

# Educational Psychology

## Educational Studies 234, Spring 2009

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T/TH 8:15-10:00  
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Office Hours:

M 10-12; Th 1-2:30 and by appointment

### **Course Description:**

This course applies basic psychological principles of human development and behavior to learning and teaching. The course begins with theoretical background on human development. We will examine and critique the works of such major theorists as Piaget, Erikson, Vygotsky, Kohlberg, and Gilligan. We will then explore a variety of learning theories. The course then moves to a more specific application of these theories by examining pedagogical techniques and methods of assessment. We will invoke the reality of today's classrooms throughout the course as we attempt to reconcile theory and practice.

### **Course Structure:**

The course will provide a variety of learning structures including lecture, small group activities and whole class discussion. The course is designed to model a variety of pedagogical techniques. We will therefore make our own practices visible and explicit. In addition to two weekly class meetings, students are required to tutor and observe in an elementary or secondary school classroom for a minimum of three hours per week.

### **Course Objectives:**

This course will address the following Standards of Effective Practice as articulated by the Board of Teaching of the State of Minnesota:

1. The students understand how children learn and develop and provide learning opportunities that support the children's intellectual, social, and personal development.
2. The students understand how students differ in their approaches to learning and can create instructional opportunities that are adapted to diverse learners.
3. The students understand and use a variety of instructional strategies to encourage children's development of critical thinking, problem solving, and performance skills.
4. The students use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
5. The students understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
6. The students are reflective practitioners who continually evaluate, using qualitative and quantitative resources, the effects of his or her choices and actions on others and who actively seek out opportunities to grow professionally.

### **Readings:**

The texts for the course are *Educational Psychology*, Robert Sternberg and Wendy Williams, and *The Best Schools* by Thomas Armstrong. Additional readings will be accessible from our Moodle site.

### **Course Moodle Site:**

We will be using Carleton's course management system Moodle (<https://moodle.carleton.edu/>) to list readings and assignments, to post blog entries, and to hand in and return assignments.

<b>Course Requirements</b>	<b>Percent of Grade</b>	<b>Due Date(s)*</b>
1. Regular attendance, class participation, evidence of attentive reading, in-class written responses to readings and field experiences. This includes sharing with the whole class, and/or with small groups, your experiences in your field placement. Note: Missing more than two classes mathematically means you cannot earn an A.	15%	Every day
2. Observe and tutor in a classroom for a minimum of three hours per week and keep a blog of your tutoring experience to be submitted for periodic review. Your blog will include some assigned observation entries. You will also be required to respond weekly to your classmates' entries. Your overall contributions to the blog will be collected twice. Each class period will begin with a brief tutoring report from two students.	25%	Blog review: May 4 and June 3
3. Take-home mid-term examination.	20%	Friday, May 1
4. Create a one-week unit plan on a content area of particular interest to you. The plan should be geared toward elementary or secondary students and should reflect some of the principles of learning and teaching we've discussed in class.	20%	Proposal: April 23 Unit plan: May 26
5. A synthesis essay that draws on your tutoring as well as our reading to reflect on your growing understanding of the teaching and learning processes. Preferred length is 5 pages.	20%	Monday, June 8

\*All written assignments must be posted to Moodle by 5:00 pm on the due date.

### **Explication of Course Assignments**

#### **Blog**

We will create a class blog of your experiences in the schools. Write your entry as soon as possible after each school visit, but no later than three days after the visit. Comment on others' posts on an ongoing basis.

You may choose any format you want, but each entry should both report and analyze some aspect of your tutoring experience. I suggest you include the following:

- date, setting, situation
- sequence of events (what happened?)
- analysis of episode
  - How do you interpret what happened?
  - What was your perception of the situation as well as your feelings?
  - How does what you see relate to class reading and discussion?
  - What questions are you left with? What problems emerged?

Remember, you need to analyze as well as report. Blogs will be reviewed twice during the term: **May 4 and June 3**. More detailed information, as well as the grading rubric that will be used to evaluate the blogs, is available on Moodle.

For inspiration, please see Michelle Martin's blog about her teaching at Prairie Creek Community School:  
<http://prairiecreek.typepad.com/elms/>.

