

Educational Psychology  
PSY 321  
Montego Bay, Jamaica  
July 27, 2009 – August 7, 2009

Please note that on the first day of class we will agree on a schedule to allow for time missed due to public holidays observed during the time our course is scheduled to meet.

Instructor: Becky Hester (Ms. Hester)  
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Required Text: Woolfolk, A. E. (2010). Educational psychology (11th ed.). Needham Heights, MA: Allyn & Bacon.

**COURSE DESCRIPTION AND PURPOSE:** *Per the Western Carolina University catalog, this course is defined as, “Application of psychological principles to teaching; cognition, learning, motivation, measurement, individual differences including cultural differences and exceptionalities, and behavior management.”*

The **purpose** of this course is twofold. First we must review the basic science that defines processes or phenomena related to effective education (things like cognition, motivation, operant principles). Second we will consider the educationally relevant processes and phenomena that have already been studied by psychology and identify ways to apply an understanding of these processes to critical teaching.

Specific **objectives** are:

1. You will be able to differentiate between educationally relevant and less clearly related processes and phenomena in psychological science.
2. You will be knowledgeable about the data and major theories related to the educationally relevant phenomena covered in the course.
3. You will be able to point out controversy or conflicts in the study of these phenomena.
4. You will be able to describe and practice the implementation of these processes or phenomena in the classroom.

**EVALUATION OF OBJECTIVES**

1. Your class attendance, comments, questions, and ideas will reflect an understanding of the material we are learning. This will be evaluated in the form of your ATTENDANCE/PARTICIPATION grade.
2. Your written ideas will demonstrate that you are familiar with the data and major theories related to the educationally relevant phenomena and can point out controversy in the study of these phenomena. This will be evaluated in the form of your SHORT ANSWER WRITTEN RESPONSES grade.
3. Your reflection and consideration of course materials will demonstrate that you can describe and implement these concepts in your classroom. This will be evaluated in the form of your “WHAT WOULD YOU DO” written assignment and the written summary of your end of course PERSONAL REFLECTION.

### **ACADEMIC INTEGRITY**

I expect all work in the course to be original for proper credit to be given. In your work be sure to cite any reference that you use; plagiarism is a serious offense, so please make yourself aware of what constitutes plagiarism and take the appropriate measures to avoid it. If you violate my expectation of honesty you run the risk of being assigned an “F,” the most severe penalty allowed by Western Carolina University policy.

Academic dishonesty includes the following:

- ***Cheating***. Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- ***Fabrication***. Intentional falsification or invention of information or citation in an academic exercise.
- ***Plagiarism***. Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
- ***Facilitation of academic dishonesty***. Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

For more information on your rights and responsibilities concerning academic integrity see the WCU catalog or the student handbook.

### **SPECIAL ACADEMIC NEEDS**

Western Carolina University makes every effort to provide reasonable accommodations for students with special learning needs. If you feel that you need some accommodation in this course please speak with me as soon as possible.

### **CLASSROOM BEHAVIOR**

All students are expected to come to class prepared to participate in academic work. You should have all the materials needed for taking notes and completing and submitting written assignments.

Because we will have a significant amount of discussion and participation, it is vital that each person feel valid and respected while presenting his or her ideas. For this reason, I ask that you refrain from any activity that gives the person speaking less than your full attention. For example, please refrain from using your phone/pager or other electronic device during class, and please do not engage in conversation with those around you while another person is speaking to the class. Your comments will be appreciated too, just remember to be respectful of others while communicating so they will extend the same respect to you.

### **ABSENCE AND LATE WORK POLICY**

Written assignments and assigned in-class activities are expected to be submitted on their due dates. Written assignments that are submitted after the due dates will lose one letter grade for each weekday they are late. Additionally, we have 2 weeks to cover a full course. Given the intensity of this schedule and the speed with which we will move through the material you must be present to succeed in this course. Each meeting represents more time in the course than a full week of a normal semester. Therefore, each unexcused absence could result in a one letter grade reduction in your final grade.

Please note that due to time constraints I will be unable to read multiple submissions of work, so please submit your best effort the first time. In the event that you receive a C or lower on any one individual assignment, you may re-write that assignment for half the points back that you missed. You may re-write only one assignment during the entire course for additional points.

### **EVALUATION INSTRUMENTS (how your grade is determined)**

#### **1. ATTENDANCE AND PARTICIPATION:**

Each student will have a portion of his or her final grade devoted to discussion and participation. Each of you bring a wealth of information to the course, and we will all learn from each other. This learning is collaborative in nature and requires each of you to listen to and respect opinions that may be different from your own. It also requires you to make reflective comments and foster open and collegial discussion between peers. No student is graded on how much he or she says, or whether or not a right or wrong answer is given. In fact, there may be no right or wrong answer. Rather it is the thoughtfulness of the dialogue offered, and the receptiveness displayed when differing views are presented that will constitute an acceptable discussion/participation grade.

Also keep in mind that you must be present in class in order to participate. If for any reason you have more than **one** absence, and wish to preserve an acceptable discussion/participation grade, please submit a thorough description of the most interesting, important, and useful information in the chapter we are addressing during the class meeting you missed. This paper is due no later than two class meetings after the class meeting you missed.

