



DIXIE STATE
COLLEGE OF UTAH

Fall 2006
Identifying Information

Course Number: EDUC 3110-01
Course Name: Educational Psychology
Credit Hours: 3 credit hours
Times: Tuesday 10:00am – 12:30 pm
Location: Education & Family Studies Building, Rm 119
Text: Woolfolk, Anita M. (2006). *Educational Psychology*, (10th ed.).

Instructor

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Student Support Services

<p>Tutoring Drop in tutoring is a service provided all registered DSC Students and is available for all subjects. Students can take advantage by accessing: http://dsc.edu/tutoring/index.html</p>	<p>Writing -The Writing Center in the Browning Learning Center, Room 105, for help with writing skills such as brainstorming, revising and editing. -Online Writing Center: http://dsc.dixie.edu/owl/</p>	<p>Library -Val A. Browning Library for personal help from a Librarian by going to the library during regular hours. -Online help: http://library.dixie.edu/ To access online resources: Username: library Password: dbdsc</p>
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The D.E.S.E.R.T. Model for DSC Elementary Education

Dixie State College of Utah has created a model for the curriculum design, instruction, assessment, and the evaluation of its program. This model known by the acronym D.E.S.E.R.T. reflects the characteristics that effective teachers possess and continually develop throughout their careers. Each course in the DSC Elementary Education program identifies learning objectives for each letter of the D.E.S.E.R.T. acronym. Each strand of the acronym is explained below.

D. - Diversity.

The diversity strand recognizes that student variability exists in many ways including; cultural, ethnic, intellectual, linguistic, racial, and social. When teachers are aware of the issues that surround meeting the educational needs of a diverse student body, their respective classroom practices become more focused and efficacious.

E. - Evaluation.

The evaluation strand recognizes that quality assessment and evaluation are essential to effective teaching, learning, and curriculum planning. Evaluative measures must be congruent with learning outcomes if both teachers and students are to demonstrate their understanding of what is being taught.

S. - Self-Reflection.

The self-reflection strand recognizes that effective educators inform their practice through the critical examination of their own philosophy, experiences, and predispositions toward learning. As teachers develop self-reflective skills and patterns they become more in tune with the needs of their students. Further, reflective teachers make the necessary changes and additions to their repertoire of teaching strategies to better program for the changing conditions within their classrooms.

E. - Effectiveness in Teaching.

The effectiveness in teaching strand recognizes the complex interplay between the teacher and the learner. Effective teaching is predicated upon an understanding of both the teaching and learning processes. The key components of teaching effectiveness involve an understanding of curricular development, as well as models of instruction. An effective teacher can maintain high expectations for student achievement through the thoughtful implementation of innovative teaching techniques developed through research or experience.

R. - Reaching Beyond the Classroom.

The "reaching" strand recognizes that quality teachers must envision their educational roles outside the immediate boundaries of classrooms and school buildings. Effective teachers have an appreciation for the context and purposes of education in a complex modern society. They understand that parents, guardians and the community at large, can play an integral part in the education of their students.

T. - Technology and Classroom Management

The technology and classroom management strand recognizes the importance that a well-managed classroom climate plays in the education of children. This strand endeavors to give prospective teachers insight into a variety of classroom management strategies to enhance learning in their respective classrooms. This strand also recognizes the importance of the role of technology in instructional environments. Through effective management and curriculum development, and through setting high expectations for all student achievement, high standards are affected. All of the D.E.S.E.R.T. strands are inter-related and therefore are addressed in each phase of the pre-service program.

Course Purpose and Overview

Educational psychology is concerned primarily with how learning and teaching work in harmony with one another. The psychology of individuals and groups of students including; motivation, needs and values, physiology of sensation, memory and anxiety in the classroom are of interest to educational psychologists. In addition, educational psychology explores how teachers behave in classrooms and what sorts of environments are conducive to optimal learning. Becoming an effective teacher is a process that is both an art and science. Educational psychology is the study of those processes and has as its central focus a simple question: "What makes learning better?"

This course is designed to give pre-service teachers the background and tools to help resolve the many questions and dilemmas inherent in being an educator. For students to become predisposed towards the study of educational psychology, they must first see themselves as learners in the educational process. Secondly, they must begin to question both the notion of learning and the processes that take place toward that end.

