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### C&I 303.30: Educational Psychology and Measurements

Scott Richard Hohnstein

*University of Montana, Missoula*, [scott.hohnstein@umontana.edu](mailto:scott.hohnstein@umontana.edu)

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**C&I 303.30**  
**Educational Psychology and Measurement**

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

Instructor: Scott Hohnstein

Office: ED 210

Office Hours: M/W 10:00 – 11:00 or by appointment

Office Phone Number: 243-5735

Email: [scott.hohnstein@mso.umt.edu](mailto: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 cognition and behavior in addition to various instructional approaches, 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 internal and external processes interact with student growth;
- identify and define components of major learning and developmental theories;
- critically analyze various teaching methodologies and understand their influence on learning outcomes;
- apply principles of motivation to the construction of learning activities;
- engage concepts related to assessment within the context of a classroom lesson.

**INSTRUCTION:**

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

**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>.

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

### TEXT:

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

### LEARNING ACTIVITIES:

#### Team Lesson (50 points):

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

- 1.) complete their lesson within 40-45 minutes;
- 2.) illuminate concepts from their text section and relate 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 their section or applies to their learning activity.

Team lesson formats will vary. As follows, please 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 teaching concepts with depth, creativity and fun are encouraged!

#### Educational Autobiography (60 points.):

For this activity, you will write a 3-paged, double-spaced paper using standard 12 point font and one inch margins. In this paper, you are asked to briefly analyze various educational experiences in your elementary, middle, high school and/or college years. Please guide your discussion by making reference to at least 7 different educational psychology concepts. Accordingly, consider how these concepts relate to schooling experiences you have had or teachers you have had or even former classmates of yours. Turn in only 3 pages. No title or reference page is necessary. Write well.

#### Quizzes (2 @ 60 points each):

You will complete 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.

#### Small Group Lesson (60 points):

You will teach a 45-50 minute lesson to a small group of 5-6 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, although it is encouraged. Either way, 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 Scott before you teach your lesson. As you construct and teach your lesson, you are asked to pay particular attention 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 written reflection at the beginning of the class immediately following your lesson.

Please note, space and media accessibility could be at a minimum. Accordingly, you are welcome to provide any necessary lesson resources. All the while, please be giving of your wisdom.

*“Arriving at one goal is the starting point to another.”*  
*John Dewey*

Final Exam (60 points):

You will take a final exam that we will compose. Do not worry.

Attendance and Participation (50 points):

Your attendance and participation grade will be evaluated based on your faithful, timely attendance as well as your completion of 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	60
2 Quizzes @ 60 points each	120
Small Group Lesson	60
Final Exam	60
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.

374-400 points	A
366-373	A-
354-365	B+
338-353	B
326-337	B-
298-325	C
297 and below	No pass

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

## DYNAMIC MAP OF READINGS, CLASS ACTIVITIES AND DUE DATES

### **Week 1:**

August 25 You, me, we scavenger hunt; Syllabus  
27 Team Sign-up; Good and just okay teachers;  
29 Who's who?; Educational psychology: Where do you stand?

### **Week 2:**

September 1 **No School**-Please honor Labor Day  
3 Chapter 5: Pavlov, Thorndike, Skinner (132 – 138)  
CC or OC—that is the question.  
5 Chapter 2: Cognitive development-**Team lesson 1** (31 – 42)

### **Week 3:**

8 Chapter 5: Bandura, ABC's (152 – 159)  
10 Chapter 5: Consequences-**Team lesson 2** (138 – 148)  
12 Chapter 10: Maslow; Attribution Theory (314 – 324)

### **Week 4:**

15 **Educational Autobiography due**  
Chapter 10: Motivation-**Team lesson 3** (326 – 332; 334 – 338; 342-344)  
17 Chapter 6: Animals, our brain, learning styles (164 – 171; 186 – 189)  
19 Chapter 4: Animals, our brain, learning styles (121-127)

### **Week 5:**

22 Chapter 6: The brain and memory- **Team lesson 4** (171 – 180; 190 – 193)  
24 Discuss and review  
26 **Quiz 1** – chapters 2, 4, 5, 6, 10

### **Week 6:**

29 Post-it Note Scope  
Chapter 3: Early and middle childhood development (64-75; 78-82);  
Chapter 2: Psycho-social development (47-50)  
October 1 Chapter 3: Adolescent development-**Team lesson 5** (83 – 93)  
3 Chapter 7: The direct instruction lesson-**Team lesson 6** (206 – 224)

### **Week 7:**

6 Teaching video analysis  
8 Chapter 8: Vygotsky, constructivism-**Team lesson 7** (240 – 249; 255 – 262)  
10 **No class**

### **Week 8:**

13 **No class**  
15 Activities-in-a-round  
17 We are family  
Chapter 4: Socioeconomic status (96-106)

### **Week 9:**

20 Chapter 4: Ethnicity, race and gender-**Team lesson 8** (106-121)  
22 Discuss and review  
24 Quiz 2 – chapters 2, 3, 4, 7, 8

<b>Week 10:</b>	
27	<b>Small Group Lesson Topics Due</b>
	PGP
29	PGP; Experiential Education
31	Role Play Analysis
<b>Week 11:</b>	
3	Lesson planning for our planning Chapter 13: Objectives, assessment, summative/formative evaluations (438-443; 446-456)
5	Chapter 13: Building tests- <b>Team Lesson 9</b> (456-472)
7	<b>Turn in Small Group Lesson Plan</b> Chapter 13: Types of assessment and grading- <b>Team Lesson 10</b> (472-487)
<b>Week 12:</b>	
10	Small group lesson workshop
12	Chapter 14: Standardized tests - <b>Team Lesson 11</b> (495-507)
14	Taking the SSSST Chapter 14: Test norming, validity, reliability and bias (507-521)
<b>Week 13:</b>	
17	<b>Small Group Lessons</b>
19	<b>Small Group Lessons</b>
21	<b>Small Group Lessons</b>
<b>Week 14:</b>	
24	<b>Small Group Lessons</b> <b>Final Exam Questions due by 5:00</b>
26	<b>No School</b> Student travel day
28	<b>No School</b> Happy Thanksgiving!
<b>Week 15:</b>	
December 1	<b>Small Group Lessons</b>
3	<b>Small Group Lessons</b>
5	Evaluation; Test construction; Where do you stand?
<b>Week 16:</b>	
10	<b>Final Exam (8:00 – 10:00)</b>

Happy Winter Break!

*“Thank you for being in this class!”*  
Scott