

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION: LEARNING AND MOTIVATION

EPSY 275, Spring 2011

Section 01: MWF 9:00 – 9:50 a.m., 316 Fitzelle

Section 02: MWF 10:00 – 10:50 a.m., 316 Fitzelle

Section 03: MWF 11:00 – 11:50 a.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 an understanding of (the themes from the Division of Education's conceptual framework to which each of these objectives apply are indicated in parentheses):

1. major behaviorist theories of learning (e.g., classical and operant conditioning). (Academic and Professional Excellence)
2. major cognitive theories of learning (e.g., information processing, social cognitive, social cultural, and constructivism). (Academic and Professional Excellence)
3. major theories of motivation (e.g., attribution theory, behaviorism, goal setting, expectancy \times value). (Academic and Professional Excellence)
4. Bloom's cognitive taxonomy. (Academic and Professional Excellence)

5. educational objectives. (Academic and Professional Excellence; Best Teaching Practices)
6. types of educational assessments (e.g., formative, summative, norm referenced, criterion referenced). (Academic and Professional Excellence)
7. application of learning and motivational principles to school populations. (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.*

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 (140 points). There will be five examinations, worth 35 points each. The lowest exam score will be dropped when calculating the final grade for the course. 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, 3, 4, 5, 6)

Field Experience Project (50 points). The field experience project will involve observing and working with 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 7)

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 7)

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>
Jan. 19	Introduction	
Jan. 21	Field experience orientation	
Jan. 24, 26, 28, 31	Learning, Teaching, and Educational Psychology	Chapter 1 (pp. 3-16)
Feb. 2	Behavioral Views of Learning	Chapter 6
Feb. 4	Exam #1 (Chapters 1, 6)	
Feb. 7, 9, 11, 14	Cognitive Views of Learning	Chapter 7; Scheduled field exp. placements due by class time on Feb. 11
Feb. 16	Learner Differences	Willingham (2005) Stahl (1999)
Feb. 18	Exam #2 (Chapter 7, extra articles)	
Feb. 28, March 2, 4, 7	Complex Cognitive Processes	Chapter 8
March 9	The Learning Sciences and Constructivism	Chapter 9 (pp. 305-322)
March 11, 14, 16	Social Cognitive Views of Learning and Motivation	Chapter 10
March 18	Exam #3 (Chapters 8-10)	
March 21, 23, 25	Motivation in Learning and Teaching	Chapter 11
March 28, 30, April 1, 4	Teaching Every Student	Chapter 13 (pp. 453-476)
April 6	Exam #4 (Chapters 11, 13)	
April 8, 11	<i>No class—AERA conference</i>	
April 13, 15, 25, 27	Classroom Assessment, Grading, and Standardized Testing	Field experience time sheets due in class April 25; Field experience reports due April 27
April 29	Work day for group presentations	
May 2, 4	Classroom Assessment, Grading, and Standardized Testing, cont.	Chapter 14
May 6, 9, 11	Group presentations	

<u>Date</u>	<u>Topic</u>	<u>Assignment(s) Due</u>
Finals Week	Exam #5 (Chapter 14)	

Final Exam Period:

Section 01: Mon, May 16, 8:00 a.m.

Section 02: Fri., May 13, 8:00 a.m.

Section 03: Mon., May 16, 2:00 p.m.

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—in advance if possible.

Professionalism: Because this course is situated within your professional education sequence, you are expected to exhibit behaviors consistent with those of a developing professional. This means that you will (a) demonstrate the necessary planning skills to take care of foreseeable personal needs *prior to* the beginning of class; (b) arrive in class on time; and (c) refrain from texting and other distracting activities during class (except for unusual circumstances). If any of these behaviors becomes habitual, your instructor may submit a formal written referral to the Division of Education so that remediation of such unprofessional behaviors may commence.

Late Assignments: Late assignments will be accepted at the discretion of the instructor; evidence of extenuating circumstances may be required. If accepted, assignments submitted after the deadline may be 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). Students should prepare their work well in advance and maintain multiple backup copies in order to prevent computer glitches from delaying submission of assignments.

Repeat Submissions: Students may update their papers up until, but not after, the deadline for that assignment. The instructor will provide documentation regarding the expectations of the assignment, and students are expected to study this documentation carefully. Therefore, there will be no opportunity for re-writing papers after they have been graded.

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.

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 or knowingly providing 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 (typically 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.
ISBN: 9780558616328

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