In essence, your ATTENDANCE AND PARTICIPATION grade will be evaluated based on the following: **(100 points total)**

- Attendance in class **(20 points)**
- Participation in discussions by offering thoughtful dialogue (not necessarily during every class meeting, but as is appropriate and will stimulate further discussion of the current materials) as discussed above. **(20 points)**
- Adhering to CLASSROOM BEHAVIOR standards **(20 points)**
- Offering your thoughts in a final “Personal Reflection” session at the end of the course. On the last day meeting day of our class, we will take turns discussing something that stood out to each of us that will affect the way we teach in our own classrooms. This will be a personal example, and is not meant to be a recitation of materials learned from your text, but rather an internal examination of our own unique practices. **(40 points)**

#### **2. SHORT ANSWER WRITTEN RESPONSES:**

At the end of each class I will indicate which questions relate to that morning’s presentation. You can consider the questions ahead of time but please don’t submit a response until **after** we cover the related material in class. Please choose 12 questions to answer, and the 10 highest scores earned will be counted toward your grade. Answers should be around 200 words or less, and should be a summary or understanding of the topic in your own words. The first 6 questions you choose will be turned in at the beginning of class on 7/31/09, and the remaining 6 on 8/5/09. **(20 points each for a total of 200)**

1. Summarize Bloom's taxonomy for learning in the cognitive domain.
2. Summarize Bloom's taxonomy for learning in the affective domain.
3. Summarize changes due to learning in the psychomotor domain.
4. What are the characteristics of effective teachers?
5. What is the "Pygmalion effect" and what does it suggest for teaching?
6. Why are we less likely to use divergent questions in our classes?
7. Will a child mature automatically? Describe an example of something that might prevent the normal developmental progress.
8. What is neural plasticity and how does it relate to education?
9. Summarize three of the cognitive processes involved in memory.
10. Our conclusion was that critical cognitive processes emerge developmentally, cite two experiments that support this conclusion.
11. Piaget claimed that children were egocentric and could not take on the point of view of another person. Is this true? To answer please summarize the study that compared teaching chess versus teaching a simple children's game and note what this study suggests about a child's ability to take on someone else's perspective?
12. What predicts the development of attachment in children?
13. Summarize the four parenting styles and note how these do or do not lead to synchrony between adult and child.
14. Summarize the procedure of the "Robber's Cave" study. What do the initial results tell us about the development of intolerance among children? What do the final results suggest as a strategy for reducing intolerance and violence in schools?
15. Explain the fundamental attribution error and give an example of it working to the disadvantage of a student.
16. What is the key difference between within-class and between-class ability grouping? Describe a specific case where between-class ability grouping is better for the students and a specific case where within-class ability grouping is better.
17. Describe Spearman's model of intelligence as "g" and describe Gardner's model of multiple intelligences. What is a strength or advantage of each model.
18. Gilger's model of atypical brain development (ABD) has a major implication for teaching students with learning disabilities, what is that implication. Be sure to mention how co-morbidity figures into this situation.

19. Provide examples of three psycho-social attributes that create diversity in a classroom and indicate how you might manage differences due to these differences.
20. How might a student's identity status, as described by Marcia, affect her performance in school?
21. Summarize the progression of developing gender identity as described by Weinraub.
22. How does the "in group" versus "out group" effect influence interactions among students?
23. Give an example of managerial versus academic feedback. What type of feedback is most common for boys and what is the impact of this feedback? Does this effect only occur in boys?
24. Give an example of a UCR and a CR and explain the origin of the CR.
25. What is learning in classical conditioning? In other words, what does the CS provide the learner?
26. Describe a positive contingency and a negative contingency, specifically mention why the contingencies are positive or negative.
27. Describe using *shaping* to establish an academic skill or classroom behavior.
28. In a classroom with many disruptive students would it be better to use continuous or intermittent reinforcement? Why?
29. Which is more effective reinforcement or punishment? Explain your reply.
30. Describe using knowledge to improve either attention or encoding in students?
31. Describe two of the three kinds of knowledge and one of the two ways of acquiring knowledge.
32. Explain how you would create episodic procedural knowledge.
33. Summarize the procedure, findings and conclusion of Tulving & Thompson (1973). What does this suggest for your teaching?
34. How do "schemas" in our long term memory affect future learning? Describe using a schema to improve learning.
35. Contrast the central beliefs of any two models of motivation.
36. Think of "expectancy" in the Cognitive model of motivation? Describe a student with high expectancy and one with low expectancy and specifically mention the variables that create the students expectancies.
37. Describe three sources of value in the Cognitive model of motivation.

3. **WHAT WOULD YOU DO (WWYD) written assignment: (100 points)**  
**(Note: You should begin preparation for this assignment before our first class meeting by selecting your WWYD question ahead of time. You will indicate your selection during our first class meeting.** Your written response will be due on the day we discuss that particular chapter, so if you select a WWYD question from Chapter 1, your written assignment is due the first day of class.

