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C&I 303.01: Educational Psychology and Measurement

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

**Autumn 2007
T/R 11:10 – 12:30
ED 314**

Instructor: Scott Hohnstein
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Office Hours:
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COURSE DESCRIPTION:

This course will examine the psychology of learning as it applies to classroom teaching. Learning as well as developmental theories of behavior and cognition in addition to the various instructional approaches, learning environments and types of student assessment used in classroom teaching 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 and describe 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;
- apply principles of motivation in construction of learning activities;
- discuss and apply concepts related to assessment within the context of an individual lesson and the classroom environment.

INSTRUCTION:

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

*“To lead the people—walk behind them.”
Laozi*

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.

"We are all in this together—by ourselves."
Lily Tomlin

LEARNING ACTIVITIES:

Team Lesson (50 points):

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

- 1.) complete their lesson within 35-45 minutes;
- 2.) discuss the concepts from their text section while relating them to teaching;
- 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.

Presentation 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 3 paged paper using standard 12 point font and 1 inch margins briefly chronicling your educational experiences in elementary, middle and high school. Please guide your discussion by making reference to at least 7 different educational psychology concepts. In so doing, note how each concept relates to your development 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.

Reading Quizzes (2 quizzes @ 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 and 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 week 10. In order to earn full credit for this assignment, you will actively participate in your designated role play's rehearsal and production. Furthermore, you must attend each of the other role plays' productions.

"Success is dependent on effort."
Sophocles

Small Group Lesson (60 points):

You will teach a 30-40 minute lesson to a group of 4-5 class members. You must choose the specific lesson content 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 2-3 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. 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. After teaching, in addition to an updated 2-3 page version of your lesson plan, you will turn in a brief 2 page reflection at the beginning of the class immediately following your lesson. Have fun!

Final Exam (50 points):

You will take an in-class final exam. All class participants will construct test questions.

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 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	50 points
Educational Autobiography	50
2 Reading Quizzes @ 50 points each	100
Role Play Analysis	40
Small Group Lesson	60
Final Exam	50
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:

- August 28 You, me, we scavenger hunt; Syllabus; Sign-up;
Good and just okay teachers
30 Educational psychology: Where do you stand?
The academic foundations;
Movie clip character analysis: Background and motivation

Week 2:

- September 4 Chapter 2: Cognitive development-**Team lesson 1** (30 – 42);
ABC's
6 Chapter 5: Pavlov, Thorndike, Skinner, Bandura (132 – 138; 152 – 159) –
What do these people have to do with teaching?
Chapter 5: Consequences-**Team lesson 2** (138-148);
How lucky are we?

Week 3:

- 11 How lucky are you?
Chapter 10: Maslow; Attribution Theory (314-325)
Chapter 10: Motivation-**Team lesson 3** (326 – 332; 334 – 338; 342 – 344)
13 Chapter 6: ABC's, animals, the brain, learning styles (164 – 171; 186 – 189)

Week 4:

- 18 **Educational Autobiography due**
Chapter 4: ABC's, animals, the brain, learning styles (121-127)
Chapter 6: The brain and memory-**Team lesson 4** (171 – 180; 190 – 193)
20 Discuss and review

Week 5:

- 25 **Quiz 1** – Chapters 2, 4, 5, 6, 10
27 What the...

Week 6:

- October 2 Post-it Note Scope
Chapter 3: Early and middle childhood development (64-82);
Chapter 2: Psychosocial development (47-50);
PGP
4 Chapter 3: Adolescent development-**Team lesson 5** (83 – 93)
PGP

Week 7:

- 9 Chapter 7: The direct instruction lesson-**Team lesson 6** (206 – 224)
Teaching video analysis
11 Chapter 8: Constructivism-**Team lesson 7** (240 – 249; 255 – 262)
...Get ready!

Week 8:

16 Activities in a round
18 We are family
Chapter 4: Socioeconomic status (99-106)
Chapter 4: Ethnicity, race, gender–**Team lesson 8** (106-121)

Week 9:

23 Discuss and review
25 **Quiz 2** – Chapters 2, 3, 4, 7, 8
Pick up role plays

Week 10:

30 **Role play rehearsal, Role Play 1**
November 1 **Role Plays 2 & 3**

Week 11:

6 Lesson planning for our planning
Chapter 13: Objectives, assessment, summative/formative evaluations
(438-443; 446-456)
Chapter 13: Constructing tests-**Team Lesson 9** (456-472)
8 Chapter 13: Types of assessment and grading-**Team Lesson 10** (472-487)
Small group lesson workshop

Week 12:

13 **No Class**
Work on Small Group Lesson Plan
15 **Turn in Small Group Lesson Plan**
Chapter 14: Standardized Tests, NCLB-**Team Lesson 11** (495-507)
Chapter 14: Validity, Reliability, Test Bias (407-521)
Taking the SSSST

Week 13:

20 **No Class**
Email test questions.
Spend time working on your lesson.
22 **No School**
Happy Thanksgiving!

Week 14:

27 **Small Group Lessons**
29 **Small Group Lessons**

Week 15:

December 4 **Small Group Lessons**
5 Evaluation, Test construction, Where do you stand?

Week 16:

11 Final Exam
10:10 – 12:10
Happy Winter Break!

“Thank you for being in this class!”
Scott