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MORAVIAN COLLEGE

ED. 155: EDUCATIONAL PSYCHOLOGY

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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*

Schools aren't as good as they used to be, but then they never were.

---Will Rogers

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 and more important purpose 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.

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 in early February. You must attend one of the two scheduled organizational meetings with the 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 January 12 and 11:45 AM on January 13.**

Although I will lecture occasionally, I prefer that most class sessions have a discussion format. I welcome questions and discussion of 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. To encourage this, I am requiring that you complete a one-page T-chart for each class session in which readings are assigned. These T-charts are explained more fully in a later section.

CONTENT OBJECTIVES:

- Students will demonstrate an understanding of the major constructs and principles of Piaget's theory of intellectual development.
- Students will demonstrate an understanding of the major constructs and principles central to Gardner's theory of multiple intelligences.
- Students will demonstrate an understanding of the major constructs and principles related to a variety of theories of motivation.
- Students will demonstrate an understanding of classroom management concepts and strategies.

ATTENDANCE POLICY

Attendance will be taken in class. Each unexcused absence will result in a reduction of the "attendance" 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. **An unexcused absence will result in termination of the field 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 TEXTS

Gardner, Howard (1993) *Multiple Intelligences: The Theory Into Practice*. NY: HarperCollins Publishers.

Stipek, Deborah (1998) *Motivation to Learn: Integrating Theory Into Practice*. Needham Heights, MA: Allyn & Bacon.

Wadsworth, Barry J. (2004) *Piaget's Theory of Cognitive and Affective Development*. (Fifth Edition) Boston: Allyn and Bacon.

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 (Multiple Choice)	25%	(5 @ 5% each)
Midterm Exam (Multiple Choice and Essay)	10%	
Multiple Choice Questions	5%	(5 @ 1% each)
Lesson Plans	15%	(3 @ 5% each)
Final Exam	20%	
T-Charts	10%	
Coop's Evaluation	5%	
Attendance/Participation	10%	

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

Multiple Choice Quizzes

Five multiple choice quizzes will be given on or about the dates indicated on the reading/topic schedule. Each multiple choice quiz will be comprised of questions written by students in the class to be consistent with specific levels of Anderson's cognitive taxonomy. (Value: 5% each quiz, 25% total).

Multiple Choice Questions

You are responsible for writing three multiple choice questions for each of the five scheduled quizzes. The purpose of this activity is to develop the ability to write multiple choice questions at specific levels of Anderson's cognitive taxonomy, and to become familiar with the best practices for writing and evaluating multiple choice test items. Items written by members of the class will be used in developing the periodic quizzes. (Value: 1% for each of the five set of three questions, 5% total).

Midterm Exam

The midterm exam will be comprised of a mix of multiple choice questions and essay questions. A list of essay questions will be distributed in advance and discussed in class. A subset of those questions will be used in the midterm exam. (Value: 10%)

T-Charts

A T-Chart is a page of notes which contains direct quotations, vocabulary, or references to sections of assigned readings in the left-hand column and your reflections, thoughts, reactions, etc. in the right hand column. Cognitive research suggests that T-Charts are effective in helping students to understand and remember complex information. My hope is that your experience with this form of study will influence you to use T-Charts with your own students. I will distribute templates for T-Charts in class, but you are free to design your own as well. Your charts should be completed at the time that the content is being discussed in class. While I will not collect them until the end of the semester, I will randomly call on people to read some of their entries in class. The quality of your response will be reflected in your participation grade. I have attached a sample completed T-Chart at the end of this syllabus. I will collect your T-Charts near the end of the semester. They should be submitted in chronological order in a three-ring binder (Value: 10%)

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 themes indicated on the schedule, but all can be at grade levels of your choice. You must use the formal format attached to the end of this syllabus. The first plan must be written to conform with constructivist principles, the second from a multiple intelligences perspective, and the third to conform with the TARGET model. **Each lesson plan must have attached a one page explanation of how the plan satisfies the principles or elements of the perspective from which it was written.** A description of the requirements of each plan is attached to the end of the syllabus.

Field Experience Evaluation

Your cooperating teacher's evaluation of your performance in your field experience will be calculated into your final 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 evaluation will be placed on file for consideration by the Teacher Education Committee if you apply to the teacher certification program. (Value: 5%)

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, complete your T-Charts, and that you use your Charts to 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.**

Constructivist elements of this lesson:**Active Involvement:**

Students will be actively involved in this lesson by analyzing sample political cartoons, creating their own cartoons, and presenting their cartoons for analysis and discussion to the class.

Reflective Abstraction:

The process of reflective abstraction is a process of moving from a lower to higher level of intellectual organization. This lesson requires students to do just this by having them analyze the critical elements of sample cartoons and then demonstrate their understanding of these elements in the creation of their own cartoon.

Cognitive Conflict:

Cognitive conflict is inherent in this lesson because students are required to identify, discuss, and symbolically represent a current event in an alternative representational form.

Social Interaction:

Students will analyze cartoons in small groups and then will present their own cartoons to the class for explanation, analysis and discussion.

Intellectual Autonomy:

Students choose the current events they will represent in cartoon form and then will create their own cartoon.

Lesson Plan 2: Multiple Intelligences

The lesson plan format is exactly the same as for the constructivist plan; the only difference is that the emphasis here is on designing a lesson consistent with a multiple intelligences approach to instruction. When developing your lesson plan consistent with a multiple intelligences approach, consider the quote on pages 172 and 173 of the Gardner book:

It makes sense to think of human cognitive competence as an emerging capacity, one likely to be manifest at the intersection of three different constituents: the "individual," with his or her skills, knowledge, and aims; the structure of a "domain of knowledge," within which these skills can be aroused; and a set of institutions and roles -- a surrounding "field" -- which judges when a particular performance is acceptable and when it fails to meet specifications. The acquisition and transmission of knowledge depends upon a dynamic that sustains itself among these three components.

Append to your lesson plan a justification that explains how the plan addresses each of these three components:

- The individual: How does the plan accommodate different intellectual profiles?
- The domain: Where do the skills and knowledge being taught fit within the larger domain or discipline?
- The surrounding field: How does your plan make the skills and knowledge being taught "authentic" or "relevant" from the perspective of the real world? Does your plan contain an assessment strategy which has "ecological validity?" (See page 175).

Lesson Plan 3: The TARGET Model*

Again, the format is exactly the same, but your plan's design must be consistent with the six components of the TARGET model. Be sure to append to your lesson plan a justification which explains how the plan addresses each element of the model:

- T:** Arrange Task Structure to provide challenges to both faster and slower learners. Individualize tasks so that all students can experience success through reasonable effort.
- A:** Arrange the Authority Structure to share control with students and to allow some autonomy.
- R:** Arrange the Reward Structure in such a way that students receive informational feedback on their performance.
- G:** Build an environment of acceptance and appreciation through appropriate grouping.
- E:** Adopt evaluation practices which avoid social comparison.
- T:** Allow the time needed for student involvement in learning tasks.

*Adapted from the research of Carol Ames & Joyce Epstein.