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EDU 222.01: Educational Psychology and Child Development

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EDU 222
Section 01
Educational Psychology and Child Development
Fall 2021
Wednesdays 8:00-9:50AM
EDU 334

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come.

Instructor: Jeb S. Puryear, Ph.D.

Email (best option): jeb.puryear@umontana.edu

Office: PJWEC 302

Office Hours: In office or via Zoom by arrangement

COURSE EXPECTATIONS:

All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*. Academic misconduct is subject to academic penalty and/or disciplinary sanction by the University. The code is available at http://www.umt.edu/vpsa/policies/student_conduct.php

COURSE DESCRIPTION

This is a core course in the Level 1: Learning and Instruction of the Elementary Program in the Department of Curriculum and Instruction. This course examines the psychology of learning as it applies to classroom teaching. Students will study learning and developmental theories, instructional approaches, motivation in learning, and diversity in schools. Admission to the Elementary Teacher Education Program is required for enrollment in this course.

REQUIRED TEXTBOOKS

1 - Woolfolk, A. (2019). Educational Psychology. (14th Ed.). Pearson Education.

<https://www.amazon.com/Educational-Psychology-14th-Anita-Woolfolk/dp/0134774329/>

There are older versions of the Woolfolk text as well – getting this most recent version is ideal.

2- Ormrod, J. E., & McGuire, D. J. (2007). Case Studies: Applying Educational Psychology. (2nd Ed.). Pearson Education.

<https://www.amazon.com/Case-Studies-Appling-Educational-Psychology/dp/0131980467/>

CORE LEARNING OBJECTIVES – Successful completion of this class implies a student should be able to:

- Explain key theories of cognitive development
- Explain the main theories of learning
- Understand and appreciate different learning needs that arise from cognitive, cultural, context (experiential) diversity
- Recognize and apply theories in educational psychology to classroom practices

College of Education- INTASC Standards: Professional and Pedagogical Development

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

COURSE REQUIREMENTS – Overview

20% Class Activities	25% Analyzing and Synthesizing Research Tasks
25% Student Profile	30% Connections and Questions Journal (Part I and II)

Class Activities (20% of grade)

These will take various forms throughout the semester, but will generally be brief individual or group assignments, quizzes, case study discussions, or applications on the topics for the week. You'll receive a score for each class session based on your overall performance. Assessment will be based largely, but not completely, on active participation. The goal of the tasks involved is to maximize your engagement with the foundational material of the course.

Analyzing and Synthesizing Research (25% of grade)

Each week you will have an assignment related to research in educational psychology. Details of these tasks will be discussed in class and on Moodle (where your submissions will be made). In general, the assignment will either 1) have you analyze an article to pick out key parts or 2) have you gather research and synthesize your finding. Building your ability to do these two things are the goals. These assignments will be, unless otherwise noted, due at the end of the day on Sunday of each week.

Student Profile (25% of grade)

The student profile paper is a synthesis of course learning in which you will demonstrate your understanding of the theories and concepts and their application in learning environments based on context of your clinical experience. Your paper should include a brief introduction of the student and discussion of your student through three lenses: 1) cognitive development, 2) language, social, and moral development, and 3) behaviorist and cognitivist theories. Be sure to discuss individual/group differences and diversity when applicable. Note: At the end of the semester, you have to do a presentation as part of passing your Level 1 field experience. Draw on this assignment for the educational psychology elements to include (e.g. cognitive development). *Length: 6-8 pages, double-spaced, using 12-point font and leaving 1" margins on all sides.*

Connections and Questions Journal (30% of grade, submitted in two parts)

Each week beginning with Week 3 (on Piaget), you will keep a running record of the following:

- One example of a connection to the week’s content from your previous knowledge. These can be from autobiographical experiences or examples from popular media (books, TV, movies). For each example, you’ll give background on the example and demonstrate your understanding of the piece of course content using the example.
- One lingering question you have about the material as well as a research article reference and abstract that you think helps answer your question.

Keep things to one single-spaced page or two double-spaced pages total per week.

At the end of Week 9 (October 31), you will submit your work for Week 3-9.

At the end of Week 15 (December 12), you will submit your work for Week 10-15.

Grading Scale

$B+ = 87 \leq x < 89.99$

$C+ = 77 \leq x < 79.99$

$D = 60 \leq x < 69.99$

$A = 93 \leq x \leq 100$

$B = 84 \leq x < 86.99$

$C = 74 \leq x < 76.99$

$F = < 60$

$A- = 90 \leq x < 92.99$

$B- = 80 \leq x < 82.99$

$C- = 70 \leq x < 72.99$

COURSE OUTLINE

Meeting Day	Topic(s) – <u>Major Assignments Due</u>	Woolfolk Text Readings
Week 1 (8/30)	Importance of Educational Psychology	Chapter 1 (pp. 1-15)
Week 2 (9/6)	Educational Research Basics	Chapter 1 (pp. 16-29)
Week 3 (9/13)	Piaget	Chapter 2 (pp. 30-56)
Week 4 (9/20)	Vygotsky	Chapter 2 (pp. 57-71)
Week 5 (9/27)	Constructivist Learning Environments	Chapter 10 (pp. 380-423)
Week 6 (10/4)	Identity, Social, and Moral Development	Chapter 3 (pp. 72-119)
Week 7 (10/11)	Language, Culture, and Diversity	Chapter 5-6 (pp. 176-259)
Week 8 (10/18)	Behaviorism and Social Cognitive Theory	Chapter 7 (pp. 260-297) Chapter 11 (pp. 424-433)
Week 9 (10/25)	Motivation and Learning <u>Connections and Questions Journal Part I due Sunday 10/31</u>	Chapter 11 (pp. 434-459) Chapter 12 (pp. 460-505)
Week 10 (11/1)	Cognitive Views of Learning and Classroom Applications	Chapter 8 (pp. 298-337) Chapter 9 (pp. 344-350, 369-378)
Week 11 (11/8)	Metacognition, Problem Solving, & Critical Thinking	Chapter 9 (pp. 340-343, 351-368)
Week 12 (11/15)	Classroom Assessment, Grading, & Testing	Chapter 15 (pp. 590-633)

	<u>Student Profile – Bring draft to class for review, final product due Sunday 11/21</u>	
Week 13 (11/22)	Intelligence	Chapter 4 (pp. 120-133)
Week 14 (11/29)	Creativity in Education	Chapter 4 (pp. 133-138)
Week 15 (12/6)	Gifted and Special Education <u>Connections and Questions Journal Part II due Sunday 12/12</u>	Chapter 4 (pp. 139-175)
FINALS (12/13 to 12/17)	<u>L1 Presentations – Monday 12/13 8am</u>	

Office for Disability Equity:

If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from the Office for Disability Equity (ODE). If you have not yet registered with ODE, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the ODE website at www.umt.edu/disability.