### **Mid-Term**

The midterm will be a take-home exam comprised of three essay questions. The exam will be posted on the course Moodle site on Wednesday, April 29th. Exams should be turned into your folder by **Friday, May 1st at 5pm**.

### **Unit Plan**

In keeping with the exploratory and theory-meets-practice nature of this course, you will create a brief unit plan instead of a traditional research paper. The unit should be aimed at elementary, middle, or secondary students. It should cover about five instructional days and concentrate on the development of a single teaching concept or idea in a subject area of your choice.

The written format of your unit should be organized as follows:

- A rationale of why you think what you're attempting to teach should be taught, and why it is appropriate to teach to the students at this grade level (1 page)
- A description of the learning context—subject, level, student characteristics (1-2 paragraphs)
- Your instructional objectives (at least 5)
- An outline of the content your unit will cover (1 page)
- Complete, step-by-step lesson plans of daily activities for one week. Activities should be varied and should fit well with your instructional objectives. Pay careful attention to how you group students for instruction. (approx 1 page for each day)
- List of any instructional materials you will use (1-2 paragraphs)
- Method(s) of evaluation (How will you assess if the students have met your objectives?) (2 paragraphs)
- A bibliography of both background and instructional sources (1-2 pages )

If you have a chance to actually teach the unit you create, so much the better! Include a report of how it went. Length of the unit plans will vary but, including bibliography and instructional material, it should be about 10 pages. Please make an appointment to discuss your project with me!!

### **Synthesis Paper**

This paper is an opportunity to synthesize what you are observing in your tutoring classroom and our class material. Your paper should present at least four conclusions that you have drawn about how to facilitate learning in the classroom. Each conclusion should be supported by 1) an example from your tutoring experience, 2) material you've learned in class, including specific textual citations from both the textbooks and additional readings, and 3) your own experience as a student, either K-12 or at Carleton. Conclude with a discussion of the implications of what you have learned, your understanding of what it means to be a teacher, as well as your own awareness of what works best for you as a learner. These papers should be about five to six pages long and are due Monday, June 8 by 5pm.

### **Please Note:**

- All assignments should be deposited electronically through Moodle.
- In fairness to others, late papers will be penalized. Please see me if you anticipate a problem with a due date.
- I will make every effort to accommodate all disabilities. Let me know what accommodations you require.

## Topics and Schedule of Readings

### Topic 1: Course Introduction, Educational Psychology as a Reflection of Teaching and Learning

<p>Tues, March 31</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course overview</li> <li>• Field experience: Sign up for placements</li> </ul>	
<p>Thurs, April 2</p> <ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• Field experience: Placement assignments</li> </ul>	<p>Textbook Chapter 1 (Skim) Best Schools, Intro and Chapter 1</p>
<p>Tues, April 7</p> <ul style="list-style-type: none"> <li>• Human Development Discourse vs Academic Achievement Discourse</li> <li>• Midterm Exam question</li> </ul>	<p>Best Schools, Chapter 2 Best Schools: Read AT LEAST one of chapter 3, 4, 5, or 6 (read the one that matches your tutoring placement) Best Schools, Conclusion</p>

### Topic 2: Theories of Human Development: Cognitive, personal, gender, social, and moral

<p>Thurs, April 9: Cognitive Development</p> <ul style="list-style-type: none"> <li>• Piaget</li> <li>• Vygotsky</li> <li>• Information processing theories</li> </ul>	<p>Textbook chapter 2 Phillips &amp; Soltis, excerpts from <u>Perspectives on Learning</u> (pp. 41-46, 57-60)</p>
<p>Tues, April 14</p> <ul style="list-style-type: none"> <li>• Piaget and Vygotsky: comparisons; applications to practice</li> </ul>	<p>Duckworth, “The Having of Wonderful Ideas Vygotsky Web Information</p>
<p>Thurs, April 16: Personal, gender, social and moral development</p> <ul style="list-style-type: none"> <li>• Overview of theories: Erikson, Marcia, Gilligan, Kohlberg</li> </ul>	<p>Textbook chapter 3 Paley, excerpt from “Boys and Girls” Gilligan Web Information</p>
<p>Tues, April 21</p> <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Theory into practice, cont.</li> <li>• Gender issues</li> <li>• What good is theory to education?</li> </ul>	<p>Gilligan, “In a Different Voice” Connell, “Teaching the Boys” Thomas, “What’s the Use of Theory?”</p>