Learning Objectives For The Course

By the end of this course, you will:

- Articulate the purposes and goals of educational psychology and explain the main methods by which the field studies educational phenomenon.
- Clearly define development and compare/contrast different theories of development (i.e., cognitive, social, emotional, moral).
- Submit an APA style paper on one of the developmental theorists referenced in your text. Also make enough copies for your classmates' files. Present the highlights modeling the tenets of effective teaching and use as many learning modalities as possible.
- Describe various views of learning including; behavioral, cognitive, and social.
- Develop your own theory of motivation based on readings and class discussions. Specifically, your motivational ideas need to be applicable to a classroom situation and be aimed at encouraging students to become academically engaged.
- Demonstrate your understanding of the assessment and evaluation of learning.
- Solve individually and/or collaboratively in groups, hypothetical scenarios typical of what would be found in a school environment.
- Participate in a debate on a controversial educational topic.

Course Accommodations

"If you are a student with a physical or mental impairment and would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability."

Course Policies

- Attendance is imperative. Graded assignments are given during each class session and they cannot be made up. If you are absent, the assignment grade will be recorded as a zero. If you must be absent for a school sanctioned event, please inform the instructor ahead of time so that a "make up" assignment can be arranged.
- If you must withdraw from this class, it is your responsibility to make this withdrawal official by completing paperwork at the registrar's office. Be sure not to miss the withdrawal deadline or you will receive a grade in this class regardless of whether or not you attend.
- Disruptive behavior in class may also lead to an administrative withdrawal. Disruptive behavior is defined as any behavior that interferes with the instructor's ability to teach or the learning of other students. You will be notified of your withdrawal in this way:
 1. A verbal request to comply with classroom behavioral expectations
 2. One written "warning" letting you know that you have not made the required behavioral adjustment
 3. Administrative withdrawal

Textbook Reading Assignments and Reflection Questions

(Need to be read ***before*** the class session)

Week of:	Chapter	Reflection Questions
Aug 28	1	<ul style="list-style-type: none"> • How would you respond to someone who says “anyone can teach and a formal teacher preparation program is unnecessary”? • Think about the problems or issues that most concern beginning teachers today. Which of these concerns would be the most important to you personally? Explain. • How does knowledge of a theory (e.g., classroom management) help a classroom teacher? • What is the purpose for studying educational psychology? • Scenario: Ninth-grade teachers at Farmington Junior High School are interested in knowing whether using cooperative learning will increase student understanding of mathematics. They would like to conduct a research study to investigate whether this is truly the case. <p>-Design an experimental study (basic elements, not detailed procedures) that could be used to answer the teachers’ research question.</p> <p>-How might descriptive research also be used in the above study? Describe an example.</p>
Sept 4	2	<ul style="list-style-type: none"> • How is the brain involved in adolescent behavior such as planning, risk-taking and decision making? • Describe Piaget’s theoretical views on cognitive development using and defining the following terms in your answer: organization, adaptation, assimilation, accommodation and equilibration. • Name and define the basic aspects of reasoning that must be mastered before a child is able to solve problems of conservation. • Define Vygotsky’s zone of proximal development and explain how it relates to the problem of matching cognitive stages with instructional strategies. • Describe the steps or stages that children go through in the process of developing language. Include reference to the different ways that children use words and sentences in these stages.
Sept 11	3	<ul style="list-style-type: none"> • What personal conflicts are most likely to be experienced by individuals of the following ages: (a) age of three; (b) age of 10; and (c) age of 15? What can parents or teachers do to help the individual achieve a healthy resolution? • Define the term “self-concept.” How do school experiences affect the formation of self-concept? • Outline Kohlberg’s three levels of moral development and describe an example of reasoning at each level. • Describe the four types of parenting styles according to the work of Diana Baumrind (1991).
Sept 18	4	<ul style="list-style-type: none"> • What are some of the many distinctive collection of talents, abilities, and limitations that comprise the concept <i>exceptional students</i>? • The use of labels to describe exceptional children has both positive and negative consequences. Discuss those consequences in terms of their impact on the students and the regular classroom teacher. • Helen is a student in your class. You think she may be gifted enough to warrant special treatment. Describe the measures you might use to assess her and the way you should instruct her. • Using the models of intelligence given by the text as a guide, define what is meant by intelligence. What are some factors that affect the reliability of intelligence tests? • Describe different approaches to ability grouping. What approaches seem most effective for low-ability students?
Sept 25	5	<ul style="list-style-type: none"> • Define <i>culture</i> and discuss the issues that prompted belief in the <i>cultural deficit</i> model. What are the prevailing beliefs of educational researchers and theorists today about this issue? • Discuss the assumptions and goals of multicultural education. • Identify some of the factors that may lead low-income students to perform less well in school than middle-income students with the same abilities. • Define gender bias and describe how it has been expressed in school. • Compare alternative approaches to teaching bilingual children. Should a child’s use of his/her non-English language in classroom learning be discouraged or directly integrated with learning in Standard English?
Oct 2	6	<ul style="list-style-type: none"> • List the basic types of reinforcement schedules and describe the performance that they are likely to produce. Include performance patterns, rates and effects of persistence. • Contrast reinforcement and punishment and describe the various categories of each. How can we tell if something is a reinforcer or a punisher? • Describe what is meant by the “praise and ignore” approach to classroom management. What are the strengths and limitations of this approach? Give examples of the types of incidents to which it might be applied appropriately. • Give classroom-related examples of how teacher attention can increase a particular desirable student behavior and an undesirable student behavior. • Compare and contrast the strategies of cueing and shaping as methods for developing desirable behaviors. • Discuss the ethical issues involving uses of punishment in the classroom including when each may be appropriate, what the likely outcomes are, and any cautions with their use. • What is functional behavioral assessment (FBA) and how would a teacher use FBA?
Oct 9	7	<ul style="list-style-type: none"> • Describe what is meant by the “cognitive perspective” and discuss how this perspective differs from behavioral orientations to learning. • Compare and contrast long-term and working memory with regard to storage, capacity, and retrieval. • Explain the role of attention in learning. Give suggestions for teachers to increase student attentiveness to the lesson. • Define and give examples of metacognitive strategies. How does the use of metacognitive strategies facilitate classroom learning? (Please note that chapter 7 questions are continued on next page)

