

Introduction to Educational Psychology
AEDP 335
Fall 2008

Instructor:

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Class Meetings:

TTH: 9:25-10:40 B&E 136

Office Hours: as posted

I. Descriptive Information

A. AEDP 335: Introduction to Educational Psychology (3)

B. Catalog Description

Applications of those psychological principles, theories, and data upon which effective classroom practices are based, including general methods and techniques. 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 control. Emphasis on motivation, learning problems, individual differences, measurement.

C. 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.*

II. Course Goals and Objectives

A. General Goals

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

B. Instructional Objectives

At the end of the course, the student will be able to:

1. identify major theoretical frameworks and to formulate an eclectic appreciation for each as aids to understanding the nature of the learner and critical periods of learning, the learning process and the teaching process.

2. develop a scientific frame of reference for understanding the learning needs and abilities of all young and school-age children and the various roles of the family, teacher, and school in meeting those needs in order to promote academic achievement and student motivation.
3. gain mastery of basic terms and key research of general methods and techniques of effective classroom practices.
4. apply selected learning theory to the learner and learning process by focusing on developmentally appropriate practice for the early childhood, elementary and early adolescent years.
5. gain initial information and skills with formal and informal evaluation and holistic assessment of achievement and intelligence, including the purposes of testing, types of tests, validity, reliability, and interpretation of norm-referenced and criterion-referenced standardized test results with emphasis on mandated South Carolina assessments and procedures.
6. gain insight into the teacher's own interpersonal needs, professional ethics, and collegial relationships through the study of effective teacher characteristics, teaching models, and case studies.
7. utilize individual differences information (including a review of IDEA, Part H, and ADA) to provide a vehicle for adapting instruction to individual characteristics and needs of children, including cultural diversity, family structures, at risk, disabilities, gifted, and socioeconomic backgrounds.
8. gain information and strategies for providing effective group and cooperative learning opportunities in the classroom.
9. study and analyze methods for implementing and maintaining effective classroom management and control taking into account organization, scheduling, routines, procedures and transitions and begin to formulate a code of professional ethics regarding disciplinary methods.
10. integrate a learning theory and life long learning approach into the basic value system of the pre-service teacher.
11. plan, organize and implement a microteaching lesson based on curriculum goals which includes behavioral objectives, developmentally appropriate content, instructional procedures, and assessment methods.

12. analyze one's own instructional methods by using a variety of data collection techniques (peer evaluations, self-reflection and videotape).

III. Course Readings

Ormrod, J.E. (2006) *Essentials of Educational Psychology*. Columbus, OH: Merrill Prentice Hall

Assigned Readings

IV. Instructional Procedures

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

V. Course Requirements

A. Administrative Requirements

- 1. Attendance:** Attendance and participation in class are essential for this course. You are expected to attend and participate in all class sessions. Points will be deducted for repeated absence, tardiness, or leaving class early. You are responsible for all missed work. Assignments, which are turned in late, will be penalized with letter grade deductions.
- 2. Students with Disabilities Policy:** 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.
- 3. Writing Statement:** I value good writing in this course. 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.
- 4. USCA Honor Code:** Candidates will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.

B. Required Activities

1. Tests

Midterm (50)

Final (50)

2. Service Learning/Observation Notebook (50)

12 hours of service learning. Details will follow. Notebook will document experience, and include personal reflections.

3. Micro-Teaching (100)

You will need to submit for approval a concept that you would like to teach in a fifteen-minute microteaching lesson. The concept should be appropriate for the grade level you plan to teach. The project will include the following components worth the designated number of 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): 35 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 #5 and #6.

5. The lesson itself. Video and tape will be provided, unless you want to bring in your own. 35 points.
6. 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. (Due prior to the final exam): 15 points.

Note that 1,2,3,4 will be evaluated using a mastery learning approach (i.e. you may continue to revise lesson plan until you have submitted a satisfactory one for which you will earn full points.)

4. Two Case Studies (25 points each)

These are posted on Blackboard under “assignments”

VI. Evaluation and Grading Scale:

Midterm	50
Service Learning Notebook	50
Micro-Teaching	100
2 Case Studies	50 (25 pts each)
Final Exam	50

Total points: 300

Final Grade: 300/3

A	95 - 100 of the total points available in the course
B+	91 - 94
B	84 - 90
C+	80 - 83
C	74 - 80
D+	71 - 73
D	64 - 70
F	63 and below

Evaluation will focus on the ability to identify important ideas, articulate the complexity of issues, recognize different points of view, and apply content in meaningful ways. Keeping up with the reading assignments and coming to class prepared to engage in focused discussions are necessary for making the course a meaningful experience. If you are unable to attend a class, it is your responsibility to acquire the information covered in that session. Grades will be determined through a variety of written and non-written activities, including exams. A point system will be used to determine the final grade for this course. As a general guide, the following grades and descriptions correspond to writing standards and will be considered when determining the points earned for written activities.

A = Excellent work is clearly articulated, organized, and contains developed and accurate ideas that convey reflective insight. Fluid language, with appropriate vocabulary, syntax, grammar, and usage are expected.

B = Good work is contains information that is accurate, organized, clear, and adequately developed. Minor errors in vocabulary, syntax, grammar, or usage exist.

