

Educational Psychology
PSYC 315
Term 200_

Instructor:		Email:	
Class Time and Location:		Phone:	
		Office:	
On-line Resources:	Blackboard Course ID:	Office Hours:	

Required Readings

Slavin, R.E. (2006). *Educational psychology: Theory and practice (8th ed.)*. Boston: Allyn and Bacon.

Students in this course are required to subscribe to LiveText, a web-based electronic portfolio system. For assistance in subscribing or using LiveText, students can contact the LiveText E-Portfolio Help Desk at 963-1671. The website for LiveText can be found at: <http://college.livertext.com/college/index.html>

Prerequisites

PSY 313 or PSY 314, and either admission to the Teacher Education Program or on a space available basis with permission of the instructor.

Course Description

Theories of development, learning, and teaching as applied to instruction, evaluation processes, and classroom management.

Course Rationale

The purpose of this course is consistent with:

- The University's commitment to teaching as the means to facilitate learning;
- The Center for Teaching and Learning's (CTL) mission to train facilitators of learning in a diverse world, as well as the Washington Administrative Code (WAC); (See Appendix A)
- The Psychology Department's mission to provide students with the knowledge and skills that derive from the discipline of psychology that are instrumental to effective action in their areas of study; and,
- The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare.

Course Objectives

By the end of the quarter, students who pass this course will:

- demonstrate knowledge and application of theories of human development;
- understand classroom issues related to diversity and how to effectively deal with diversity in the classroom;
- describe the major views of behavioral, cognitive, and information processing theories and apply those theories to effective classroom instruction;
- demonstrate an understanding of learning and motivation theory and its application to the classroom;
- demonstrate knowledge of assessment procedures; and,

- demonstrate knowledge of techniques of classroom management and methods of handling problem behavior.

Course Policies/Expectations

1. Courtesy and respect are basic expectations in any interpersonal interaction.
 - Please arrive on time and prepared, and stay for the entire class period.
 - Please use “grandparent” manners during class; i.e., if you wouldn’t do it while visiting with your grandparents, don’t do it here. Be quiet while others are talking or concentrating (no chatting and/or making noise), and be respectful (no rude or derogatory comments). Questions, relevant comments, and jokes are welcome!
2. Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the ADA Compliance Officer and Director, on campus at 509-963-2171 for additional disability-related educational accommodations.
3. Consistent attendance is important to your learning, as class activities will vary from day to day. If you miss a class it is your responsibility to get notes from a classmate.
4. If you believe your test or assignment has been graded incorrectly or unfairly, you must provide written justification, and include class materials (notes or text pages) to support your belief.
5. **ACADEMIC HONESTY:** Cheating or plagiarizing (claiming the written work of another person as your own or failing to give credit to the actual author) will result in an automatic “F” grade on the test or assignment. In addition, the student may be referred to the Vice President for Student Affairs office for disciplinary action.
6. Handouts and other items will be posted on BlackBoard. Please check there for documents you need before asking me.

Course Requirements and Assessment Strategies:

1. **TESTS.** There will be four tests consisting of multiple choice and short answer questions, and covering material from the textbook and in-class lectures/activities. The lowest of your four test grades will be dropped from your final grade. The fourth test will occur during our scheduled final exam time, and will be cumulative. Each test is worth 75 points.
 - Make-up tests will be allowed only when scheduled with the instructor before the day of the test, and then only in rare cases. In the case of *extreme* circumstances, make-up tests will be allowed without prescheduling if you present original official documentation justifying your absence.
2. **CLASSROOM MANAGEMENT CASE STUDY.** You will read one case study that presents one or more classroom management issues, locate and review current research articles from peer-reviewed scientific journals that address the same or similar issues and possible solutions, and write a paper in which you recommend a course of action. Case studies, a list of appropriate journals, and specific guidelines will be provided by the instructor. This paper must be posted in your LiveText portfolio, and I must be listed as a “Reviewer” for you to receive credit for this assignment. This case study is worth 52 points.
3. **IMAGINARY CLASSROOM ASSIGNMENT.** You and a partner will complete a multi-part assignment applying educational psychology concepts and practices to an imaginary classroom.

Specific guidelines will be provided in a separate handout. This Imaginary Classroom assignment is worth a total of 150 points.

4. **IN-CLASS ACTIVITIES, POP-QUIZZES, DISCUSSIONS, ETC.** Your participation in unannounced in-class activities, discussions, quizzes, etc., will be worth a total of 23 points. Attendance per se is not graded, but these in-class activities cannot be made up. Therefore, if you are absent or late and miss a points-activity, you will lose the points. No exceptions! I recommend that you read the chapters by the dates on which they are listed in the class schedule below. Each listing indicates the date on and after which that chapter information is “fair game” for quizzes, activities, etc.

5. **TIMELY SUBMISSION OF ALL ASSIGNMENTS.**

All assignments are due at the beginning of class on the date indicated below. I reserve the right to dock late assignments up to 5% of the total value per calendar day, starting on the due date. Late assignments that are not handed directly to me must be time and date-stamped by the Psychology Department secretary and then put in my box.

