

Concordia College

**Psychology 212BS – 02 (20264)
Spring 2010**

**Educational Psychology
MWF 1:20-2:30 IV 259**

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Required Textbook:

Woolfolk, Anita E. (11th Ed.). Educational Psychology. MA: Allyn & Bacon.

Course Description: This course covers beginning psychology, with content adapted to the consideration of teacher education. Topics covered include child and adolescent development, student diversity, learning principles, motivation, and assessment. Emphasis is placed on the application of those principles in teaching situations. Class format will consist of readings, presentations, group activities, and class discussions.

Learning Objectives: By the end of this course, you will be able to:

- Understand how information in psychology is gathered, how developmental research is conducted, and what are the methodological concerns unique to teaching issues (discussions of methodologies in research throughout the course on a variety of topics)
- Understand theoretical approaches relevant to children's developmental issues in psychology, show knowledge about the major learning theories in the field as they relate to the classroom and your future careers in education (e.g., Piaget, Erikson, Information Processing, etc.); how to test or refute current theories in the field through observation of children (course discussions, text readings, observation exercise)
- Understand major advances in the field of psychology using a developmental perspective, learn how psychology can assist you in your job as a classroom teacher e.g., the nature vs. nurture argument, theories of behavioral learning (discussions, examinations)
- Understand ethics and inclusiveness issues in psychology, e.g., ethics in research in psychology, inclusiveness of children of all backgrounds (skin color, gender, levels of ability) (interview papers, discussions)
- Communicate ideas in the field, and know how to include relevant research findings to support your ideas or observations (interview papers)

Special-Needs Students: If you have disabilities or other special needs that require special accommodations in this course, you must visit the Counseling Center located in Academy Hall. The counselors there will then officially inform me of any special requirements you may have.

Storm Policy: If class is cancelled due to bad weather, then any tests or assignments that were scheduled that day will automatically become due the next time we meet.

Course Assignments:

- a. **Readings, attendance, and participation:** All assigned readings are required and necessary for success in this course. Assigned materials should be read prior to coming to class. Attendance of all classes and active participation in class assignments and discussions is expected. If you miss a class, it is your responsibility to obtain from your classmates any announcements, changes in the schedule, lecture notes, handouts, and any other information you missed.
- b. **In-class assignments:** A total of 12 in-class activities will be assigned at various class meetings throughout the course. The purpose of these activities is to help you understand and apply the material covered in class. In-class assignments will typically be done in **groups** of 3-5 students. For each student, the lowest 2 class assignment will be dropped from the final grade and scores on the remaining 10 assignments will be added up. Because of this, and because of the collaborative nature of the majority of these assignments, **missed in-class assignments cannot be made up.**
- c. **Labs:** You will be asked to complete 3 different psychology labs. Each lab will have a worksheet that you will need to complete and a scheduled lab meeting that you will need to attend. If you know you will have to miss a lab meeting scheduled for our class, please contact me or the Psych. department secretary ASAP to see if the lab is offered at another time for other classes and if you would be allowed to attend.

For each lab, you are also required to write a reflection paper. In the reflection paper, you should reflect on how your understanding of yourself and of your students as well as specific concepts within Educational Psychology was enhanced by the lab. You should Underline or **boldface** the Educational psychology concepts you are reflecting on in your paper. The reflection paper should be typed and should be about 2 pages long.

- d. **Group Project:** In order to enhance your understanding of developmental theories, you will be asked to complete a group project that involves observing and interviewing 6 children at different stages of development. The project consists of 6 interview reports and a comprehensive paper.

The “Group Project” handout distributed in class describes the project structure and requirements as well as the criteria upon which it will be graded. The deadlines to hand in the different project components are indicated in the “schedule” section of this syllabus. Early hand-ins are encouraged. A late project component will be graded, however 20% of its possible points will be deducted for **every calendar day** that it was handed in late.

- e. **Case Studies or Service-Learning:**

Case Studies. Each of the 10 chapters covered in this class will have a corresponding case study that you need to complete as a homework assignment. The purpose of these assignments is to help you understand and apply the material covered in class. Case studies will sometimes be discussed in class as needed.

