

SYLLABUS

EDUC 250: EDUCATIONAL PSYCHOLOGY

FALL 2013

Course Information:

Course #: EDUC 250
 Credits: 3 credits
 Prerequisite: ECED 130 or EDUC 240
 Offered: Fall
 Time: TR 9:00-10:50
 Location: EDUC 115

Personal Information:

Instructor: Dr. Carol L. Baldwin
 Office: CHARLO 102
 Office hours: MW 8-10 & 1-3
 also by Appt and Drop-in
 Telephone: 275-4892
 Email: c_baldwin@skc.edu

REQUIRED MATERIALS:

Text: Santrock, John W. (2011). *Educational Psychology (5th Ed.)* McGraw-Hill

Handouts:

Rogoff, Barbara (2003). *The cultural nature of human development*. Oxford University Press.

- Chapter 7: Thinking with the tools and institutions of culture, pp. 236-281.
- Chapter 8: Learning through guided participation in cultural endeavors, pp. 282-326.
- Chapter 9: Cultural change and relations among communities (Note: part of chapter only), pp. 338-366.

Cajete, Gregory (1999). *Igniting the Sparkle: An Indigenous Science Education Model*. NC: Kivaki Press.

- Chapter 7: Traditional Native American Education, pp. 53-60.
- Chapter 11: The Native American Learner, pp. 88-95.

Peat, F. David (2002). *Blackfoot Physics: A journey into the Native American Universe*. Boston: Weiser Press.

- Chapter 3: Coming-to-knowing, pp. 55-84.

Credit Hours:

The structure of this 3-credit course includes 2.5 hours/week of classroom or direct faculty instruction and 1.5 hours of lab time. In accord with SKC Credit Hour policy, students are expected to spend approximately 2 out-of-class hours per 1 hour in the classroom. Therefore, student out-of-class study time should be approximately 5 hours each week. Lab time will include student presentations and writing workshop activities related to completing the TEP Portfolio assignment of the Social Constructivist Paper.

CATALOGUE DESCRIPTION:

Educational Psychology focuses on human learning as related to classroom instruction and management. This course provides coverage of: learning theory, measurement; similarities and differences between learners, and other corollaries to human learning as applied to the field of education.

COURSE DESCRIPTION:

Educational Psychology has to do with human learning in the context of classroom instruction and management. In this course, we look at topics such as the impact of cognitive and social development on learning, theories of learning, similarities and differences among learners, cultural perspectives, testing and measurement, and other aspects of learning specific to the field of education. This course uses a *social constructivist (SC)* framework with a focus on experiential teaching strategies that may help a teacher develop broad and flexible classroom activities that work for a wide variety of learners.

COURSE OBJECTIVES:

- Show understanding of major developmental and learning theories and how they may be applied to teaching practice
- Discuss the impact of children's developmental stages on learning processes
- Describe ranges of variation in individual development
- Demonstrate respect and appreciation for the experiences and needs of diverse learners

- Develop an understanding of the influences of learning styles, multiple intelligences, gender differences, cultural expectations, and exceptionality on student learning
- Gain an understanding of the influence of individual experience, talents, and prior achievements on student learning
- Explore the influences of language, culture, family, and community values on student learning, including multicultural backgrounds, age-appropriate knowledge and behavior, student culture at school, family backgrounds, cognitive patterns and differences, and social and emotional experiences

- Be able to apply an understanding of diverse learning styles to the development of curriculum and learning plans
- Learnt to plan instruction that takes into account learning theory, education research, various content areas, cultural differences and student developmental stages
- Be able to select teaching and learning strategies that can accommodate diverse learners in the classroom
- Utilize effective oral and written communication skills, research skills and technology skills

The 4 C's: In accord with the mission of Salish Kootenai College, courses at SKC provide an opportunity to develop skills in *communication, critical (clear) thinking, cultural competence* and *citizenship* (the 4 C's). These four learning outcomes are woven into the course objectives.