		<ul style="list-style-type: none"> Do children of different ages tend to use working memory in the same way? Describe developmental differences in working memory. Identify and describe the procedures of 3 different mnemonic strategies. Define what is meant by automated skills, and describe the stages assumed to be involved in developing them.
Oct 16	8	<ul style="list-style-type: none"> Describe contemporary views about how concepts are learned and the implication of those views for teaching. Explain Bruner's idea of discovery learning. How might his ideas be applied to teaching methods in your future classroom? List the major characteristics of Ausubel's expository approach and explain how they relate to his beliefs about learning. How might you use Ausubel's ideas in planning a lesson in your own subject area? What is meant by problem solving? Identify some of the factors that inhibit problem solving and suggest strategies for reducing their effects. What has research determined about the ways experts solve problems? How can students use this information to make themselves learn more like experts? Describe the purpose of the PQ4R method of learning. Explain the five steps involved in this method. How could you use this learning strategy in your teaching area? Define the different types of transfer and give examples of each.
Oct 23	9	<ul style="list-style-type: none"> Describe the major elements of inquiry and problem-based learning. Describe how you could implement these ideas in planning a lesson in your subject area. How could you know that your efforts were successful? What is the role of teachers today in teaching thinking skills? How would you create a "culture of thinking" in your classroom? What are some of the challenges related to teaching from a constructivist perspective? How might the uses of cooperative learning strategies help students to overcome the diverseness in their science backgrounds?
Oct 30	10	<ul style="list-style-type: none"> Define <i>motivation</i> and differentiate among behavioral, humanistic, cognitive and sociocultural approaches to the interpretation of motivation. List the seven levels of needs as described by Maslow and give a classroom example for each need. What are the implications for learning when students' deficiency needs are not being satisfied? Contrast this situation against one in which the students' being needs are not satisfied. Describe the implications of attribution theory for school achievement in reference to the specific cases in which success or failure is primarily attributed to (a) ability, (b) effort, (c) task difficulty and (d) luck. The text indicates that anxiety generally interferes with learning and performance. What are the reasons for this effect and what are ways in which teachers can help high-anxiety students to perform better academically? Define and differentiate between entity and incremental beliefs about ability. What types of attributions and goal orientations are each associated? Explain some strategies that teachers might use to help failure-avoiding students become more mastery-oriented.
Nov 6	11	<ul style="list-style-type: none"> Explain some of the ways peers influence each other in the school setting. What are some of the disadvantages of group learning? Ms. Constantine was a competitive athlete in her youth and she still competes in age group competitive athletic events. She is proud of the fact that she has designed her 6th grade classroom around competitive events and activities. All individual and group activities in her class involve a "winning" person or team. She spends a great deal of time finding valued prizes to give as rewards for her competitive activities. What concerns might educators, who call for the creation of learning communities, have with Ms. Constantine's approach? You plan to implement a middle-school math unit on the personal costs of cell phone use. You have decided to teach this curricular unit using cooperative learning. How will you arrange your cooperative learning groups and what factors will you consider regarding group assignments and membership. What 3 strategies would you use to prevent school violence?
Nov 13	12	<ul style="list-style-type: none"> Doyle has proposed 6 characteristics of classrooms: (1) multidimensional; (2) simultaneity; (3) immediacy; (4) unpredictability; (5) publicness; and (6) history. Describe what the implications of these characteristics are for classroom management. Describe how procedures differ from rules. Using Weinstein and Mignano's suggestions, identify key areas for which procedures need to be established. Select either an elementary or secondary teaching situation and discuss the types of rules that need to be established and the procedures for communicating the rules to students. When rules are broken, what types of penalties are appropriate for that age level? Room arrangement is an important factor in achieving instructional goals. Identify at least 4 principles of effective room arrangements. Kounin listed 4 "problem-prevention" skills: (1) withitness; (2) overlapping; (3) group focus; and (4) movement management. Define each skill. Give an example of each skill from your own experiences. Using your own examples, differentiate between hostile, passive and assertive responses to misbehavior. Thomas Gordon described a system for determining what kind of response is needed in different problem situations. What is the nature of this system and what does it suggest that teachers should do to solve these types of problems?
Nov 20	13	<ul style="list-style-type: none"> Write three possible cognitive objectives for your teaching specialty. Each objective should address a different level in Bloom's taxonomy. List and describe each level of Bloom's taxonomy. Be sure to list the levels in order and explain the significance of the sequence. What is direct instruction? List its characteristics and describe a situation in which it (continued on next pg.)

