

ED 200B—EDUCATIONAL PSYCHOLOGY
Fall 2006, Mon./Wed. 1:00-2:15 p.m.
Room 203-CARNEGIE HALL

CREDIT & POSITION: 3 Hours-Undergraduate, required of Education Majors

INSTRUCTOR: Dr. Tim Fry

OFFICE, HOURS, CONTACT:

307 Carnegie; Mon thru Thursday 10:30-11:30, Tues. 2:30-3:30 or by appt.
785/670-1476; tim.fry@washburn.edu; (home) 620-342-7459
<http://www.washburn.edu/faculty/tfry>

REQUIRED TEXTBOOK: Eggen,P.,Kauchak,D. (2007) Educational Psychology—Windows on Classrooms. New Jersey: Merrill-Prentice-Hall

CATALOG COURSE DESCRIPTION: The purpose of this course is for students to develop a working knowledge of theories, concepts and models derived from the discipline of psychology, as they apply to teaching, learning and other aspects of educational practice. In addition to theories of learning, motivation, and intelligence, students study child and adolescent development. Students also address social, cultural, and family influences on human behavior and human development as well as the experiences of diverse student populations in school settings.

REFLECTIVE EDUCATORS

The Education Department at Washburn University uses *The Reflective Educator* for its conceptual framework model. Reflective educators know the content of the disciplines they teach, they know how pupils learn, they can adapt knowledge in such a way that it is appropriate for their pupils, they utilize a variety of instructional methods and materials, they continuously assess learning and teaching, and they demonstrate ethical norms and dispositions appropriate for members of the teaching profession.

A specific dimension of reflective practice addressed in ED 200 would be:

Reflection on Student Differences—

Resulting in *diversity proficiencies* including an understanding of cultural influences on knowledge construction, the need for equitable pedagogy and especially the need for students to see themselves in the curriculum. With this reflective approach, as educators we can strive to create a more inclusive and equitable classroom.

GENERALCOURSE GOALS

- A) The learner should be able to demonstrate knowledge of principles of cognitive, linguistic, social, personal and moral development related to teaching/learning
- B) The learner should be able to demonstrate knowledge of the importance of self-esteem along with strategies to foster development of positive self-esteem in students.
- C) The learner should demonstrate knowledge of cultural and sociological factors that put many young people at risk and be familiar with strategies for working with students at-risk.
- D) The learner should gain knowledge of the learning/teaching process that will facilitate success in ensuing methods courses.
- E) The learner should become more familiar with behaviorist and cognitive learning theories

Kansas Teaching Standards Addressed

Standard #1—The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Knowledge Indicators

- 2.1 The educator understands how learning occurs—how students construct knowledge, acquire skills, and develop critical thinking—and knows how to use instructional strategies that promote learning for all students.
- 2.2 The educator understands that students' physical, social, emotional, moral and cognitive development influences learning and knows how to address these factors when making instructional decisions.
- 2.3 The educator is aware of expected development progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.
- 3.1 The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as a basis for instruction that helps use students' strengths as the basis for growth.
- 3.2 The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
- 3.4 The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- 4.1 The educator understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
- 4.2 The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
- 5.1 The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- 5.2 The educator understands how social groups function and influence people and how people influence groups.
- 5.5 The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.
- 6.2 The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
- 7.1 The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

8.1 The educator understands the characteristics, uses, advantages, and limitations, of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating and performance-based tests, observation systems, and assessments of student work) for evaluating their further growth and development.

8.2 The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated learning outcomes being evaluated and to other diagnostic purposes.

Course Topics/Outline:

Types of Knowledge
Research as a Tool
Reflection and Decision Making
Development in General
Physical Development
Piaget & Vygotsky--Cognitive Development
Language Development
Bilingual Education
Personal/social development
Erickson--Psychosocial Development
Self-Concept-Self Esteem
Moral Development
Multiple Intelligences
Grouping
Learning Styles
Learning Challenges
Development of Multicultural Education
Goals of Multicultural Education
Cultural patterns vs. stereotypes
Social Economic Status
Ethnic, racial, minority groups
Stereotypes, prejudice, discrimination
Gender Sensitivity
Labeling/exceptionalities
Behaviorist Learning Theories
Social Cognitive learning Theory
Cognitive Learning Theories
Theories of Motivation
Assessment/ Praxis Exam/PLT
Case Study Presentations

ED 200 Tasks/Requirements

PARTICIPATION:

Attendance will be monitored and it is important to stay in touch with me concerning any absence. (-5 pts. per absence) 50 pts. possible

In addition to the participation requirements each student is required to complete the following tasks:

Task #1-Content Journal

Specific content/learning objectives will be assigned each class from reading assignments in chapters in the Eggen text. The learner is expected to write a short paragraph for each objective assigned and bring these paragraphs to the next class period. These paragraphs over the objectives should be compiled in a spiral or loose-leaf notebook, which will be handed in at a specified date towards the end of the semester. 50 pts. possible

Task #2-Case Study

Observe a child or adolescent and describe that individual on the principles we discuss in class (some possibilities-Piaget's cognitive stage, social & emotional development, motivational factors, social context, language development, moral development, etc.) More information and guidelines will follow. Task due on November 20. 100 Pts. possible.

Task #3-Article Summaries

Read and abstract (summarize) two current articles from educational journals. Some of these journals may be accessed on-line through the internet. Suggested journals, guidelines, example summaries, and due dates will follow. 50 pts. possible.

Task #4- Exams

Learners should be prepared to take three exams including the final scheduled for Thursday, December 14 at 1:30 p.m. Exams will cover objectives from approximately three chapters in the book and could also cover class discussions, videos, and resource persons. The exact exam dates of the first two will be announced in advance in class. 100 pts. possible on exams 1-3, 300 points total on exams

EVALUATION in ED 200:

550 pts possible-90-100%-A, 80-89%-B, 70-79%-C, 60-69%-D, 59% or less-F

DISABILITIES STATEMENT

Washburn University provides accommodations to students who are qualified individuals with a disability. Services for Students with Disabilities Office (SSWDO) is responsible for providing accommodations to students. Qualified students with disabilities must register in Morgan 150 or call 785-231-1010 ext. 1629.

Withdrawal Policy Change

Students may withdraw from courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For the Fall 2006 semester, the last day to withdraw from a

semester-length course is November 3, 2006.

Official e-mail

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address at which to receive these official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Auto Forward" to complete the process to forward your e-mail.

Submitted and Posted by: Nancy Tate, VPAA Posted 1/11/05

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Mission of the University:

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential. *Washburn University Board of Regents, 1999*

Educational Psychology Bibliography

Banks, J.A. (1993). Multicultural education: Development, dimensions, and challenges. Phi Delta Kappan, 75, 22-28.

Bigge, M. & Shermis, S.(1992). Learning Theories for Teachers. HarperCollins publishers, New York, 5th edition

Fry, T.S. (2000). Multicultural perceptions held by preservice social studies teachers, *Journal of Critical Inquiry into Curriculum and Instruction*, vol.2, No.2

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York:Basic Books.

Grigorenko, E. L. (1998). Mastering tools of the mind in school—Trying out Vygotsky's ideas in classrooms. In Sternberg, R. & Williams, W. (Eds.) Intelligence, Instruction and Assessment—Theory into Practice, Lawrence Erlbaum Associates, New Jersey

Sadker, M. & Sadker, D. (1986). Sexism in the classroom: From grade school to graduate school. Phi Delta Kappan, 68, 512

Woolfolk, A. E. (1998). Educational Psychology, Allyn and Bacon 7th edition