

**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION:  
LEARNING AND MOTIVATION**

EPSY 275, Fall 2009  
Section 03: MWF 1:00 – 1:50 p.m., 316 Fitzelle

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**I. Course Description**

Studies the relationship of research to educational decision making and instruction; studies behavioral, cognitive, motivational and conceptual principles and practices derived from research and applied to educational decision making and instruction. All outcomes are also applied to helping students become self-regulated learners. Field experiences and/or service experiences required. (College Catalog description)

**II. Course Rationale**

This is a required course for students in both elementary and secondary programs. The core concepts covered in this course are those of learning and motivation as applied to self-regulated learning. We will examine strategies used by effective learners to enhance their learning and motivation. Class lectures, discussions, activities, and field experiences are designed to help teacher candidates and their potential students in becoming more effective learners.

**III. Course Objectives and Outcomes**

The major goal for this course is to facilitate prospective teachers to become knowledgeable and reflective decision-makers who can teach all students to function effectively in a global and pluralistic society. By the end of the semester, students should be able to demonstrate the following competencies (the themes from the Division of Education's conceptual framework to which each of these objectives apply are indicated in parentheses):

1. Understanding of the major theories of learning and motivation. (Academic and Professional Excellence)
2. Understanding of the fundamental concepts of educational assessment. (Academic and Professional Excellence)
3. Application of learning and motivational principles to school populations through completion of 12 hours of field experience. (Academic and Professional Excellence; Best Teaching Practices)

#### IV. Course Topics

The major topics to be considered include individual learning differences, cognitive views of learning, complex cognitive processes, motivation in learning and teaching, and assessment concepts and issues.

#### V. Instructional Methods and Activities

**Traditional Experiences:** Multiple instructional strategies will be used, ranging from the expository method supplemented by a variety of audiovisual aids, to issue-focused discussions.

**Clinical Experiences:** Cooperative group activities and student presentations will be required of all students in this course.

**Field Experiences:** Twelve hours of field experience are required. Completion of the field experience will be indicated by 1) a time sheet showing 12 hours of classroom participation, signed by a school official (such as the classroom teacher), and 2) a paper that meets the requirements of the rubric (distributed in class). *Failure to complete this field experience requirement and submit the evidence listed above will result in a failing grade for this course.*

Students will be required to report their progress through the field experience on the class Web site in two distinct phases: *scheduled* placements are specific schools and classrooms where students have obtained a firm commitment to conduct their field experience; and *completed* placements are those that have already taken place. Deadlines for reporting these phases are listed in the tentative course schedule within this syllabus.

**Course Web Site:** The Web site for this course (<http://www.edpsych.net/>) contains a great deal of information and materials to help students be successful. A personalized login and password for the Web site will be sent to each student during the first week of classes. Information will be regularly updated on the Web site as the semester progresses (e.g., exam scores are usually posted the same day as the exam was taken). Some documents are available only as a PDF file; this is a format that can be opened with the free Adobe Reader, available at <http://get.adobe.com/reader/>. In the event of inclement weather, class cancellations will be posted on the main page of the Web site.

#### VI. Evaluation and Grade Assignment

**Traditional Assessment** (128 points). There will be four quizzes, worth 12 points each, and two exams, worth 40 points each. Both the quizzes and the exams will be made up of entirely objective (e.g., multiple-choice) items but will require thoughtful and flexible application of course material to new situations. (Course objectives 1, 2)

**MSLQ Reflection Paper** (12 points). An integral component of this class is the topic of how learners control various aspects of their own learning (“self-regulation”). Therefore,

students will be required to complete an instrument called the Motivated Strategies for Learning Questionnaire to evaluate their own self-regulation strategies. A brief reflection paper is required; details about this assignment will be distributed in class.