For this assignment select a “What Would You Do?” (WWYD) question from the beginning of any chapter addressed in the course and write a written response to the “Critical Thinking” questions that follow it. In your response indicate your reaction to the ideas of the teachers presented at the end of the chapter. These questions are intended to help you understand and apply the reading material and to enhance the quality of learning and thinking that occurs in class. One goal of this assignment is give you some "ownership" of important learning activities in this class. Select a question according to your interests and needs. The written response to the WWYD “Critical Thinking” questions should be based on: 1) careful reading of the material in the textbook and 2) your own experience.

Your written response should be about 500 words in length. Your paper is due on the day that the chapter from which the question is taken is scheduled to be addressed in class (see Schedule of Instruction below). For example, in our third class meeting, each student who selected the WWYD question(s) from chapter 4 or 5 will submit a written response to the questions. Note, if you have selected the set of WWYD questions from chapter 1 then you will submit a written response to the questions at the first class meeting. Also be prepared to spend a few minutes discussing your ideas with the class, or commenting on ideas of others.

#### **EVALUATION OF WWYD PAPERS:**

Given the variation in different types of papers, it is difficult to specify a single set of criteria for evaluating them. The general scheme that will be used to determine your grade consists of three different dimensions:

1. Quality of learning and thinking: This is the most important criterion. It is important to understand that these are not simply reports of your opinions. Careful reading of the research findings from the textbook must support your assertions. A test of whether your assertions are well supported is how a reader would respond to the hypothetical question: "Why should I believe what the author is telling me?" If the reader can find reasons for believing your assertions, then the paper contains ample supporting evidence.
2. Organization and coherence: Does the paper begin with a clearly stated purpose and end with a thoughtful conclusion? Is it organized effectively? Do the ideas fit together well? Do you consider the responses of the teachers at the end of the chapter?
3. Mechanical correctness: Is the paper generally free of errors of grammar, spelling, and syntax?

4. **WRITTEN SUMMARY OF END OF COURSE PERSONAL REFLECTION (100 points)** On the final day of class we will each spend some time discussing what has been most meaningful to us in terms of how we can implement it in our own classes. Each student will also turn in a written summary of no more than 500 words identifying 3 things from this course that you can integrate and apply to your own teaching. The written summary will be due on our last class date of 8/7/09.

In asking you how you would change your courses or program I am not assuming that what you currently do is less than remarkable. Rather, I am suggesting that all teachers, especially the most effective ones, are always considering how to change things, how to improve what happens in the classroom, how to be better. This assignment is an invitation to think deliberately and comprehensively about what you might want to try in the future and to gather and share ideas with others in your profession.

**EVALUATION OF WRITTEN SUMMARY OF END OF COURSE PERSONAL REFLECTION:**

The guidelines for this exercise are the same as for the WWYD paper with the exception that you will be identifying 3 specific things that are relevant to your own work. Though you are discussing what is most meaningful to you, please consider what you have learned in the course and reference it when writing about your assertions.

**FINAL GRADE.**

<u>Evaluation Instrument</u>	<u>Points</u>
Class Participation and Attendance	100
Short Answer Written Responses	100
What Would You Do? Paper	100
Written Summary of End of Course Personal Reflection	<u>100</u>
	TOTAL 400

**Grading Scale:**

A+	400-388	B+	348-359	C+	308-319	D+	268-279
A	376-387	B	336-347	C	296-307	D	256-267
A-	360-375	B-	320-335	C-	280-295	D-	240-255

Any total point value below 240 will result in an F

### DATES AND ACTIVITIES

**Please note that class will meet from 9:00 am until approximately noon and that time will be added (when based on class agreement) during the two weeks we meet to make up for time missed due to public holiday.**

#### Week 1

Monday 7/27	Chapter 1: Learning, Teaching, and Educational Psychology <b>Indicate your selection of WWYD chapter questions.</b>
Tuesday 7/28	Chapters 2 and 3: Cognitive Development and Language; The Self, Social, and Moral Development
Wednesday 7/29	Chapters 4 and 5: Learner Differences and Student Needs; Cultural Diversity
Thursday 7/30	Chapters 6 and 7: Behavioral Views of Learning; Cognitive Views of Learning
Friday 7/31	Chapter 8: Complex Cognitive Processes <b>First 6 short answer questions are due</b>

#### Week 2

Monday 8/3	Chapter 9: The Learning Sciences and Constructivism <b>Next 3 short answer questions are due</b>
Tuesday 8/4	Chapters 10 and 11: Social Cognitive Views of Learning & Motivation; Motivation in Learning and Teaching
Wednesday 8/5	Chapter 12 and 13: Creating Learning Environments; Teaching Every Student <b>Final 3 short answer questions are due</b>
Thursday 8/6	Public Holiday---No class today; continue work on Personal Reflection Presentation and Written Response that is due tomorrow.
Friday 8/7	Chapter 14-Classroom Assessment, Grading, Testing; Wrap Up; <b>Presentations; Personal Reflection Written Summary due</b>

**\*Note that your WWYD paper is due on the day that particular chapter is discussed.**