

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi, 1990-2010

Spring 2-1-2008

C&I 303.01: Educational Psychology and Measurement

Scott Hohnstein

University of Montana, Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi1990-2010>

Let us know how access to this document benefits you.

Recommended Citation

Hohnstein, Scott, "C&I 303.01: Educational Psychology and Measurement" (2008). *University of Montana Course Syllabi, 1990-2010*. 38.

<https://scholarworks.umt.edu/syllabi1990-2010/38>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 1990-2010 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**Curriculum & Instruction 303:
Educational Psychology and Measurement**

**Spring 2008
MWF 9:10 – 10:00
ED 314**

Instructor: Scott Hohnstein
Office: 210
Office Hours: M/W: 11:00-12:00 or by appointment
Office Phone Number: 243-5735
Email: scott.hohnstein@mso.umt.edu

COURSE DESCRIPTION:

This course will examine the psychology of education as it applies to classroom teaching. Learning as well as developmental theories of behavior and cognition in addition to various instructional approaches, student social environments and types of assessment will be studied. Admission to the teacher education program is required for enrollment in this course.

OBJECTIVES:

Participants in this course will be able to:

- describe how developmental processes interact with student learning and apply this knowledge to classroom settings;
- identify components of the major learning theories;
- discuss the benefits and drawbacks related to various teaching methodologies and understand the influence these strategies have on learning outcomes;
- utilize principles of motivation in construction of learning activities;
- engage concepts related to assessment within the context of a lesson.

INSTRUCTION:

A variety of instructional methods will be used throughout this course including kinesthetic, small and large group problem-solving activities, Power Point presentations, role-plays, lecture, multi-media, discussion and student-led team lessons. Students who need individualized accommodations due to a disability are encouraged to contact the instructor at the beginning of the course.

*“We are all in this together—by ourselves.”
Lily Tomlin*

COURSE EXPECTATIONS:

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*. Any violation will result in a letter to the Dean, recommending immediate expulsion and a grade of "F". The code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

TEXT:

Slavin, R.E. (2006). *Educational psychology: theory and practice, 8th Ed.* Boston: Allyn & Bacon.

LEARNING ACTIVITIES:

Team Lesson (45 points):

You will choose a designated section from one of the chapters in the Slavin text to teach to the class with one or two other class members. Teams will...

- 1.) complete their lesson within 40-50 minutes;
- 2.) discuss the concepts from their text section relating them to teaching where applicable;
- 3.) engage the class in an individualized, small or large-group learning activity and
- 4.) provide the class with a one-page handout that details either notes on their text section or applies to their learning activity.

Team lesson formats will vary. As follows, please feel free to engage the class with a combination of cooperative activities, small and large group discussions, Power Point, art, role plays, multi-media as well as internet applications, worksheets, reading passages, drama, music, games, drawing, coloring etc. To earn full credit, it is essential all team members contribute equally. While it is crucial to present concepts with depth, creativity and fun are encouraged!

Educational Autobiography (50 pts.):

For this activity, you will write a three-paged, double-spaced paper using standard 12 point font and one inch margins. In this paper, you are asked to briefly chronicle your educational experiences in elementary, middle, high school and/or college. Please guide your discussion by making reference to at least seven different educational psychology concepts. In so doing, note how each concept relates to your development and learning in school. Additionally, discuss any awareness you have gained as to how you learn best and what motivates you to learn. Turn in only three pages. No title or reference page is necessary. Write your name at the top of each page and write well.

Quizzes (2 @ 50 points each):

You will take two in-class quizzes on assigned reading content as well as material covered in class. Please refer to the course schedule for quiz dates. Quizzes will incorporate multiple choice, true/false, matching and/or short essay questions. Give good effort.

Role Play Analysis (40 pts.):

You are kindly asked to participate in one role play and attend two other role plays during weeks 9 and 11. In order to earn full credit for this assignment, you will actively contribute to your designated role play's rehearsal and production. Furthermore, you must attend each of the other role plays' productions and engage in analysis of each.

*"Success is dependent on effort."
Sophocles*

Small Group Lesson (60 points):

You will teach a 40-50 minute lesson to a group of 4-5 class members. You must choose the specific lesson topic and decide how best to teach it. Lessons do not have to apply directly to your teaching area. Choose to teach something that excites you. Further, design your lesson with adults in mind.

You will turn in a brief 1-2 page lesson plan outlining your lesson objectives as well as your lesson procedure and assessment strategies. This lesson plan must be approved by the instructor before you teach your lesson. As you construct and teach your lesson, you are asked to pay particular attention as to how you are assessing your students' learning. After teaching, in addition to an updated version of your lesson plan, you will turn in a brief 2-3 page reflection at the beginning of the class immediately following your lesson.

