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MORAVIAN COLLEGE

## ED. 155: EDUCATIONAL PSYCHOLOGY

Fall 2009

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Tuesday evening by appt.

*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 September 28. 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 December 7 even if the 40-hour minimum is achieved. **You must attend one of the two scheduled organizational meetings with the Education Department's Director of Field Experiences 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 102 PPHAC at 5:00 PM on Wednesday, 9/2 and 11:45 AM on Thursday, 9/3.** 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.

## 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 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 until the week of December 7 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 Director of Field Experiences, at 610-861-1473.

## REQUIRED TEXT

Eggen, P. and Kauchak, D. (2010) *Educational Psychology: Windows on Classrooms*. (8<sup>th</sup> ed.) 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 essays and definitions)	40% (5 @ 8% each)
Lesson Plans	15% (3 @ 5% each)
Final Exam	15%
Field Analysis/research papers	20% (2 @ 10% 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

Letter grades given on assignments have the following numerical value:

A+	=	100	B+	=	88	C+	=	78	D+	=	68	F+	=	50
A	=	95	B	=	85	C	=	75	D	=	65	F	=	0
A-	=	90	B-	=	80	C-	=	70	D-	=	60			

## COURSE REQUIREMENTS

### *Quizzes/Exam*

Five quizzes will be given on or about the dates indicated on the reading/topic schedule. Each quiz will be comprised of questions about the meaning and instructional importance of key concepts. A final exam will be scheduled.

### *Lesson Plans*

Three formal lesson plans are due on the dates given in the reading/topic schedule. The plans must all be related to the specific knowledge and cognitive process dimensions of the Anderson/Krathwohl taxonomy and be within the specified content area indicated below. **Each lesson plan must have attached a one-paragraph explanation of how the plan's objective, instructional activity, and assessment strategy are all aligned within the appropriate cell of the Anderson/Krathwohl taxonomy.** 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 *factual*; Cognitive Process Dimension is *remember*; Content Area is *geography*. (Can you design a lesson in which students are required to remember factual geographic information?).

**Lesson Plan 2:** Knowledge Dimension is *procedural*; Cognitive Process Dimension is *apply*; Content area is *measurement*. (Can you design a lesson in which students apply a procedure for measuring something?).

**Lesson Plan 3:** Knowledge Dimension is *metacognitive*; Cognitive Process Dimension is *create*; Content area is *time management* (Can you design a lesson in which students are creating a strategy for improving their time management skills?).

### ***Field Analysis Papers***

You will write two reflective papers, each five to ten pages long, analyzing specific aspects of your field experience. Each of the papers requires that you integrate your field observations with class discussion, material in the text, and journal articles. You will need to identify a minimum of two articles published in professional journals and integrate information from those articles into your papers. **General information taken from the internet is not acceptable.** Appropriate sources include, but are not limited to: *Educational Researcher*, *Elementary School Journal*, *Phi Delta Kappan*, *Contemporary Educational Psychology*, *Journal of Educational Psychology*, *Review of Educational Research*, *Teaching and Teacher Education*, *Child Development*, *Developmental Psychology*. Citations and references must conform to the American Psychological Association (APA) format. If you are not familiar with APA formatting, see the course text for examples of how to cite in text and how to list references. Moravian's bookstore carries copies of the APA Formatting Manual, and there are numerous formatting guides on the internet. **You must attach copies of the articles you referenced to the end of each paper.** The first paper will focus on classroom management issues, the second on exceptionalities and accommodations. Your papers will be evaluated using the following criteria:

- Does the paper provide a thoughtful, reflective analysis of your classroom experience?
- Does the analysis thoroughly address the specific questions in the guidelines given below?
- Does the paper provide support for the assertions made or positions taken through specific references to appropriate material in the text or in the professional articles?
- Is the content of the journal articles thoughtfully and substantially integrated into the paper to provide logical and convincing support for opinions being expressed?
- Are the referenced articles from published professional journals, are they properly cited in the paper and properly listed in the references, and are reprints attached to end of the paper?
- Is the paper logically organized and free from grammatical and structural errors?

### ***Paper I: Issues in Classroom Management***

This paper will be a discussion of the kinds of management issues you are seeing in your host classroom and the strategies your cooperating teacher is using to correct, accommodate, or avoid those issues.

- Begin the paper with a thorough discussion of who your students are: grade level, apparent academic strengths and weaknesses, socio-economic status, gender, ethnicity, disabilities, primary language, and any other characteristics that seem to you to be relevant to how they learn. **Always use pseudonyms when discussing specific students to protect their privacy.**
- Describe the geography of your host classroom, providing a map of the location of students' desks, teacher's desk, technology, blackboard, bulletin boards, etc. Discuss the effectiveness of the physical arrangement in facilitating student learning. Is the layout optimal? Why or why not? If not, what adjustments would you suggest? What effect would you expect those adjustments to have on student learning?
- Describe in detail any behavioral problems that 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 alternative management strategies that you think might be effective in your host environment providing specific support from research findings as reported in Eggen/Kauchak and in your outside research.

- Discuss your personal experience with management issues in your host classroom, focusing on the effectiveness of strategies that you have used to keep students on task.

***Paper II: Exceptionalities and Accommodations***

- Describe the characteristics of the students in your host classroom. Much of this will be a review of the description you provided in the first paper, but with a particular focus on intellectual, linguistic, behavioral, and emotional diversity and the effect that diversity has on the curriculum and on instructional practices. **Remember to use pseudonyms when discussing specific students.**
- 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.
- 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 your cooperating teacher's instructional strategies?
- Discuss any gifted students you have in your classroom and the accommodations and/or programs provided for them.
- Describe what you believe to be the impact of inclusionary practices, both positive and negative, on students with exceptionalities and on their peers, their teachers, and the curriculum. Provide support for your beliefs from discussions with your cooperating teacher and from the text and your research articles.

***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 Director of Field Experiences 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. "Passive participation" (simply showing up but not participating in discussion) will result in a lowered attendance/participation grade. 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.

***Accommodations***

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services

**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.**