

**Introduction to Educational Psychology**  
**AEDP 335 - Fall 2008**  
**BSED 136**

**Professor:**

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**Class Meetings:**

Thursdays 4:30 – 7:15\* hybrid

**Office Hours:**

By appointment

*\*Do not hesitate to contact me if you have a question or concern regarding this course. Most issues can be taken care of through email or via the phone. However, I am more than happy to meet with you by appointment if/when needed. Please remember, the quicker you contact me the easier it will be to resolve your issue.*

**Course Description**

Applications of those psychological principles, theories, and data upon which effective classroom practices are based, including general methods and techniques will be the core components of this course. A variety of teaching models for classroom management will be considered, with the focus on the teacher as a decision-maker in planning, evaluations, and classroom management. Emphasis on motivation, learning problems, individual differences, and measurement. 3 credit hours.

**USCA School of Education Conceptual Framework**

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *planning, instructing, communicating, growing professionally, or managing.*

**Course Goals and Objectives**

The USCA pre-professional Teacher Education Major will develop professionally by acquiring competencies in the objectives listed, and by demonstrating such acquisition through examinations, participation in discussion and experiential activities, and oral and written reports.

This course provides participants an opportunity to:

1. acquire basic knowledge and understanding of the assumptions and differences of the major theories of learning as they apply to learners, the learning process, and the teaching process.
2. acquire basic knowledge and understanding of the cognitive, linguistic, social, and emotional dimensions of human development as well as the major developmental theories in relation to educational practice.
3. acquire basic knowledge and understanding of the basic terms and key research of general methods and techniques of effective classroom practices.
4. acquire basic knowledge and understanding of the implications of diversity among individuals that can impact success and motivation in the classroom including cognitive

and behavioral disabilities or learning challenges, as well as issues related to multiculturalism.

5. acquire a basic understanding of the needs and concerns facing today's educators and the implications associated with those needs and concerns.
6. develop critical thinking abilities necessary for problem solving and understanding controversial issues in the study of learning and human development in education.
7. develop analysis and decision-making skills necessary to interpreting behavioral and learning situations through applying theory and best practices to case studies related to achievement, motivation, and class management that encourage optimal learning and adjustment.
8. acquire basic knowledge and understanding of formal and informal evaluation and holistic assessment of achievement and intelligence
9. acquire basic knowledge and understanding of methods for implementing and maintaining effective classroom management.
10. plan, organize, and implement a microteaching lesson based in appropriate learning theory and teaching techniques that includes curriculum goals, behavioral objectives, developmentally appropriate content, instructional procedures, and assessment methods.
11. analyze one's own instructional methods by using a variety of data collection techniques (peer evaluations, self-reflection, and videotape).
12. develop a professional conference or grant proposal that focuses on a topic or area important in today's educational arena by developing a unique line of inquiry based in educational research and practice to support your idea or your request.

### **III. Course Readings**

Ormrod, J.E. (2006). *Essentials of Educational Psychology*. Upper Saddle River, New Jersey: Pearson Education Inc. ISBN: 0-13-099423-5

Additional readings made available in class or on *Blackboard*

### **IV. Instructional Procedures**

This course will use a variety of instructional methods to convey course content in meaningful ways. Lecture combined with discussion and experiential activities will consist of the majority of methods. Experiential activities include the use of case studies and microteaching. The microteaching portion of the class will use a mastery learning approach.

## V. Course Requirements

*Behavior:* Students are expected to participate in class by paying attention, being respectful of others, and contributing thoughtful comments and questions. Unprofessional behavior will not be tolerated whether in person or on-line.

*Attendance:* Attendance is required for all face-to-face classes. Absences of more than one meeting will not only result in missed class points, but also may affect final grade. If you need to miss a meeting, you should contact me before the scheduled meeting time (except in emergency situations). Similarly, excessive tardies or early departures will also impact your grade. USC attendance policy will be followed for excessive absences.

*Internet and Computer Access:* You must have access to the Internet and a computer to participate in this class. If you do not have access at your home, then you will need to utilize on or off campus resources (the library, bookstore, friends, etc.).

*Accommodations:* I will gladly provide or help you acquire the needed modifications to assist in the learning process. If you require accommodations, please see me after the first class so that we can make the needed arrangements as early as possible. Additionally, if you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

*Coursework:* I value good writing in this course. Unless specifically indicated by me, all work is to be completed on an individual basis with no unauthorized assistance. Please remember that the written work you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of the Writing Room.

## VI. Required Activities

There are several required activities. For each, additional information and grading rubrics will be provided at the appropriate time.

- **Weekly group and individual activities:** Class sessions will include overview of the material as well as opportunities to apply a concept or strategy from the assigned reading. There will be 6 of these activities throughout the semester. Each of these activities will be worth 10 points for a total of 60 points.
- **Midterm and Final:** Exams will assess your *understanding* of the concepts presented in the course as well as the *application* of major educational theories to problems and case studies related to PK-12 teaching and learning. The format for the tests will include multiple choice, short answer/essay, and case study analysis (see below). The exams will count 100 points each.