- Prior arrangements made with me for late assignments will not be docked points. If you have an *exceptionally* good reason why you need to submit an assignment late, you may discuss this with me prior to the due date.
- Some assignments or extra credit (TBA) may be emailed as an attachment. If you email an assignment, do NOT assume that I have received it until you receive a reply from me acknowledging receipt of your document.

Grading:

Assignment	Points Possible
Best 3 of 4 Tests	225
Classroom Management Case Study	52
Imaginary Classroom Assignment	150
In-Class Activities	23
TOTAL	450

EXTRA CREDIT: You may earn up to 9 extra credit points to help improve your grade. These points may be earned as follows:

- Volunteer as a participant in a Psychology Department research project. Sign up for these on the bulletin board on the 4th floor of the Psychology building, across from the stairwell.
- Attend up to four free counseling sessions at the Community Psychological Services Center (963-2501) in the Psychology Building, room 118.

Each extra credit activity is worth 3 extra credit points. All extra credit slips must be submitted to the instructor by Friday, March 17. **NO EXCEPTIONS!**

Grades will be assigned based on the following distribution of total points:

A	94% and up	B-	80%	D+	67%
A-	90%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	Below 60%

Tentative Class Schedule:

<i>Weekly Topics</i>	<u>MONDAY</u>	<u>TUESDAY</u>	<u>WED.</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<i>Introduction</i>				1/5	1/6
<i>Development</i>	1/9 CH.1	1/10	1/11	1/12 CH.2	1/13
<i>Development & Diversity</i>	1/16 MLK JR	1/17 <u>IMAG. CLASS.</u> <u>SECTION I DUE</u> CH.3	1/18	1/19 CH.4	1/20
<i>Learning Theories</i>	1/23 CH.5	1/24	1/25	1/26	<u>TEST 1</u> (ch 1-4)
<i>Learning Theories & Instruction</i>	1/30 CH.6	1/31 <u>IMAG. CLASS.</u> <u>SECTIONS I-V</u> <u>DUE</u>	2/1	2/2 CH.7	2/3
<i>Constructivism & Accommodation</i>	2/6 CH.8	2/7	2/8	2/9 CH.9	2/10
<i>Motivation</i>	2/13 CH.10	2/14 <u>IMAG. CLASS.</u> <u>SECTIONS</u> <u>I-VII DUE</u>	2/15	2/16	<u>TEST 2</u> (ch 5-9)
<i>Effective Environments</i>	2/20 PRESIDENTS' DAY	2/21 CH.11	2/22	2/23	2/24 <u>CLASS. MGMT.</u> <u>CASE STUDY</u> <u>DUE</u>
<i>Exceptionalities & Assessment</i>	2/27 CH.12	2/28	3/1	3/2 CH.13	3/3
<i>Assessment</i>	3/6 <u>IMAG. CLASS.</u> <u>SECTIONS</u> <u>I-XI DUE</u>	3/7 CH.14	3/7	3/9	3/10 <u>TEST 3</u> (ch 10-14)
<i>FINALS WEEK</i>	3/13	3/14	3/15 8:00-10:00 <u>TEST 4</u> (cumulative)	3/16	3/17

APPENDIX A

Adherence to the Conceptual Framework: Teachers as Facilitators of Learning in a Diverse World

Central Washington University's Teacher Training Program is committed to preparing teachers to serve as facilitators of learning in a diverse world. As part of that preparation, teachers complete a strand of courses that enables them to become masters of the art and science of teaching. Psychology 315 is one course in the strand and addresses two of its goals.

T-6: The student demonstrates a repertoire of techniques for the development, implementation and evaluation of instruction which reflects diverse theories of learning and instructional design and which represents the best and most current research on good practice.

Objectives:

- (1) The student will demonstrate proficiency in applying tenets of the major theories of learning, including respondent, operant, social learning, contiguity, cognitive.
- (2) The student will demonstrate proficiency in instructional design, including content analysis, task analysis, selecting appropriately designed instruction, developing appropriately designed instruction, developing effective lesson plans, varying design across Instructional modality (e.g. auditory, visual, kinesthetic presentation), varying instruction across instructional level (e.g. elementary, secondary), selecting pivotal skills to teach to fluency.
- (3) The student will demonstrate proficiency in instructional implementation, e.g. small group Instruction, large group instruction, individualized instruction, peer tutoring, cooperative learning/group inquiry, pre- and post-testing, active responding, immediate feedback, discovery and expository strategies, pacing, experiential learning, role-playing.
- (4) The student will demonstrate proficiency in applying the major findings related to improving the learner's ability to take advantage of instruction, including describing strategies to improve student memory, motivation, transfer of training, learning independence, and metacognitive skills.
- (5) The student will demonstrate proficiency in assessment and evaluation, describing standardized tests specific to discipline, interpreting and reporting test results, administering tests specific to discipline, developing daily measurement techniques, developing classroom grading policies, developing informal inventories.
- (6) The student will demonstrate knowledge of scientific basis of educational practices including research strategies.

