the relevant chapters in Eggen/Kauchak;
- relevant research findings from at least two professional journal articles, properly cited at the end of your paper (websites, popular magazine articles, newspaper articles are not sufficient);
- classroom discussion;
- and, most importantly, your experience with students in your host classroom.

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 and administrative characteristics of the school, and the curriculum being implemented in your host classroom.

- Discuss your school's and your classroom's structure and demographics: What is the geographic location of your school? How would you describe the community in which the school is located in terms of socioeconomic status? How large is the school? Describe the physical characteristics/condition of the school. What is the grade level of your assigned classroom? How many students do you have?
- Describe your students in terms of intellectual, social, and emotional development, primary language, and apparent ability level. Are the intellectual characteristics of your students, as you perceive them, consistent with the age-related characteristics described by Piaget? How much variability do you see in your students' achievement and/or ability levels? How does that variability influence student behavior and/or motivation? Are there students in your classroom who have been identified as having special needs? If so, what are those needs and how are they accommodated?
- Discuss the curriculum, your cooperating teacher's lessons, your role in your classroom. Does the curriculum seem developmentally appropriate in terms of Piaget's theory of intellectual development? Are the activities your cooperating teacher designs constructivist or more teacher-centered? How is the current emphasis on State standards and standardized testing affecting your classroom's curriculum or your cooperating teacher's instructional practices? Does your cooperating teacher see this emphasis as positive or negative?
- Given the school's demographics, the students' developmental characteristics, and the classroom environment as described above, what does the Eggen/Kauchak text and/or your outside research suggest as strategies to maximize learning effectiveness?
- What are your responsibilities in your host classroom? What is your relationship with your students like? Have you had or will you have the opportunity to design and teach a lesson? If you are not as involved as you would like to be, what strategy will you use to become more fully involved?
- And, of course, add anything that I have overlooked that you feel is important to understanding the school, the students, or the curriculum in your field placement.

Part II: Learning Problems and Classroom Management, will be a discussion of the kinds of learning problems you are seeing in your host classroom and the strategies your cooperating teacher is using to correct and/or accommodate those problems.

- Discuss, with as much detail as you are able to obtain, the kinds of learning problems you are witnessing in your host classroom, noting whether specific students have been formally diagnosed as having a special need, whether or not Individual Educational Plans (I.E.P.'s) have been developed for those students and, if so, describing the accommodations implemented in accordance with the I.E.P.'s.
- Describe in detail other problems, particularly behavioral problems, which occur in your host classroom. Do there seem to be specific antecedent conditions contributing to those problems? If so, what are those conditions? How might they be changed to help alleviate the problems?
- Describe any management strategies, particularly behavioral strategies (praise, token reinforcers such as stickers or awards, vicarious reinforcement, assertive discipline strategies, modeling, point systems, token economies, self-regulatory strategies, etc.) that your cooperating teacher uses to manage her/his classroom. Discuss whether or not these strategies are effective.
- Discuss management strategies that you think might be effective in your host environment providing specific support from research findings as reported in Eggen/Kauchak or in your outside research.
- Discuss your personal experience with students with learning problems in your host classroom, focusing on the effectiveness of strategies that you have used to keep students on task.

Part III: Intrinsic and Extrinsic 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. It will be, in some ways, a summarization of your entire field experience because it will be difficult to talk about motivating students to learn without revisiting issues discussed in your first two analyses: who your students are developmentally and intellectually, what extrinsic motivational strategies (reinforcements) are in place, and what learning strategies your cooperating teacher uses to keep students engaged and effectively learning. Your third analysis should go beyond these issues, though, to examine how various cognitive and need theories of motivation relate to what you are seeing in your host classrooms. Support your observations, conclusions, or recommendations for change with specific research findings as reported in Eggen/Kauchak and in your outside research. Possible issues/theories/constructs to discuss include:

- The effect of (and differences between) intrinsic, extrinsic, and learning motivation
- Mastery goal orientation (learner-focused) vs. performance goal (performance-focused) orientation
- The presence/absence of various components of the T.A.R.G.E.T. model in your classroom
- Maslow's need hierarchy
- Expectancy X Value theory
- The role of self-efficacy
- Goal orientation/goal setting/goal monitoring
- Attribution theory
- Protection of self-worth
- Arousal and Anxiety
- Self-determination/self-regulation
- Personal teaching efficacy
- Teacher expectations
- Climate/instructional variables in student motivation
- Autonomy and motivation
- The role of corrective feedback in motivation

Field Experience Evaluation

Your cooperating teacher's evaluation of your performance in your field experience will be calculated into your final grade. Violations of school district or college policy that require the Field Coordinator to file a report (This is most often a dress code violation) will result in a reduction of your field experience 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.
Lesson plan ideas may be taken from another source as long as that source is properly cited.