**Field Experience Project** (50 points). The field experience project will involve observing and interviewing children for a minimum of 12 hours, writing a reflective paper summarizing the work done and interpreting the experience in light of course content. A detailed description of this project, and the rubric that will be used to evaluate the paper, will be distributed in class. (Course objective 3)

**Group Presentation** (10 points). There will be a group presentation on the field experience project. Each group will comprise approximately three class members and will create a visual representation of the results of the project. Each group will have an opportunity to present for approximately 10 minutes. The presentation will be evaluated using both the rubric, which will be distributed in class, and peer ratings of each group member's level of participation (0% to 100%, in 20% increments). The number of points earned for the group presentation are at the sole discretion of the instructor, and will be determined using the rubric score weighted by the peer ratings. For example, if a group presentation scores 10 points on the rubric and Student #1 is rated by his group members as participating at a level of 80%, Student #1 will receive 8 points (10 points  $\times$  80%) for the group presentation. *Students who do not submit ratings of other group members may not receive any credit for the group presentation.* (Course objective 3)

**Grading Scale:** Final grades will be assigned on the basis of the total number of points earned, from the following distribution:

<u>Points</u>	<u>Grade</u>
190-200	A
180-189	A-
174-179	B+
166-173	B
160-165	B-
154-159	C+
146-153	C
140-145	C-
134-139	D+
126-133	D
120-125	D-
0-119	E

Final grades for this course are intended to reflect students' mastery of the content, rather than the amount of effort required to achieve that mastery. Therefore, even though daily study, regular class attendance, and frequent class participation are expected, these efforts do not earn any points toward the final grade.

## VII. Course Schedule and Policies

### *Tentative Schedule*

<u>Date</u>	<u>Topic</u>	<u>Assignment(s) Due</u>
Aug. 26	Introduction	
Aug. 28	Learning, Teaching, and Educational Psychology	
Aug. 31	Field experience orientation	
Sept. 2, 4, 7, 9	Learning, Teaching, and Educational Psychology, cont.	Chapter 1 (pp. 3-16)
Sept. 11	Learner Differences	Willingham (2005) Stahl (1999)
Sept. 14, 16, 18, 21	<b>Quiz #1</b> (Sept. 14; Chapter 1, extra articles); Cognitive Views of Learning	Chapter 7
Sept. 23, 25, 30, Oct. 2	Complex Cognitive Processes	Chapter 8; <b>Scheduled field exp. placements due by class time on Sept. 23</b>
Oct. 5, 7	<b>Quiz #2</b> (Oct. 5; Chapters 7-8); The Learning Sciences and Constructivism	Chapter 9 (pp. 305-322)
Oct. 9	<b>Exam #1</b> (Chapters 1, 7-9, extra articles)	
Oct. 12, 14, 16, 19	Social Cognitive Views of Learning and Motivation	Chapter 10
Oct. 21, 23, 26	Motivation in Learning and Teaching	Chapter 11; <b>MSLQ reflections due Oct. 23</b>
Oct. 28, 30, Nov. 2, 4	<b>Quiz #3</b> (Oct. 28; Chapters 10-11); Teaching Every Student	Chapter 13 (pp. 453-476)
Nov. 6	No class—Celebration of Teaching on Thursday, Nov. 5	
Nov. 9, 11, 13, 16	Classroom Assessment, Grading, and Standardized Testing	Chapter 14a (pp. 493-518)
Nov. 18, 20	<b>Quiz #4</b> (Nov. 18; Chapters 13-14a); Classroom Assessment, Grading, and Standardized Testing	
Nov. 30	Work day for group presentations	<b>Field experience time sheets due in class Nov. 30</b>

<u>Date</u>	<u>Topic</u>	<u>Assignment(s) Due</u>
Dec. 2	Classroom Assessment, Grading, and Standardized Testing, cont.	Chapter 14b (pp. 518-527); <b>Field experience reports due Dec. 2</b>
Dec. 4	<b>Exam #2</b> (Chapters 10-11, 13-14)	
Dec. 7, 9, 11	<b>Group presentations</b>	
Finals Week	Final Exam Period (opportunity for re-takes)	
	<b>Final Exam Period Schedule:</b> Section 03: Wed., Dec. 16, 11am	

### *Course Policies*

**Attendance:** Students are expected to arrive punctually for *all* class sessions, including those immediately preceding or following a College break. Attendance will be recorded regularly. If you are unable to attend class on any given day, please notify your instructor as soon as possible.

**Common Courtesies:** Whispered conversations and text-messaging can be distracting for the students around you, as well as for the instructor. Please be considerate and keep these activities to a minimum. Under normal circumstances, students are expected to remain in the classroom for the duration of the class period.

