

# EDUCATION 155 Z: EDUCATIONAL PSYCHOLOGY

*Thursday January 21<sup>st</sup> 2010 – Thursday May 6th, 2010*

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

Mr. Art Feinberg - Adjunct Professor

E-mail: [afeinberg@moravian.edu](mailto:afeinberg@moravian.edu)

## 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. [2010]. Educational Psychology, Eleventh Edition Pearson Education Inc; Upper Saddle River, New Jersey 07458

*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"><li>• To identify the major stage theories of human development including those of Piaget, Erikson, and Kohlberg [cognitive, social, and ethical]</li></ul>
<ul style="list-style-type: none"><li>• To identify and analyze physical, social, emotional, and cognitive characteristics specific to gender, age, and grade levels</li></ul>
<ul style="list-style-type: none"><li>• To describe the assessment of student variability with a focus on the nature and measurement of intelligence and achievement</li></ul>
<ul style="list-style-type: none"><li>• To research, organize and present orally a “topic study” as a member of a classroom team</li></ul>
<ul style="list-style-type: none"><li>• To identify special education students through their program needs and to have a greater understanding of “exceptionality”</li></ul>
<ul style="list-style-type: none"><li>• To demonstrate an understanding of information processing and the impact of memory on learning</li></ul>

## CLASS SCHEDULE FOR THE SEMESTER

Date	Topics
Jan 21	Chapter 1 Learning, Teaching and Educational Psychology
Jan 28	Chapter 2 Cognitive Development and Language
Feb 4	Chapter 2 [continued] Chapt. 3 The Self, Social and Moral Development
Feb 11	Chapter 4 Learner Differences and Learning Needs
Feb 18	Chapter 4 Continued.....Exam 1 review
Feb 25	EXAM 1 ..... Topic Study mtgs. [Preperations]
March 4	Chapter 5 Culture and Diversity
March 11	SPRING BREAK
March 18	Chapter 6 Behavioral Views of Learning
March 25	Chapter 7 Cognitive Views of Learning
April 1	EXAM 2 ..... Topic Study mtgs. [Preperations]
April 8	Chapter 10 Social Cognitve Views of Learning and Motivation
April 15	Chapter 11 Motivation in Learning and Teaching
April 22	Chapter 12 Creating Learning Environments
April 29	Chapter 14 Classroom Assessment, Grading, and Standardized Testing
May 6	EXAM 3

### 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 @20 pts. each
- Participation, Homework & Journal Entries 10%
- Field Experience Evaluation 15%
- Topic Study Presentation 15%

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

90-100 = A	70-74 = C
85-89 = B+	65-69 = D
80-84 = B	64 - below F
75-79 = C+	

## COURSE REQUIREMENTS

### EXAMS

Three exams will be given on or about the dates indicated on the reading/ topic schedule. These may 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 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 your first visit to your last visit of your "field experience" you are to bring your word processed journal entry to class for review. Upon return of each week's journal entry you should maintain them in a three-ring binder.

Each journal 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 assignments will be given throughout the course. They will come from various sources including your textbook.

## TOPIC STUDY PRESENTATION

Students will be divided into small groups and will orally present a current educational topic to the class. Each group will prepare a written outline for your instructor which details your group's presentation. Each group will be prepared to defend their "topic study" and respond to questions from their instructor and their peers at the conclusion of their presentation. Your presentation will be research supported, however group "positions" on your topic are appropriate. Each group presentation should be approximately one hour in length. We will discuss the specific topics as well as group and individual expectations at our first class meeting.

## 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. Please contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main St. [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 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 class.