Case studies should include the **questions** you are responding to, followed by the **answers**. At the end, **reflect** on how the case study has helped you become more responsibly engaged in the world. Case studies are typically 2-4 pages long. Case studies are due on the dates indicated in the schedule section of the syllabus. While completing all class assignments is important in order to demonstrate your active participation in class, only 3 out of all the case studies will be randomly selected for grading. Because you can access all the case studies on the web at any point during the semester, if you know that you might miss class on a day that a case study is due, you should plan ahead and turn it in early. **Case studies turned in late will not be accepted.**

OR

e. Service Learning and Journals. You are encouraged to consider the option of participating in a mentoring program instead of doing the case studies described above. As a mentor, your commitment would be to meet with school-age children once a week for about 2 hours after school and to attend a mentor training meeting during the semester. In addition, you might be asked to participate in reflection sessions or meetings with the program staff during the semester.

In order to make the most of this learning opportunity you will be required to submit 3 journals. Each journal should include:

- 1) A brief overview of what you have been involved in doing at your mentoring program.**
- 2) Reflections on how your mentoring experiences relate to at least 5 recent theories or concepts in educational psychology.** For each concept/theory, you should discuss how it helped you understand specific experiences and how you used it to make predictions and/or to improve things. You should restrict your reflections to topics covered in class since the last journal. Please refer to any relevant observations from the entire mentoring experience (not just the last few sessions) which helped you understand the recent educational psychology topics.

In your **last journal** you will be expected to reflect on these additional questions:

- 3) Before you participated, what did you expect to learn from the experience?**
- 4) What did you actually learn? What surprised you about your experience?**
- 5) Was the experience helpful to you as an educational psychology student?**
- 6) What issues/problems is the project designed to address?**
- 7) Did the project address those issues effectively?**
- 8) What barriers does the program face in its effort to address the issues?**
- 9) If you were in charge, what additional/different things would you do?**
- 10) How has this experience prepared you to become more responsibly engaged in the world?**

Each of the Educational Psychology topics you reflect on in your journal should be underlined or **bolded**. Each journal must be typed and stapled. Journals are typically about 4-5 pages long. Journals will be graded based on the depth and quality of the reflections and on your demonstration of understanding of educational psychology topics and of how they relate to real-life settings.

Due dates for the journals are indicated in the schedule section of this syllabus. A **late journal will be marked down 20%** for each day it is late, including days that fall on holidays.

- f. **Exams:** Five exams will be given throughout the course. Each one will consist of multiple-choice, T/F, fill-in-the-blanks, and essay items. Exams will not be cumulative. Exams will include questions drawn from the material presented in the textbook, lectures, class discussions, and videos shown in class. If you disagree with a particular exam question, you can give me a written challenge for it --a short paragraph in which you explain why you think the question is inaccurate and cite relevant sources that contain support for your argument.

Make-up exams will be given only if you are away on **official college business or in extreme circumstances**. Please note the date of the final exam when making travel arrangements.

Extra Credit: You have the opportunity of earning up to 12 extra credit points by participating, as a subject in research announced by the psychology department (4 pts for each study), or by attending talks/events related to educational psychology that are announced in class and writing reflection papers on them (4 pts. each). Each reflection paper should relate to at least one class topic/concept (boldfaced).

Acceptable Form for Assignments: All assignments completed outside of class should be typed, stapled, and checked for spelling and grammar.

Academic Honesty: You and I have a responsibility to maintain academic integrity at Concordia College. All work in this course must be completed in a manner consistent with the *Joint Statement on Academic Responsibility* found in the College Handbook. Cheating on an exam, plagiarizing others' work, falsifying data, using your own work from previous semesters or from other courses without my permission, discussing exam content with other students without my approval, or allowing others to copy your work are all acts of academic dishonesty. Academic dishonesty will result in **a grade of zero and a report to the office of academic affairs** for possible further disciplinary actions.

The total number of points possible in this class is 400 pts:

Class participation and preparedness	35 pts
Class Assignments (3 pts each)	30 pts
Labs (15 pts each)	45 pts
Case Studies/ Service learning Journals (15 pts each)	45 pts
Group Project	70 pts
Exams (35 pts each)	175 pts
Total	400 pts

Letter grades will be assigned based on the total number of points as follows:

Total	%	Grade	Total	%	Grade	Total	%	Grade
372-400	93-100	A	320-331	80-82.9	B-	268-279	67-69.9	D+
360-371	90-92.9	A-	308-319	77-79.9	C+	252-267	63-66.9	D
348-359	87-89.9	B+	292-307	73-76.9	C	240-251	60-62.9	D-
332-347	83-86.9	B	280-291	70-72.9	C-	< 240	< 60	F

Grade Petitions: Concordia College's policy states that if you wish to discuss your grade in this course, you must do so before the middle of the next semester/summer session. Course materials will be recycled after that date.

