

**EDUC 4101 Departmental Syllabus**  
2006-2007

EDUCATIONAL PSYCHOLOGY

Semester Hours: 3

**COURSE DESCRIPTION**

Prerequisites: Admission to Teacher Education. An introduction to psychological theories and principles applied to classroom instruction. The course will include aspects of learning, motivation, classroom management, and assessment. Emphasis will be placed on developmentally designed instruction for all students.

**CONCEPTUAL FRAMEWORK**

The Division of Education's mission is to provide excellence in the initial preparation of professional educators for diverse settings who are competent and effective teachers, who can bring diverse learners to high academic achievement and to be able to work toward school improvement. This mission statement is supported by the Division's philosophy embedded in the purpose statements, and further expressed in the Division's goals, is the content for how professional, state, and institutional standards are addressed in the professional teacher education programs. Proficient demonstration of the Professional Outcomes (knowledge, skills, and dispositions) of the Conceptual Framework embraces the competencies and proficiencies of the INTASC Principles and the Georgia State Standards. The Division believes that each of the Professional Outcomes is of equal value, and is critical to the preparation of professional educators to be competent and effective teachers, and leaders in school improvement. Faculty members emphasize the importance of preparing caring, dedicated, skilled professional educators who are committed to offering children equitable educational opportunities to become lifelong learners. The ten Professional Outcomes (Knowledge, Adaptive, Leader, Decision Maker, Proactive, Culturally Sensitive, Reflective, Empathetic, Collaborative and Lifelong Learner) are what the Division believes proficient teacher candidates should exhibit upon program completion.

**COURSE OBJECTIVES**

Students will:

1. define educational psychology and explain its significance for teaching and learning (Woolfolk, 2004; Sprenger, 1999; Wolfe, 2001; Wiggins, McTighe, 1999) (Knowledgeable; Reflective);
2. compare and contrast behavioral theories of learning and discuss the implications of each for teaching and learning (Woolfolk, 2004; Long, Morse & Newman, 1976; Miltenberger, 2001) (Lifelong Learners; knowledgeable; Reflective; Adaptive);

3. compare and contrast cognitive theories of learning and discuss the implications of each for teaching and learning (Woolfolk, 2004; Perkins (1999); Abbott, Ryan, 1999; Shelly, Shelly, 2004; Jensen, 1998) (Lifelong Learners; Knowledgeable, Reflective)
4. identify strategies for encouraging the achievement of all students, focusing especially on multicultural diversity and students with special needs (Woolfolk, 2004; Vaughn, Bos, Schumm, 2007; Levine, 2004; Tomlinson, 2003; Terry, 2005; Cummins, et.al., 2005; Goleman, 1994; Tomlinson, 2001; Armstrong, 1994; Tomlinson, McTighe, 2006, Payne, 1998) (Adaptive; Culturally Sensitive; Empathetic)
5. identify effective classroom management strategies (Woolfolk, 2004; Marzano, 2003; Wong, 1998; Cummings, 2000) (Decision Makers; Adaptive; Reflective; Knowledgeable)
6. compare and contrast theories of motivation and discuss their implications for teaching and learning (Woolfolk, 2004; Rogers, Renard, 1999; King-Friedricks (2004); Sager, 2003) (Knowledgeable; Reflective) and
7. compare and contrast methods of assessment and develop skill in the interpretation of standardized test scores (Woolfolk, 2004; Shepard, 2005; Stiggins, 2002; Black, Williams, 1998; Marzano, 2003; Davies, 1995) (Adaptive; Knowledgeable, Reflective)

## **TEXT, READINGS AND INSTRUCTIONAL RESOURCES**

**Required Text:** Woolfolk, Anita (2004). Educational Psychology 9<sup>th</sup> Edition. Boston: Allyn and Bacon.

### **References:**

- Armstrong, T. (1994). *Multiple Intelligences in the Classroom*. Alexandria, VA; ASCD Publications.
- Black, P.& William, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. *Phi Delta Kappan*, 80, 139-148.
- Brooks, J. & Thompson, E. (2005). Social Justice in the Classroom. *Educational Leadership*, 48-52.
- Cummins, J., et.al. (2005). Affirming Identity in Multicultural Classrooms. *Educational Leadership*, 38-43.
- Cummings, C. (2000). *Winning Strategies for Classroom Management*. Alexandria, VA; ASCD Publications.
- Davies, A. (2000). *Making Classroom Assessment Work*. British Columbia, Canada. Connections Publishing.
- Goleman, D. (1995). *Emotional Intelligence*. New York, New York; Bantam Books.
- Jensen, E. (1998). *Teaching with the Brain in Mind*. Alexandria, VA; ASCD Publications.
- King-Friedrichs, J. (2004). Brain-Friendly Techniques for Improving Memory. *Educational Leadership*, 59,(3). 76-79.