### Topic 3: Student Diversity

<p>Thurs, April 23: SES, Ethnicity, Gender, and Language</p> <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Overview</li> <li>• Gender, same-sex education</li> </ul>	<p>Textbook chapter 6, pp. 208-214 AAUW, “Beyond the Gender Wars” AAUW, “Separated by Sex” (p. 1-11) Sax, “Six Degrees of Separation”</p>
<p>Tues, April 28</p> <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• SES, ethnicity, language</li> </ul>	<p>Textbook chapter 6, pp. 191-208, 214-230 Delpit, “The Silenced Dialogue”</p>

Thurs, April 30: Intelligence, learning styles, exceptional children <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Intelligence</li> <li>• Write statements for Agree/disagree on May 5</li> </ul>	Textbook chapter 4 Gardner, “Reflections on Multiple Intelligences” Klein, “Multiplying the Problems of Intelligence by Eight” Gardner, “Reply to ‘Multiplying the Problems...’” Klein, “A Response to Howard Gardner” (OPTIONAL)
Tues, May 5 <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Multiple Intelligences</li> <li>• Bias in special education</li> </ul>	Review intelligence readings of April 30 (we will do an Agree/Disagree) Racial Bias in Special Education The Cultural Construction of Disability

#### Topic 4: Theories of Learning

Thurs, May 7 <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Behavioral approaches to learning</li> <li>• Cognitive approaches to learning</li> <li>• Lesson Planning: Objectives</li> </ul>	Textbook chapter 7-8 Skinner Web Information Phillips & Soltis, Excerpt from <u>Perspectives on Learning</u> , pp. 65-74
Tues, May 12: Social approaches to learning <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Situated cognition</li> <li>• LPP (Legitimate Peripheral Participation)</li> <li>• Dewey and Progressive education</li> </ul>	Textbook chapter 9, pp. 329-333 Packer, “The Problem of Transfer” Phillips & Soltis, Excerpts from <u>Perspectives on Learning</u> , pp. 53-56, 62-64 Gee, “Semiotic Domains”

#### Topic 5: Creating Effective Learning Environments

Thurs, May 14 <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Unit and lesson planning</li> <li>• Direct instruction</li> <li>• Constructivism</li> <li>• Gradual release of responsibility model</li> <li>• The 6 Cs of motivation</li> </ul>	Textbook chapter 12 Sample unit plans Annandale, “Comprehension Instruction: Explicit and Multifaceted” Turner & Paris, “How Literacy Tasks...”
Tues, May 19 <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Motivation and instruction</li> </ul>	Textbook chapter 10 Dweck, “The Secret to Raising Smart Kids”
Thurs, May 21 <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Motivation: Rewards, grades, classroom management</li> </ul>	Friess, “Reforming the Grade System” Kohn, “From Degrading to De-Grading” Kohn, “Discipline is the Problem, not the Solution” McMaster, “Rewards Increase Motivation” Newkirk, excerpt from <u>Listening In</u> (pp. 3-10)
Tues, May 26 <ul style="list-style-type: none"> <li>• Tutoring Shares:</li> <li>• Progressive education in action</li> <li>• Guest speakers: Michelle Martin and Nancy Dennis</li> </ul>	Kohn, “Progressive Education: Why it’s hard to beat, but also hard to find” Four draft chapters of our book—Oehmke, Martin, Dennis & McGinnis (details TBA)

**Topic 6: Methods of Assessing Learning**

<p>Thurs, May 28</p> <ul style="list-style-type: none"><li>• Tutoring Shares:</li><li>• Assessment, standardized testing, grading</li><li>• Critiques of standardized testing</li></ul>	<p>Textbook chapters 13, 14 Kohn, "Against Competitiveness" Kohn, Parody ad</p>
<p>Tues, June 2</p> <ul style="list-style-type: none"><li>• NCLB</li><li>• Course wrap-up</li></ul>	<p>Hess &amp; Petrilli, "The Background of NCLB" Sternberg, "Good Intentions, Bad Results" Surf the following websites, focusing on NCLB-related sections: NCLB Website Susan Ohanian's website</p>