In the interest of saving trees, pp. 5-14 of the syllabus appear only in the online version. These pages detail how this course meets the MBOT standards....

Standards for Minnesota Board of Teaching Requirements Fulfilled by this Class

STANDARD 2 - STUDENT LEARNING

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning. **Met by Semester project and Chapter 2**
- B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions. **Met by Semester project; Chapter 2; and Chapter 3**
- C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others. **Met by Semester project; Chapter 2; and Chapter 3**
- D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning. **Met by Semester project; Chapter 2; and Chapter 3**
- E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains. **Met by Semester project; Chapter 2; and Chapter 3**
- F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks. **Met by Semester project**
- G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. **Met by Semester project**
- H. demonstrate knowledge and understanding of concepts related to technology and student learning. **Met by Chapter 2 and Chapter 7**

STANDARD 3 - DIVERSE LEARNERS

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

- A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning. **Met by Chapter 4**
- B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents. **Met by Chapter 4 and by laboratory module on Learning Disabilities**
- C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism. **Met by Chapter 5**

- E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values. **Met by Chapter 5**
- F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
- G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
- H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction. **Met by Chapter 5**
- I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success. **Met by Chapter 2; Chapter 5; Chapter 6; Chapter 10; and the Sniffy Learning Laboratory Module**
- J. know about community and cultural norms;
- K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs. **Met by Chapter 2; Chapter 3; Chapter 4; and Chapter 7**
- L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
- M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
- N. identify when and how to access appropriate services or resources to meet exceptional learning needs;
- O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
- P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and
- Q. develop a learning community in which individual differences are respected. **Met by Chapter 2; Chapter 3; Chapter 4; and Chapter 5**

STANDARD 5 - LEARNING ENVIRONMENT

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

- A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. **Met by Chapter 10**
- B. understand how social groups function and influence people, and how people influence groups. **Met by Chapter 6 and Chapter 10**
- C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations. **Met by Chapter 3**
- D. know how to help people work productively and cooperatively with each other in complex social settings;
- E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. **Met by Chapter 12**
- F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated. **Met by Chapter 10**
- G. understand how participation supports commitment;
- H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole. **Met by Chapter 12**

- I. establish peer relationships to promote learning;
- J. recognize the relationship of intrinsic motivation to student lifelong growth and learning. **Met by Chapter 10**
- K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities. **Met by Chapter 10**
- L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work both collaboratively and independently, and engage in purposeful learning activities. **Met by Chapter 12**
- M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and their learning;
- N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;
- O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
- P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;
- Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and
- R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

STANDARD 8 - ASSESSMENT

A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

- A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
- B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work. **Met by Chapter 14**
- C. understand the purpose of and differences between assessment and evaluation. **Met by Chapter 14**
- D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. **Met by Chapter 14**
- E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;
- F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities. **Met by Chapter 14**
- G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests. **Met by Chapter 14**
- H. use assessment data and other information about student experiences, learning behaviors, needs and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies. **Met by Chapter 14**

- I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;
- K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- L. establish and maintain student records of work and performance; and
- M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.

Detailed Tentative Course Plan by Course Topic

Topic #1: Learning, Teaching, and Educational Psychology

Content:

- Characteristics of good
- Role of educational psychology in the development of good teaching
- Understanding research methods in educational psychology
- Utilizing research to improve teaching strategies.

Reading: Chapter 1, pp 1-20

Due: Case Study #1 or Service Learning Journal

Formal Assessment: In-Class assignment; Exam #1

Learning Objectives: After studying this chapter, students should be able to understand the following:

1. The No Child Left Behind Act
2. What good teaching is
4. What expert teachers know
5. What the greatest concerns of beginning teachers are
6. Why I should study educational psychology
7. The roles theory and research play in teaching

Topic #2: Cognitive Development and Language

Content:

- Definition and principles of development
- Brain development
- Piaget's theory of cognitive development
- Vygotsky's social-cultural perspective
- Language development

Reading: Chapter 2, pp. 21-62

Due: Case Study #2 or Service Learning Journal

Formal Assessment: In-class assignment; Exam #1; Semester Project

Learning Objectives: After studying this chapter, students will understand the following:

1. Principles of human development and aspects of brain development that relate to learning; **STANDARD 2H**
2. The similarities and differences between Piaget's and Vygotsky's ideas about cognitive development
3. How students internalize knowledge, acquire skills, and develop thinking behaviors according to Piaget and Vygotsky, and know how to use instructional strategies that promote student learning; **STANDARD 2A**
4. That a student's physical and cognitive development influence learning and know how to address these factors when making instructional decisions; **STANDARD 2B**
5. Developmental progressions of learners and ranges of individual variation within the physical and cognitive domains based on Piaget's and Vygotsky's theories, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others; **STANDARD 2C**
6. Using a student's strengths as a basis for growth, and a student's errors as opportunities for learning; **STANDARD 2D**
7. Assessing both individual and group performance and designing developmentally appropriate instruction that meets the student's current needs in the cognitive and physical domains; **STANDARD 2E**
8. Linking new ideas to familiar ideas; make connections to a student's experiences; providing opportunities for active engagement, manipulating, and testing of ideas and materials; and encouraging students to assume responsibility for shaping their learning tasks; **STANDARD 2F**
9. Using a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. **STANDARD 2G**
10. How language usually develops during the school years, and what happens if children are learning two languages at once
11. That all students can and should learn at the highest possible levels and persist in helping all students achieve success; **STANDARD 3I**
12. How to identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs; **STANDARD 3K**
13. How to develop a learning community in which individual differences are respected.; **STANDARD 3Q**

Topic #3: The Self, Social, and Moral Development

Content:

- Physical development
- Stages of personality development
- Social context for development
- Self-concept and self-esteem
- Ethnic and racial identity
- Moral development

Reading: Chapter 3: pp. 63-108

Due: Case Study #3 or Service Learning Journal

Formal Assessment: In-class assignment; Exam #1; Semester Project

Learning Objectives: After studying this chapter, students will understand the following:

1. How physical development affect personal and social development in adolescence
2. What Erikson's stages of psychosocial development are and implications of his theory for teaching
3. How Bronfenbrenner's framework describes the social systems that influence development
6. How relationships with teachers support student development
7. How to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations; **STANDARD 5C**
8. How ethnic identity develops
9. What the stages are according to Kohlberg's in moral reasoning and the shortcomings of his theory
10. That a student's personality and moral development influence learning and know how to address these factors when making instructional decisions; **STANDARD 2B**
11. Developmental progressions of learners and ranges of individual variation within the personality and moral domains based on Erikson's and Kohlberg's theories, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others; **STANDARD 2C**
12. Using a student's strengths as a basis for growth, and a student's errors as opportunities for learning; **STANDARD 2D**
13. Assessing both individual and group performance and designing developmentally appropriate instruction that meets the student's current needs in the personality and moral domains; **STANDARD 2E**
14. Linking new ideas to familiar ideas; make connections to a student's experiences; providing opportunities for active engagement, manipulating, and testing of ideas and materials; and encouraging students to assume responsibility for shaping their learning tasks; **STANDARD 2F**
15. Using a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. **STANDARD 2G**
16. How to identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs; **STANDARD 3K**
17. How to develop a learning community in which individual differences are respected; **STANDARD 3Q**

Topic #4: Learner Differences and Learning Needs

Content:

- Defining and measuring intelligence
- Implications of labeling
- Learner differences and disabilities
- Learner differences and teaching

Reading: Chapter 4: pp. 109-160

Due: Case Study #4 or Service Learning Journal; Laboratory module on Learning Disabilities

Formal Assessment: In-class assignment; Exam #2; Laboratory module on Learning Disabilities

Learning Objectives: After studying this chapter, students should be able to understand the following:

1. The potential problems in categorizing and labeling students
2. Different concepts of intelligence
3. Research findings regarding ability grouping
4. The implications of the Individuals with Disabilities Improvement Act (IDEIA) and Section 504
5. Differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and how to design instruction that uses a student's strengths as the basis for continued learning; **STANDARD 3A**
6. Areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents; **STANDARD 3B**
7. Identifying and designing instruction appropriate to a student's stages of development, learning styles, strengths, and needs; **STANDARD 3K**
8. Developing a learning community in which individual differences are respected. **STANDARD 3Q**

Topic #5: Culture and Diversity

Content:

- Multicultural education and creating culturally inclusive classrooms
- Social class and SES differences
- Ethnic and Racial differences
- Gender differences
- Language differences

Reading: Chapter 5, pp. 161-204

Due: Case Study #5 or Service Learning Journal

Formal Assessment: In-class assignment; Exam #2

Learning Objectives: After studying this chapter, students should be able to understand the following:

1. The difference between the melting pot and multicultural education
2. Why school achievement of low-income students often falls below that of middle and upper-income students
3. How to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism; **STANDARD 3D**
4. How a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values; **STANDARD 3E**
5. What culture is, cultural identity, and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction; **STANDARD 3H**
6. Students of all ethnicities, SES, and gender can and should learn at the highest possible levels and persist in helping all students achieve success; **STANDARD 3I**
7. Develop a learning community in which individual differences are respected. **STANDARD 3Q**

Topic #6: Behavioral Views of Learning

Content:

- Definition of learning
- Classical Conditioning
- Operant Conditioning
- Applied Behavior Analysis
- Observational learning
- Applications to the classroom setting

Reading: Chapter 6, pp. 205-246

Due: Case Study #6 or Service Learning Journal; Sniffy Learning Laboratory Module

Formal Assessment: Exam #3; In-class assignment; Sniffy Learning Laboratory Module

Learning Objectives: After studying this chapter, students should understand the following:

1. What learning is
2. What the similarities and differences are among classical conditioning, and operant conditioning
3. The four kinds of consequences that can follow any behavior, and what effect is each likely to have on future behavior
4. How to use applied behavior analysis (group consequences, token economies, contingency) to solve common academic or behavior problems
5. Observational learning
6. That all students can and should learn at the highest possible levels and persist in helping all students achieve success; **STANDARD 3I**
7. How social groups function and influence people, and how people influence groups; **STANDARD 5B**

Topic #7: Cognitive Views of Learning

Content:

- Information Processing Model
- Sensory Memory, Working Memory, and Long Term Memory
- Metacognition
- Mneumonics
- Classroom Applications of the Information Processing Model

Reading: Chapter 7, pp. 247-284

Due: Case Study #7 or Service Learning Journal

Formal Assessment: In-class assignment; Exam #3

Learning Objectives: After studying this chapter, students should understand the following:

1. The human information-processing model of memory
3. How perception, attention, schemas, prior knowledge, and scripts influence learning and remembering; **STANDARD 2H**

4. Declarative/Semantic, procedural, and episodic knowledge
5. Forgetting and Interference
6. The role of metacognition in learning and remembering
7. How to identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs; **STANDARD 3K**

Topic #8: Motivation in Learning and Teaching

Content:

- Intrinsic and Extrinsic Motivation
- Behavioral, Humanistic, Cognition, Social-cognitive Approaches to Motivation
- Application of Motivational Approaches in the classroom setting

Reading: Chapter 10, pp. 371-412

Due: Case Study #9 or Service Learning Journal

Formal Assessment: In-class assignment; Exam #4

Learning Objectives: After studying this chapter, students should understand the following:

1. Motivational effects of success and failure, and how these effects relate to beliefs about ability
2. That all students can and should learn at the highest possible levels and persist in helping all students achieve success; **STANDARD 3I**
3. Human motivation and behavior and draw from the science of psychology to develop strategies for organizing and supporting individual and group work; **STANDARD 5A**
4. Understand how social groups function and influence people, and how people influence groups; **STANDARD 5B**
5. Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated; **STANDARD 5F**
6. Recognize the relationship of intrinsic and extrinsic motivation to student lifelong growth and learning; **STANDARD 5J**
7. Use different motivational strategies that are likely to encourage continuous development of individuals using the behavioral, cognitive, humanistic, and sociocultural perspectives
STANDARD 5K

Topic #9: Creating Learning Environments

Content:

- New philosophies in classroom management
- Creating and maintaining a positive learning environment
- Enhancing self-management
- Dealing with Discipline Problems

Reading: Chapter 12, pp. 443-476

Due: Case Study #10 or Service Learning Journal

Formal Assessment: In-class assignment; Exam #5

Learning Objectives: After studying this chapter, students should understand the following:

1. The principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom; **STANDARD 5E**
2. How to arrange the physical environment for your classroom to fit your learning goals and teaching methods
3. Kounin's suggestions for preventing management problems
4. Establishing a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole and how to establish a list of rules and procedures for a class; **STANDARD 5H**
5. Designing and managing learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work both collaboratively and independently, and engage in purposeful learning activities; **STANDARD 5L**
6. How to respond to problems when they occur

Topic #10: Classroom Assessment, Grading, and Standardized Testing

Content:

- Norm-referenced and criterion-referenced tests
- Measures of central tendency and variability
- Types of scores
- Types of standardized tests
- Reliability, validity, and standard error of measurement
- Issues and complications of standardized tests