C = Acceptable work includes information that is mostly accurate and organized, but some lack of development creates ambiguity. Some errors in vocabulary, syntax, grammar, or usage, but not enough to be distracting, exist.

D = Marginal work is indicated by written work that has enough accuracy to indicate the student has made an effort at the assignment, but has failed to account for the complexity of the ideas.

F = Unacceptable writing contains inaccurate work replete with various vocabulary, syntax, grammar, and/or usage errors.

VII. Bibliography

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Berk, L. (1985). Why children talk to themselves. *Young Children*, 40(5), 46-52.

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Erikson, E. (1968). Identity: Youth and Crisis. Two chapters reprinted in W. Damon (Ed.), *Social and Personality development*:

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Milne, A.A. (1961). *Winnie-The-Pooh*. NY: American Boos--Stratford Press, Inc.

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Piaget, J. (1983). Piaget's theory. In P. H. Mussen (Ed.), *Handbook of child psychology*. (Vol 1; pp. 103-128). New York: Wiley.

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Schunk, D. H. (1991). *Learning theories: An educational perspective*. New York: Merrill.

Skinner, B. F. (1938). *The behavior of organisms*. Englewood Cliffs, NJ: Prentice-Hall

Skinner, B. F. (1974). *About behaviorism*. NY: Knopf.

Vygotsky, L. (1978). The interaction between learning and development. In M. Cole, V. John-Steiner, S. Scribner, & E. Sauberman (Eds.) *Mind and Society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Vygotsky, L. (1978). The role of play in development. In M. Cole, V. John-Steiner, S. Scribner, & E. Sauberman (Eds.) *Mind and Society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Weiner, B. (1990). History of motivational research in education. *Journal of Educational Psychology*, 82, 616-622.

Zabel & Zabel (1996). *Classroom management in context: Orchestrating positive learning environments*. Houghton Mifflin Co.: Boston, MA.

Lesson Plan Format:

USCA School of Education Lesson Plan Format

Candidate Name: Honor Code
Grade Level
Time Frame/Duration
Subject(s)

Key Components for Lesson Plans

Objective(s)
South Carolina Academic Standards
Indicators (if applicable)
Observable learner outcome(s) (objective of lesson)

Materials/Resources (Include copies of all student handouts and/or include page numbers of texts)

Educational technology as appropriate

Safety Issues/Concerns (if applicable)

Authenticity/Context (relevancy to every day life)

Instructional Strategies – What are you going to do to achieve your objective?
(lecture, discussion, show video, etc.)

Grouping (whole group, cooperative groups, etc.)

Procedure – Provide detailed description of lesson procedures written in a logical sequence.

Motivation/Opening Activity
Detailed Examples if applicable
Critical Thinking Questions
Closure

Accommodation/Differentiation

Special Needs, Remediation, Enrichment

Assessment (Criteria for mastery, include rubric(s) if applicable)

Prior (Diagnostic, authentic/alternative, informal, formal)
During (Formative, authentic/alternative, informal, formal)
After (Summative, authentic/alternative, informal, formal)

Follow-up (What will you do if a student doesn't meet the intended learner outcomes?)

References (if used)

Service Learning Log

You will be responsible for finding a child to tutor for 12 hours during the semester. You will need to space out the times over the semester in order to see the progress of the child.

In your log, include the following:

1. Demographic information: name, age, siblings, grade level, SES information, strengths, etc
2. Detailed description of what strategies you used to help your student in content area on which you were focusing.
3. Student's response to your tutoring
4. Plans for next tutoring session based on progress in current session

Please note that you will need a **minimum of six entries** .

5. An overall reflection (3 pages) of your tutoring experience after you have completed the 12 hours.

Case Studies

3-4 pages

1. **Brief** summary of case study (one paragraph)
2. Discussion of major problems found in the case study
3. **Specific** recommendations for solving these problems
4. Final paragraph: what did you learn from this case study?

The case studies are posted in Blackboard under course assignments. If you have problems retrieving them, please let me know.

Class Schedule

	Topics and Assignments	Notes
8/21	Course Overview Writing Lesson Plans	
8/26	Cognitive and Linguistic Development ch. 2	
8/28	Con't	
9/2	Dev. Of Self, Social Skills and Morality ch.3	
9/4	Group Differences ch. 4	
9/9	Ind. Diff. & Special Needs ch. 5	
9/11	Learning & Cog, Processes ch. 6	
9/16	Knowledge Construction ch. 7	
9/18	Higher Level Thinking ch. 8	
9/23	Con't	
9/25	Behavioral Views of Learning ch. 9	
9/30	Social Cognitive Views of Learning ch. 10	
10/2	Con't	
10/7	MIDTERM	
10/9	FALL BREAK	
10/14	Motivation and Affect ch.11	
10/16	Cognitive Factors in Motivation ch.12	
10/21	Instructional Strategies ch.13	
10/23	Con't	
10/28	Productive Learning Environment ch. 14	
10/30	Classroom Assessment Strategies ch. 15	
	Con't	
11/4	Don't forget to vote!!	
11/6	Summarizing Student Achievement ch.16	
11/11		
11/13	Microteaching/video	
11/18	Microteaching/video	
11/20	Microteaching/video	
11/25	Microteaching/video	
12/2	Microteaching/video	
12/4	Wrap-up and exam review	
	Final Exam	

The above schedule is tentative and is subject to change.