**Late Assignments:** Late assignments will be accepted at the sole discretion of the instructor. Students should not assume that work submitted after the deadline will be accepted; evidence of extenuating circumstances may be required. If accepted, assignments submitted after the deadline are subject to a 10% late penalty for *each* 24-hour period of tardiness (including weekends and holidays; e.g., a 50-point assignment submitted 15 minutes past the deadline is subject to a 5-point deduction). Computer glitches are *not* an excuse for late assignments, so students should prepare their work well in advance and maintain multiple backup copies.

**Make-up Exams:** If a student is absent from class on the day of a scheduled exam, a make-up exam (roughly equivalent to the exam given in class) may be provided at the instructor's discretion. *Students must request and complete the make-up exam within one week of the scheduled exam in order to avoid a failing grade for that exam.* Written documentation verifying the reason for the absence may be required before the make-up exam is administered.

**Re-Takes:** During the designated Final Exam period of Finals Week, students may take an alternate version of either or both of the exams if they wish to improve their grade. In the event that a lower score is earned on the alternate version of an exam, the score from the original version will be counted toward the final grade so that no student is penalized

for attempting to improve his/her grade. *This opportunity may be denied to students who have engaged in academic dishonesty in any part of the course.*

**Academic Dishonesty:** Penalties for academic misconduct range from an oral reprimand to dismissal, as provided by the College's Code of Student Conduct (<http://www.oneonta.edu/development/judicial/code.asp>). Obtaining unauthorized assistance on classroom examinations will not be tolerated, and will result in a failing grade for the examination. Plagiarism is presenting the ideas or exact words of others as your own; if you are unsure about the proper ways to give credit to sources in your writing, ask your instructor or consult the Center for Academic Development and Enrichment at 225 Alumni Hall. Online resources are also available—for example, "Plagiarism: What It Is and How To Recognize and Avoid It" (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>), published by the Writing Tutorial Services at Indiana University.

**Syllabus:** This syllabus is intended as a general plan of study and may be adjusted (with advance notice) if circumstances warrant. Additional readings and activities not presently listed may be added.

**Emergency Evacuation/Shelter-in-Place Procedures:** In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in Fitzelle are directed to reassemble in the IRC lobby so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <http://www.oneonta.edu/security/>.

## VIII. Required Reading

### *Textbook*

Woolfolk, A. (2010). *Educational psychology* (11th ed.). Boston: Allyn and Bacon.

*Other Required Readings* (available on the course Web site; password required)

Stahl, S. A. (1999). Different strokes for different folks? A critique of learning styles. *American Educator*, 23, 27-31.

Willingham, D. T. (2005). Do visual, auditory, and kinesthetic learners need visual, auditory, and kinesthetic instruction? *American Educator*, 29, 31-35, 44.

## IX. Bibliography

### *Contemporary References*

Elliott, S., Kratochwill, T., & Cook, J. L. (2000). *Educational psychology: Effective teaching, effective learning*. New York: McGraw-Hill.

Ormrod, J. E. (2006). *Educational psychology: Developing learners* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Slavin, R. E. (2002). *Educational psychology: Theory and practice* (7th ed.). Boston: Allyn and Bacon.

### ***Classic References***

Alderman, M. K. (2004). *Motivation for achievement: Possibilities for teaching and learning* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Anderson, J. R. (1995). *Cognitive psychology and its implications* (4th ed.). New York: W. H. Freeman and Company.

Berliner, D. C., & Calfee, R. C. (Eds.) (1996). *Handbook of educational psychology*. New York: Macmillan.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Erikson, E. H. (1950). *Childhood and society*. New York: Norton.

Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D. A. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 347-480). Chicago: Rand McNally.

Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (H. Weaver, Trans.). New York: Basic Books. (Original work published 1966)

Vygotsky, L. S. (1986). *Thought and language* (A. Kozulin, Trans.). Cambridge, MA: MIT Press. (Original work published 1934)

### ***Key Journals***

*American Educational Research Journal*

*Journal of Educational Psychology*

*Journal of the Learning Sciences*

*Journal of Teacher Education*

*Review of Educational Research*

*The Elementary School Journal*