Reading: Chapter 14, pp. 521-552

Due: Case Study #11 or Service Learning Journal

Formal Assessment: In-class assignment; Exam #5

Learning Objectives: After studying this chapter, students should understand the following:

1. Calculating the mean, median, mode, and standard deviation
2. Percentile ranks, standard deviations, z-scores, and T-scores
3. Achievement, aptitude, and diagnostic test results
4. The characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work; **STANDARD 8B**
5. The purpose of and differences between assessment and evaluation; **STANDARD 8C**
6. Measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns; **STANDARD 8D**
7. Selecting, constructing, and using assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes; **STANDARD 8F**
8. Using varied and appropriate formal and informal assessment techniques; **STANDARD 8G**
9. Using assessment data and other information about student experiences, learning behaviors, needs and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies; **STANDARD 8H**

TENTATIVE SCHEDULE

M Jan. 4	Syllabus & Introductions Ch. 1: Learning, Teaching & Educational Psychology
W Jan. 6	Ch. 1 Cont'd
F Jan. 8	Ch. 1 Cont'd
M Jan. 11	Ch. 1 Cont'd Case Study for Ch 1 Due Service Learning information and sign-up with coordinator from MHCI
W Jan. 13	Ch. 2: Cognitive Development and Language
F Jan. 15	Ch. 2 Cont'd
M Jan. 18	Ch. 2 Cont'd
W Jan. 20	Ch. 2 Cont'd Case Study for Ch 2 Due
F Jan. 22	Exam 1: Ch. 1, 2
M Jan. 25	Ch. 3: The Self, Social, and Moral Development
W Jan. 27	Ch. 3 Cont'd
F Jan. 29	Ch. 3 Cont'd
M Feb. 1	Ch. 3 Cont'd Case Study for Ch 3 Due Project groups assigned
W Feb. 3	Lab #1: Information Literacy – held in the Library Instruction Lab
F Feb. 5	Project ideas discussed
M Feb. 8	Lab #2: Learning Disabilities - held in the evening in the classroom
W Feb. 10	Ch. 4: Learner Differences and Learning Needs Lab #1 Due
F Feb. 12	Ch. 4 Cont'd Lab #2 Due
M Feb. 15	Ch. 4 Cont'd Case Study for Ch 4 Due
W Feb. 17	Exam 2: Ch. 3, 4
F Feb. 19	Ch. 5: Culture and Diversity
M Feb. 22	No Class. Mid semester recess
W Feb. 24	No Class. Mid semester recess
F Feb. 26	No Class. Mid semester recess

M Mar. 1	Ch. 5 Cont'd Service Learning Journal #1 Due
W Mar. 3	Ch. 5 Cont'd Case Study for Ch 5 Due
F Mar. 5	Ch 6: Behavioral Views of Learning
M Mar. 8	Ch. 6 Cont'd
W Mar. 10	Ch. 6 Cont'd Case Study for Ch 6 Due
F Mar. 12	Lab #3: Learning (Sniffy) - held at the Laptop Lab in the Library
M Mar. 15	Ch. 6 Cont'd Lab # 3 Due
W Mar. 17	Exam 3: Ch. 5,6
F Mar. 19	Ch. 7: Cognitive Views of Learning
M Mar. 22	Ch. 7 Cont'd
W Mar. 24	Ch. 7 Cont'd Case Study for Ch 7 Due
F Mar. 26	No class. Red River Psychology Conference
M Mar. 29	Ch. 10: Motivation in Learning and Teaching Service Learning Journal #2 Due
W Mar. 31	Ch 10 Cont'd
F Apr. 2	No Class. Happy Easter
M Apr. 5	No Class. Happy Easter
W Apr. 7	Ch 10 Cont'd Case Study for Ch 10 Due
F Apr. 9	Exam 4: Ch. 7, 10
M Apr. 12	Ch. 12: Creating Learning Environments
W Apr. 14	Ch. 12 Cont'd
F Apr. 16	Ch. 12 Cont'd Case Study for Ch 12 Due
M Apr. 19	Ch. 14: Classroom Assessment, Grading, and Standardized Testing Interview Reports & Comprehensive Paper Due
W Apr. 21	Ch. 14 Cont'd
F Apr. 23	Ch. 14 Cont'd Service Learning Journal #3 Due
M Apr. 26	Ch. 14 Cont'd Case Study for Ch 14 Due
F Apr. 30	8:30 - 10:30 Final Exam: Ch. 12 & 14