T-7: The student practices classroom management strategies, which encourage democratic classroom interaction, promote independent learning and positive self-esteem, and provide a consistent and positive learning environment.

Objectives:

- (1) The student will establish a positive classroom environment that is physically and psychologically safe, attractive, and functional.
- (2) The student will develop strategies to protect and improve student self-esteem, including focusing on positive rather than negative outcomes for student behavior, incorporating individual differences in a positive way, and designing instructional programs to enhance students' social skills.

- (3) The student develops self-management strategies to insure appropriate responses to learners, including emotional correlates of behavior, voice modulation, time management strategies, and distribution of feedback.
- (4) The student will describe procedures for establishing a clearly articulated preventive management system, including clearly stated rules and expectations for the whole group, clearly specified consequences for the whole group, individualized contracts for individual problems, optimal grouping and seating patterns, plans for classroom transition activities.

Psychology 315 also addresses the following CTL standards in Domain I: Evidence of Candidate Learning.

- 1.1.3 Candidate will demonstrate in-depth understanding of inquiry, critical analysis, and synthesis of subject matter
- 1.2.2 Candidates demonstrate multiple explanations and effective instructional strategies so that all students can learn content.
- 1.3.3 Candidates demonstrate knowledge of how students learn.
- 1.3.4 Candidates demonstrate reflective practices and make necessary adjustments to enhance student learning.
- 1.3.5 Candidates demonstrate an ability to consider school, family, and community contexts in connecting concepts to students' prior experience and applying ideas to real-world problems.
- 1.5.1 Candidates accurately assess using formal and informal strategies.
- 1.5.2 Candidates analyze student learning and make appropriate adjustments to instruction
- 1.5.3 Candidates monitor student learning.

In addition, Psychology 315 addresses the following WAC requirements for preparation of educators:

Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they...

WAC 181-78A-270 (1)(f)

...acquire and apply knowledge about inquiry and research.

WAC 181-78A-270 (1)(l)

...acquire and apply knowledge about research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.

WAC 181-78A-270 (1)(m)

...acquire and apply knowledge about different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.

WAC 181-78A-270 (1)(o)

...acquire and apply knowledge about effective instructional strategies for students at all levels of academic abilities and talents with an awareness of the influence of culture and gender on student learning.

WAC 181-78A-270 (1)(r)

...acquire and apply knowledge about classroom management and discipline, including:

- (i) Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.
- (ii) Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.

WAC 181-78A-270 (1)(t)

...acquire and apply knowledge about formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.

WAC 181-78A-270 (1)(w)

...reflect on their teaching and its effects on student growth and learning.

Psychology 315 Classroom Management Assignment Rubric (25 points total)

	0 Points	1 Point	2 Points	
Journal Article	Does not meet criteria		Meets all criteria	
APA Reference	Multiple features of APA format are incorrect, or format does not follow APA style.	APA format is flawless, or only minor errors		
<u>Mechanics and Grammar</u>	Spelling, punctuation, capitalization and/or grammatical errors are frequent and detract substantially from the communication.	Multiple spelling, punctuation, capitalization and/or grammatical errors are evident but do not detract substantially from the communication.	No or very few spelling, punctuation, capitalization and/or format errors.	
<u>Organization</u>	Presentation is so illogical and disordered that the meaning of the communication is unclear.	Minimal organization and logical presentation.	Writing is logical, orderly, internally consistent, and well developed.	
	0 Points	2 Points	4 Points	6 Points
Thoroughness of review CWU-CTL: 1.1.3, 1.2.2, 1.3.3, 1.3.4, 1.5.2 WAC 181-78A-270: 1.e, 1.f, 1.l, 1.n	Does not review the article.	Review is cursory and is missing two or more of setting, participants, purpose, and results.	Review is detailed and includes all but one of setting, participants, purpose, and results.	Review is detailed and includes setting, participants, purpose, and results.
Development of solutions CWU-CTL: 1.1.3, 1.2.2, 1.3.3, 1.3.4, 1.5.2, 1.5.3 WAC 181-78A-270: 1.e, 1.l, 1.m, 1.n, 1.o, 1.p, 1.q, 1.r	Solution not provided.	Solution is provided but is neither well defended nor clearly outlined.	Solution is provided and is either well defended or clearly outlined, but not both.	Solution is provided and is well defended, and clearly outlined.
Consultation CWU-CTL: 1.2.2, 1.3.4, 1.5.2, 1.5.3 WAC 181-78A-270: 1.l, 1.m, 1.n, 1.u	Appropriate consultation is not discussed.	Consultation is discussed, but the consultation is not appropriate or a rationale is not provided.	An appropriate consultation is recommended, but the rationale is not fully developed.	An appropriate consultation is recommended and a rationale is fully developed.