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MORAVIAN COLLEGE

## ED. 155: EDUCATIONAL PSYCHOLOGY

Spring 2010

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Tues. 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 15. 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 26 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 on Wednesday, January 20, at 5:00 PM in PPHAC 102, and on Thursday, January 21, at 11:45 AM in PPHAC 102.** 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 for 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 "homework/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 26 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 and Multiple Choice)	40 points (4 @ 10 points each)
Lesson Plans	12 points (3 @ 4 points each)
Final Exam	15 points
Homework/Participation	15 points
Reflections from the field	10 points (2 @ 5 points each)
Coop's Evaluation	8 points

## Extra credit opportunity:

Reflections on Community Conversations	4 points (4 @ 1 point each)
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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/Exams*

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

### *Response/Participation*

I will distribute several questions related to some of the assigned chapters in the text. When these prompts are distributed, your responsibility is to provide word-processed responses and have them in class to facilitate discussion. I will collect and grade your responses randomly over the course of the semester. Your written responses cannot be accepted after the class in which they were due.

### *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 *conceptual*; Cognitive Process Dimension is *Analysis*; content area is *Civics and Government* (Can you design a lesson in which students are analyzing concepts relevant to civics and government?).

**Lesson Plan 2:** Knowledge Dimension is *procedure*; Cognitive Process Dimension is *create*; content area is *English/language arts*. (Can you design a lesson in which students are creating a procedure relevant to English or language arts?).

**Lesson Plan 3:** Knowledge Dimension is *factual*; Cognitive Process Dimension is *evaluate*; content area is *American Presidents* (Can you design a lesson in which students are evaluating factual information relevant to the American Presidency or specific American presidents?).

### ***Reflections from the Field***

You will write two 5-page papers reflecting on your field experience. The due dates for each are given in the reading/topic schedule. Each of the papers has a specific focus, but the purpose of both is to integrate your field experience, in-class readings, and class discussion. Descriptions of the required content for the two papers are given below:

**Reflections 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? (Suggestion: Many schools have websites that will give you complete background information)
- 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 suggest as strategies to maximize learning effectiveness? Do these suggestions seem helpful? Why or why not?
- 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.

**Reflections 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 class discussions.
- 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.

### ***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 Education Department will place the evaluation on file for consideration if you apply to the teacher certification program.

### ***Reflections on Community Conversations (Extra Credit)***

Dr. Reynolds (Political Science Department) has scheduled a series of conversations with community leaders for the spring term. These speakers are people who, in Dr. Reynolds words, “lead efforts to meet the educational, health care, housing, nutrition, and security needs of individuals and families within our regional community.” Since these conversations are consistent with and important to the content and goals of this course, I am offering one point of extra credit for each conversation you attend, a possible total of four points added to your final grade. In order to earn the points you must sign an attendance sheet at each conversation you attend and submit to me a one-page reflection on the value of the conversation to you as an educator within one week following the event. All conversations will take place from 7:00 to 8:30 in the UBC Room of the HUB. The schedule of conversations is listed below and in the reading/topic schedule.

**January 28:** Jose Rosado, Director of Community & Student Services, Allentown School District  
**March 2:** Dr. Bonnie Coyle, Director of Community Health, St. Luke’s Hospital  
**March 25:** Alan Jennings, Executive Director, Community Action Committee of the Lehigh Valley  
**April 15:** Russell “Rooster” Valentini, Educational Liaison and Advocate for Homeless Students, Allentown School District

### **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.**  
Lesson plan ideas may be taken from another source as long as that source is properly cited.