COURSE REQUIREMENTS:

A variety of instructional strategies will be used including discussion, cooperative learning, group projects, presentations, film, writing exercises and lab activities. Students will participate in group activities and discussions using such skills as clear thinking, problem solving, self-evaluation techniques and awareness of culturally relevant issues. A portion of this class will address development and learning in the context of differing cultural

experience. Students plan and demonstrate instruction modules to accommodate diverse learning styles and needs.

CLASS EXPECTATIONS:

Attendance: it is expected that you attend all classes! Activities in this course are built upon material presented during class time. Some of the material is from the book, but much is supplemental to the book, so missing a day of class can be problematic. Also, there will be activities each week, some of which cannot be made up due to the nature of the assignment.

Please make every effort to be on time for class and to stay until class ends. If you must arrive late or leave early, please let the instructor know ahead of time. It is your responsibility to collect notes, handouts, instructions and other materials that you miss. Please do this without disrupting class activities. We will set up a “buddy system” to help accommodate unexpected or emergency misses.



Cell Phone Policy

Please turn cell phones **OFF** cell when class starts and keep them in the OFF position the entire time. **This includes TEXT MESSAGING** and any other form of electronic communication!

ASSIGNMENTS:

Tests: there will be two tests over the material in the book, lectures and handouts. These will focus on main concepts of the course and will be mainly factual in nature.

Stage II TEP Portfolio entry: Social Constructivist Essay: *Use an experiential social constructivist theoretical orientation to describe what it means to be a teacher and educational leader*

Indicators	Type	Assessments
INTASC Principle 2 The student understands how learning occurs – how students construct knowledge, acquire skills, and develop habits of mind – and knows how to use instructional strategies that promote student learning. The student understands that students’ physical, social, emotional, moral and cognitive development may be individually variable. They know how this may influence learning and how to address these factors when making instructional strategies.	Knowledge	Social Constructivist Essay

Your assignment is to write a five-page paper (double spaced 12-point font) on the above topic. Early in the course, we will do class activities and writing exercises to help you get started on this essay. This will help show how every person brings their own (constructivist) viewpoint to a situation and reacts to it according to their past experience and future expectations. Students will work in groups to describe and define SC as a starting point for the essay.

The SC paper will include a Cultural Reflection section. To get started on the Cultural Reflection section, we will watch a film in class. Six handouts on culture and education will be provided, of which you will choose three for your paper (you can use more, or all, if you wish). The cultural reflection section will integrate the perspectives you encounter in the film and the readings, as well as aspects of your own culture as appropriate.

A template and further instructions for the SC paper will be handed out separately and discussed further. The rough draft of the Social Constructivist essay will be due Week 6. You will then modify your rough draft and submit a final essay at Week 10.

Homework and reading reflections: Homework assignments and reading reflections will be due at the beginning of class on the scheduled due date. Typing is strongly preferred. Submission by email is also acceptable and subject to the same due dates/times. On all assignments, be sure to follow instructions and complete your work in a thoughtful and professional manner.

In-Class group assignments and reaction papers. You will at times be asked to write a reaction paper on a topic or activity covered in class. **Missed group assignments or reaction papers due to unexcused absences cannot be made up.** If you miss class due to an excused absence there may be options for making up missed group or reaction papers (visit with the instructor about this). **It is your responsibility to contact the instructor regarding make-up work.**

Learning Unit: Students will work in pairs to develop a Learning Unit consisting of three modules, and will teach one of the modules in class, with the class acting as students in the appropriate grade level. Instructions and teaching plan template will be provided in a separate document. You will need to meet briefly with the instructor to discuss your module before the due date and presentation.

Interview assignment: For this assignment, you will interview an experienced teacher about their professional experiences and their advice to new teachers. Instructions will be discussed and handed out separately.