Please note, due to the number of lessons that will be occurring at the same time, space and media accessibility will be at a minimum. Accordingly, you are welcome to provide any necessary lesson resources. Please be giving of your wisdom.

Final Exam (55 points):

You will take a final exam.

Attendance and Participation (50 points):

Your attendance and participation are essential components to the success of this class. You are asked to attend each class on time with daily assignments and readings completed. In following, your attendance and participation grade will be evaluated based on your faithful, timely attendance as well as your completion of class readings and contributions to class activities. Together, we will learn.

*“Nothing will work unless you do.”
Maya Angelou*

SUMMARY OF POINTS:

Team Lesson	45 points
Educational Autobiography	50
2 Quizzes @ 50 points each	100
Role Play Analysis	40
Small Group Lesson	60
Final Exam	55
Attendance and Participation	<u>50</u>
	400 total points.

GRADE BREAKDOWN:

94% and above	A
92-93%	A-
89-91%	B+
85-88%	B
82-84%	B-
75-81%	C
74% and below	No Pass.

*“Most everything in life is 90 percent mental—the other half is physical.”
Yogi Berra*

DYNAMIC COURSE SCHEDULE OF READINGS, CLASS ACTIVITIES AND DUE DATES

Week 1:

January 23 You, me, we people scavenger hunt
25 Syllabus; Team Lesson Sign-up; Good and just okay teachers

Week 2:

28 Learning and development
30 **Team lesson 1**-Chapter 2 (pp.31 – 42): Piaget and cognitive development
February 1 Chapter 5 (pp.132 – 138): Pavlov, Thorndike and Skinner –
What do these people have to do with teaching?

Week 3:

4 Chapter 5 (pp.152 – 159): Bandura; ABC's
6 **Team lesson 2**-Chapter 5 (pp.138 – 148): Consequences
8 **Team lesson 3**-Chapter 10 (pp.314-326): Maslow, attribution theory,
expectancy theory

Week 4:

11 **Educational Autobiography due**
Team lesson 4-Chapter 10 (pp.326 – 332; 334 – 338; 342-344): Motivation
13 Chapter 6 (pp.164 – 171; 186 – 189): ABC's, animals, our brain, learning styles
15 Chapter 4 (pp.121-127): ABC's, animals, our brain, learning styles

Week 5:

18 No School—President's Day
20 **Team lesson 5**-Chapter 6 (pp.171 – 180; 190 – 193): The brain and memory
22 Discuss and review for quiz

Week 6:

25 **Quiz 1** – chapters 2, 4, 5, 6, 10
27 Post-it Note Scope
Chapter 3 (pp.64-82): Early and middle childhood development;
Chapter 2 (pp.47-50): Psycho-social development
29 **Team lesson 6**-Chapter 3 (pp.83 – 93): Adolescent development

Week 7:

March 3 **Team lesson 7**-Chapter 7 (pp.206 – 224): The direct instruction lesson
5 Teaching video analysis
7 **Team lesson 8**-Chapter 8 (pp.240 – 249; 255 – 262): Vygotsky, constructivism

Week 8:

10 Activities in a round
12 PGP
14 We are family
Chapter 4 (pp.96-106): Socioeconomic status

Week 9:	
17	Team lesson 9 -Chapter 4 (pp.106-121): Ethnicity, race, gender
19	Quiz 2 – chapters 2, 3, 4, 7, 8
	Pick up role plays
21	Role play rehearsal
Week 10:	
24	No School—
26	Spring
28	Break
Week 11:	
31	Role Play 1
April 2	Role Play 2
4	Role Play 3
Week 12:	
7	Small Group Lesson Topics Due Lesson planning for our planning; Chapter 13 (pp.438-443; 446-456): Objectives, assessment, summative/formative evaluations
9	Team Lesson 10 -Chapter 13 (pp.456-472): Constructing tests
11	Team Lesson 11 -Chapter 13 (pp.472-487): Types of assessment, grading
Week 13:	
14	Turn in Small Group Lesson Plan Team Lesson 12 -Chapter 14 (pp.503-511): Standardized tests, score interpretations
16	Small group lesson workshop
18	Small Group Lessons
Week 14:	
21	Small Group Lessons
23	Small Group Lessons
25	Small Group Lessons
Week 15:	
28	Small Group Lessons
30	Small Group Lessons
May 2	Evaluation; Test construction; Where do you stand?
Week 16:	
8	10:10-12:10 Final Exam

“Thank you for being in this class!”
Scott