		<p>would be the most appropriate method to use with students.</p> <ul style="list-style-type: none"> Describe the two types of expectation effects that can occur in the classroom. How can these expectation effects influence student learning? What can you, the teacher, do to combat the negative effects and promote the positive effects of these expectations? Describe and differentiate between teaching methods and lesson structures that would be appropriate for low-ability vs. high-ability classes.
Nov 27	14	<ul style="list-style-type: none"> Compare and contrast norm-referenced and criterion-referenced tests and identify situations where each would be appropriate. Define and distinguish between reliability and validity. The text describes three basic types of standardized tests. Identify the 3 types and explain how they differ. Describe authentic assessments.
Dec 4	15	<ul style="list-style-type: none"> Compare and contrast formative and summative measurements. Be sure to identify the different uses of formative and summative tests. In what situations is the use of multiple-choice items desirable? Suggest some guidelines for how such items should be constructed. To judge how well your students can analyze the elements of a play, you administer an essay test. Why is this appropriate and how can you try to ensure that the test is well-written and graded correctly? Compare and contrast criterion-referenced, norm-referenced, and percentage grading. Teachers frequently think of grading as focusing on achievement (test scores). What are some other qualities or criteria on which grading might be based and how might they be fairly incorporated in an overall grading system?

Educational Theorist Paper

The purpose of this assignment is to help you devise a model for your teaching through the exploration of one specific person* who has had an impact on educational thought. The following list of criteria should help you focus on your end product:

- Find at least 5 sources to research your theorist.
- Use A.P.A. format in writing and in citing your sources in your paper. Here is a site to help with the format: <http://nutsandbolts.washcoll.edu/apa.html>
- Include information pertaining to demographics such as: where and when born, early influences on him/her, educational background, major contributions to the field, and anything interesting or unusual about the individual.
- Explain how the research of your theorist may or may not impact life in the classroom. For example, how does his/her theory convert into practice? Will this person's theory work in classrooms?
- In your conclusion, include "future recommendations" or directions that you feel ought to be the next step in your research. As a result of what you have learned during this assignment, what questions or issues would you like to study? Be sure to articulate "why" or what benefit future investigations could be to the teaching and learning process. (November 27)

*** Choose Theorist from Woolfolk's following references:**

Students September 4-September 25	Learning and Motivation Oct 2-Nov 6	Teaching and Assessing Nov 13-Nov 27	
Jean Piaget Erik Erikson J. Fantuzzo Lawrence Kohlberg A.D. Pellegrini Howard Gardner L.S. Vygotsky D. Goleman	B.F. Skinner J.S. Bruner M.P. Driscoll David Ausubel Albert Bandura John Dewey Carl Rogers Abraham Maslow	D. Berliner T.V. Savage Lee Canter W. Glasser Barak Rosenshine Robert Rosenthal Kenneth Goodman Robert Slavin	R.J. Stiggins F.N. Dempster P.W. Airasian G. Wiggins D.W. Johnson J.P. McDonald T.R. Guskey Benjamin Bloom

Debate Topics: Social Promotion vs. Retention, Acceleration vs. Enrichment

Debate Procedures (December 4)

- For/Against Opening Statements (5 minutes each side)
- Rebuttal (5 minutes each side)
- For/Against Closing Statements (5 minutes each side)

Course Evaluation

Grades will be based on quiz, test scores, class activities and the research paper. (95-100%=A, 90-94%=A-, 87-89=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 74-76%=C, 70-73%=C-, 67-69%=D+, 64-66%=D, 60-63%=D-, 59% and below=F)

Plagiarism or any other form of cheating will not be tolerated.