Extra Credit: Opportunities for extra credit always come up during the quarter. A total of 10 extra credit points can be earned. Examples of extra credit might include:

- Doing an extra activity
- Researching a particular topic
- Observing some psychological phenomenon in the world
- Attending a lecture or film
- Finding something in a magazine or newspaper
- Observing something on TV

For extra credit, hand in a brief typewritten report (1-2 pages) that includes a description of the activity and appropriate comments about it. Extra credit may be handed in any time during the quarter, until the last day of class.

Withdrawals: The SKC policy for dropping classes is liberal, and you can drop a class until the Friday before the last week of the quarter. This policy can be a great help in unexpected or uncontrollable situations, so please take advantage of it if you need to.

Incompletes: An incomplete ("I") is generally not an option (exception: some extreme emergency, death of a family member, or similar disruptive event). If such an event occurs, please notify your instructor right away and be in contact with your advisor. Please do not just "disappear" – unexpected things happen to someone every quarter. Hopefully it will not be you this time, but if it is, we will work to resolve the situation in the best way possible.

Attendance: 2 points off per missed day, starting with the second absence. NOTE that it is possible to end up with a negative score on attendance. If this looks like it could happen, see me right away!

GRADING

Assignment	Points	% of Grade
In-class & homework: (self-evaluations, activities, reaction topics, etc.)	40	16%
Teacher Interview and Discussion in class	25 (20/5)	10%
Learning Unit (3 Modules)	25	10%
Unit Module class activity	10	4%
Social Constructivist/Cultural Reflection Essay	40	16%
Tests (2 tests, 45 pts each)	90	36%
Attendance	20	8%
(Extra credit – 10 pts max)		
TOTAL POINTS	250	

Late assignments automatically get 10% off

Grade	%	Points
A	90-100 %	225-250
B	80-89 %	200-224
C	70-79 %	175-199
D	60-69 %	150-174
F	0-59 %	0-149

Reasonable accommodations: SKC provides reasonable accommodations so that students with diagnosed disabilities can maximize their learning potential. Students need to inform their instructors at the beginning of the quarter, so the instructor can determine appropriate and reasonable accommodations. For assistance and additional information, please contact Stan Fleming, SKC Access Officer, New Student Support Services Building; Phone #: 275-4968; email: stanley_fleming@skc.edu.

Class Schedule

EDUC 250 – Educational Psychology

Fall 2013

Week 1

Oct 1,3	Chapter 1	Educational Psychology: A Tool for Effective Teaching
	Chapter 2	Cognitive and Language Development (start)
		<i>Vygotsky and Piaget</i>

Week 2

Oct 8,10	Chapter 2	Cognitive and Language Development (finish)
	Chapter 3	Social Contexts and Socio-emotional Development
		<i>Bronfenbrenner and Erikson</i>

Week 3

Oct 15,17	Chapter 4	Individual Variations
	Chapter 5	Sociocultural Diversity

Week 4

Oct 22,24	Chapter 6	Learners who are Exceptional
	Chapter 7	Behavioral and Social Cognitive Approaches

Week 5

Oct 29,31 **FIRST TEST**
Chapter 8 The Information-Processing Approach

Week 6

Nov 5,7	DRAFT OF SOCIAL CONSTRUCTIVIST PAPER DUE
Chapter 10	Social Constructivist Approaches
Chapter 11	Learning and Cognition in the Content Areas

Week 7

Nov 12,14	LEARNING UNIT ACTIVITIES
Chapter 12	Planning, Instruction and Technology
Chapter 13	Motivation, Teaching and Learning

Week 8

Nov 19,21 **LEARNING UNIT ACTIVITIES**

Week 9

Nov 26	Chapter 14	Managing the Classroom
Nov 28	<i>Thanksgiving Holiday</i>	

Week 10

INTERVIEWS DUE
 Chapter 15 Standardized Tests and Teaching
 Chapter 16 Classroom Assessment

Week 11

Dec 10,12 **FINAL SC PAPER DUE**
Finish up loose ends

SECOND TEST