- **Case Study analysis:** Case studies will be used throughout the course as a learning tool; however, you will conduct open book analyses of two case studies drawn from problems arising in an elementary or secondary school classrooms. For each, you will need to define the problem posed by the case study, describe a course of action to address the problem, and justify the course of action with reference to psychological theory. The case study will be worth 25% of your exam grades (one at the midterm and one at the final). They should be 2-3 pages in length double spaced in TNR-12 point font.
- **Research topic and article summary:** For this activity, you will decide on a topic of interest you would like to research. You then will find two scholarly sources that address your interest. Finally, you will submit a summary of one of the articles noting how it relates to your interest. I will provide a rubric for the summary. This assignment is worth a total of 30 points.
- **Micro-Teaching:** You will need to submit for approval a concept that you would like to teach in a ten-minute micro-teaching lesson. The concept should be appropriate for the grade level you plan to teach. The project will include the following components and worth the designated number of points (for a total of 60 points):
  - Complete, detailed lesson plan will include the following components:
    1. Search of the SC Standards for a specific lesson/skill to teach. (A highlighted copy of the particular standard must be turned in): 5 points.
    2. Written objective(s) for the lesson: 5 points.
    3. Detailed description of procedure for teaching the objective(s): 30 points.
    4. Detailed assessment, including criteria : 5 points.

**You must obtain MASTERY (80%) on these first four tasks in order to teach your lesson. Failure to do so will result in not being able to complete the lesson or the self-evaluation.**

- The lesson itself. Video camera and tapes will be provided.
- A self-evaluation of the lesson in which you assess your strengths, weaknesses, and specific ways in which you can improve (at least 2 pages double-spaced typed, 12 pt. font) to be written after you have reviewed your videotape and considered peer evaluations. 15 points.

## **VI. Evaluation, Grading Scale, and Class Schedule:**

Keeping up with the reading assignments, course activities, and coming to class prepared to engage in focused discussions are necessary for making the course a meaningful experience. Therefore,

- Students are expected to attend class and participate actively in discussions and activities. In order to do this, students will need to read the text/assignments **before class**. If you are unable to attend a class, it is your responsibility to acquire the information covered in that

session. \*Note: you will not be able to make up points for missed class activities unless arrangements are made prior to class.

- Assignments will be due no later than 4:30 p.m. on the date specified. If you are having trouble with an activity, please contact me as soon as possible.
- Tests must be taken on the scheduled days. If a test must be missed due to medical or another emergency situation, you must contact me in advance.
- You will need to turn in, on a cover sheet, a copy of the USCA honor code on all assignments/exams. All assignments and exams are to be treated as individual assignments. Unauthorized collaboration and plagiarism will result in an automatic 0 on the assignment/exam and may result in course failure.

**Grading Scale:** (your points/370 = \_\_%)

<b>A</b>	93-100	<b>B+</b>	90-92.5	<b>C+</b>	82-84.5	<b>D+</b>	74-76.5
		<b>B</b>	85-89.5	<b>C</b>	77-81.5	<b>D</b>	69-73.5
						<b>F</b>	68.5 or below

**Point Allocation**

In-class activities @6x5	30 points +
On-line activities @5x10	100 points +
Midterm case/exam	50 points +
Research topic	5 points +
Research sources	5 points +
Research summary	20 points +
Microteach (see task for point breakdown)	60 points +
Final case/exam	100 points = 370 points

**Schedule:** This schedule is subject to change as needed to ensure optimum learning as well as provide for unexpected delays or opportunities. Additional reading material may be added as the semester goes along. These additional readings will be to supplement the book chapters. PLEASE NOTE THAT THIS SECTION IS AN ***ON-LINE HYBRID COURSE***. NOT ALL WEEKS HAVE A FACE to FACE MEETING. Dates we meet in person are indicated in white, individual and/or group activities on-line, in lieu of meeting in class, are shaded gray. These activities will have a clear due date indicated in the on-line directions.

<b>CLASS AEDP 335</b>	<b>TOPICS &amp; READINGS DUE</b>	<b>ASSIGNMENTS, EXAMS &amp; DUE DATES</b>
Aug 21	Course introduction; What is Educational Psychology, Ch 1, Learning, Cognition, and Memory, Ch 2	
Aug 27	Behaviorism, Social Learning, ch 3	Microteach #1
Sept 4	On-line activity	
Sept 11	Higher cognitive processes, ch 4, Cognitive development, Ch 5	Microteach #2
Sept 18	Online activities	Research topic idea
Sept 25	Motivation, affect, and attribution, ch 6	
Oct 2	On-line activities	Exam 1: ch 1-6 (by 10/9)
Oct 9	FALL BREAK no class	
Oct 16	Personal, Social theories, ch 7,	Research sources
Oct 23	Online activities	Microteach #3, 4
Oct 30	Online, Instructional strategies, Assessment, ch 8, 10	
Nov 6	Online activities	Research article summary
Nov 13	Microteach presentations	MT lesson plan
Nov 20	Microteach presentations	
Nov 27	THANKSGIVING no class	
Dec 4	Classroom management, ch 9	MT self evaluation
Dec 12		Exam on line ch 7-10 by 12/12