- Levine, M. (2004). Celebrating Diverse Minds. *Educational Leadership*, 61(2). 12-18.
- Long, Morse and Newman. (1976) *Conflict in the Classroom*. Belmont, CA: Wadsworth (3<sup>rd</sup> ED.), 308-316.
- Marzano, R. (2003). *Classroom Management that Works*. Alexandria, VA: ASCD Publications.
- Miltenberger, R. (2001). *Behavior Modification: Principles and Procedures*. Belmont, CA: Wadsworth (2<sup>nd</sup> Ed.).
- Payne, R. (1998). *A Framework for Understanding Poverty*. Highlands, TX: RFT Publishing Co.
- Perkins, D. (1999). The Many Faces of Constructivism. *Educational Leadership*, 57(3). 6-11.
- Rogers, S.& Renard, L. (1999). Relationship-Driven Teaching. *Educational Leadership*, 57(1). 34-37.
- Sagor, R. (2003). *Motivating Students and Teachers in an Era of Standards*. Alexandria, VA: ASCD Publications.
- Shelly, A. & Shelly, R. (2004). The Relationship of Cognitive Development to Interaction Inequality. *Current Research in Social Psychology*, 10 (3). 29-42.
- Shepard, L. (2005). Linking Formative Assessment to Scaffolding. *Educational Leadership*, 66-70.
- Sprenger, M. (1999). *Learning and Memory: The Brain in Action*. Alexandria, VA: ASCD Publications.
- Terry, J. (2005). The Heart of Teaching. *Educational Leadership*, 2 (4).
- Tomlinson, C. (1999). *The Differentiated Classroom*. Alexandria, VA: ASCD Publications.
- Tomlinson, C. (2003). Deciding To Teach Them All. *Educational Leadership* 7-11.
- Tomlinson, C. & McTighe, J. (2006). *Integrating Differentiated Instruction & Understanding by Design*. Alexandria, VA: ASCD Publications.
- Tomlinson, C. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*. Alexandria, VA: ASCD Publications.
- Wolfe, P. (2001). *Brain Matters: Translating Research into Classroom Practice*. Alexandria, VA: ASCD Publications.
- Wiggins, G & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: ASCD Publications.
- Wong, H. & Wong, R. (1998). *The First Days of School*. Mountain View, CA: Harry K. Wong Publications.

### **Assignments:**

Required reading: Assigned chapters of the required textbook along with any outside readings as the instructor finds necessary to supplement the text. Students will participate in small group discussions concerning the assigned reading. In addition, a one-minute paper will be assigned concerning a relevant topic. This one-minute paper will be assigned three times during the semester at the end of class to be submitted to the instructor (Objectives # 1, 2, 3, 4, 5, 6, & 7). (10 points possible per group discussion, 25 points possible per one minute paper)

**PROFESSIONAL JOURNAL CRITIQUES (2).** Students will write two professional journal article critiques. The articles must be chosen to illustrate the implementation of learning theories in classroom instruction. Each critique will be two typewritten, double-spaced pages. Articles must be taken from a refereed journal. Articles should be completed with appropriate margins. Article Critiques will be typed in the following format: Your name, the date of your writing, the title of the article, the date published and the author of the article must be at the top of the first page. A copy of the journal article must be attached to your critique. Critiques should include reviews of the article, educational implementation, and personal opinions (50 points per critique; total = 100 points) (Objectives # 1, 2 & 3).

**2. GROUP PROJECT.** A group project will be assigned for presentation during the later part of the semester. All documents required will be given and thoroughly explained to students. The project will consist of the group determining a specific learning theory that was covered in class and applying that theory to a unit of study. The unit should cover one week (five days) of lessons. All lessons contained in the unit must implement the chosen theory's viewpoints. Instructional strategies must be differentiated to meet the needs of all learners. An assessment of the concepts taught in the unit will be included. Members of each group will be randomly selected by the instructor. The group will first determine the learning theory along with the topic of the unit they plan to use. They will then complete an action plan stating each student in the group's assignments and contribution to the group. The action plan will also state due dates for contributions. The action plan will be submitted prior to the presentation to the instructor for approval. The group will then submit to the instructor a contract outlining the group's ground rules for interaction as well as a type written summary consisting of the aspects of the theory and why they chose this particular theory. This summary will be a two typed written, double-spaced paper. Each student will receive a scoring guide to rate themselves as well as each group member's contributions and performance. The instructor will also rate each student. These rating guides will be kept confidential. The group will then present one of the lessons contained in the unit. Each group member will model effective teaching strategies utilizing the chosen learning theory. The presentation will be at least thirty minutes in length. It will begin with the summarization of the learning theory, why it was chosen and an explanation of the lesson. During the presentation, members of the group will point out (when appropriate) when the chosen learning theory is being used. The unit with lesson plans will be turned in to the instructor. The presentation will be scored by a presentation rubric. (Objectives # 1, 2, 3, 4, 5, 6 & 7)

**Assessments:** Student will be given four assessments over topics covered in class. Two of the assessments will be developed by the instructor. These two assessments will be short answer/short essay in format. One of the assessments will be developed by the students—each student will submit to the instructor one question pertaining to an assigned topic contained in the assigned chapters for this exam. All student questions will culminate into a short answer test. The grade for this test will be a combination of the quality of the question submitted plus the points earned for the test. One of the assessments will be a topic discussion. Each student will be assigned a course-related topic to discuss with the class. The topics will be contained in the assigned chapters for

this exam. The grade for the discussion exam will be a combination of the quality of the presentation as well as the content of the discussion. Each assessment will count fifty points each, for a total of 200 points. (Objectives # 1, 2, 3, 4, 5, 6, & 7)