

EDUCATIONAL PSYCHOLOGY
Educational Studies 234
Fall 2012
T & Th 10:10-11:55 • Willis 114

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Sign up online for office hours by following the link at the top of the class Moodle site, or on my faculty website.

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 text for the course is *Educational Psychology: Theory and Practice 10 ed.*, Robert E. Slavin. There is one copy of the text on reserve in the curriculum library. Additional readings will be placed on e-reserve in Gould Library and will be accessible from our Moodle site.

Course Moodle Site:

We will be using Carleton's course management system Moodle:

<https://moodle.carleton.edu/course/view.php?id=17311>

We will be using the site to list readings and assignments, to post blogs, and to hand in and return assignments.

Course Requirements	Percent of Grade	Due Date/s
1. Regular attendance, class participation, evidence of attentive reading. 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. Beginning week three, each class period will begin with a brief tutoring report from two students.	25%	Blog review: Fri, Oct 19, 5 pm Fri, Nov 9, 5 pm
3. Take-home mid-term examination.	20%	Monday, October 15 10:00am
5. Create a one-week lesson plan or unit 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: Monday Oct 29, 5 pm Lesson plan: Friday, Nov 9, 5 pm
6. 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%	Between Monday, Nov 12 and Monday, Nov 19

EXPLICATION OF COURSE ASSIGNMENTS

Attendance/Class Participation

You are a vital part of a learning community. Regular attendance is expected and required. I also expect that you will be willing to participate regularly in class to share your perspective on the course material as well as on your tutoring experiences. Please note that appropriate classroom participation includes active and respectful listening as well as speaking.

Blog

We will create a class blog of your experiences in the schools. You will blog two to three entries per week either on an assigned topic, a topic of your own choosing, or a response to someone else's entry. Write your entry as soon as possible after each school visit.

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: **October 19 and November 9.**

Blogs will be evaluated on a 50-point scale, with each of the criteria listed below worth 10 points each. To avoid being totally subjective, I will read them for evidence that you have:

1. Observed broadly
2. Observed closely
3. Drawn generalizations and conclusions carefully
4. Related what you observed to what we have read and discussed in class
5. Interacted with your student(s) in ways which reflect your growing awareness of the teaching/learning process

In addition, I will be looking for engagement with the process of blogging ☺ and with other members of the class.

Mid-Term

The midterm will be a take-home exam comprised of two essay questions. You will be able to choose from four questions. The exam will be posted on the course Moodle site on Wednesday Oct 10. Exams should be turned into your folder by **Monday, Oct 15 at 10:00am.**

Unit Plan

In keeping with the exploratory and theory-meets-practice nature of this course, you will create a lesson plan instead of a traditional research paper. The lesson 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. Elementary or secondary level lessons are preferred, but I will accept post-secondary lessons, if you discuss it with me.

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

- A rationale of why you think what you're attempting to teach should be taught (1 page)
- A description of the learning context—course, level, student characteristics (1-2 paragraphs)
- Your instructional objectives (at least 5)
- An outline of the content your lesson will cover (1 page)
- A complete, step-by-step outline of daily activities for one week (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)

There are sample lesson plans on file in the curriculum library and on line on our Moodle site. If you have a chance to actually teach the lesson you create, so much the better! Include a report of how it went. Length of the lesson 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 between **Monday, November 12 and Monday, November 19.**

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

SCHEDULE OF READINGS WILL BE POSTED BY TOPIC ON MOODLE

Please check the Moodle site frequently for updated reading lists
and access to the reserve readings.

Topic 1: Course Introduction, Educational Psychology as a Reflection of Teaching and Learning, “Back to School”

*Tue, Sep 11 and Thu, Sep 13

Topic 2: Theories of Human Development and their Critics

Tue, Sep 18 through Tue, Oct 9

Topic 3: Theories of Learning and their Classroom Implications

Thu, Oct 11 through Thu, Oct 18

Topic 4: Student Diversity: Ed Psych in Context: Teaching “Other People’s Children”

Tue, Oct 23 and Thu, Oct 25

Topic 5: Creating Effective Learning Environments / Methods and Models of Teaching, Lesson Planning

Tue, Oct 30 through Tue, Nov 6

Topic 6: Methods of Assessing Learning, Standards-Based Education, The Legacy of NCLB

Thu, Nov 8 and Tue, Nov 13

*Course schedule subject to change to ensure maximum flexibility.