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C&I 303.02: Educational Psychology and Measurement

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**CURRICULUM AND INSTRUCTION 303
EDUCATIONAL PSYCHOLOGY AND MEASUREMENT
Fall Semester, 2002**

Instructor: Philip Wittekiend

Section 2 meets T and R– 2:10 – 3:30

Office Hours – M, W 10:30 - 11:30; R 11:00 – 11:30; and other times by appointment

Office Location - Ed 306

Phone - 243-5064 E-mail - witekend@selway

Purpose of Course: To familiarize students with the discipline of Educational Psychology. More specifically, students will be exposed to the scientific study and theoretical approaches of human intellectual development, learning, cognition, motivation, classroom management, measurement and evaluation. The emphasis throughout the course will be upon the application of these topics to educational practice.

Course Objectives: For students to –

- (1) Acquire an understanding of cognitive, personal, and social/emotional development of children and young adults and the effect upon learning, motivation, self-esteem and behavior.
- (2) Explore how the implications of human and educational research findings influence theory and choice of teaching and classroom management strategies within the classroom.
- (3) Demonstrate and model the understandings gained from the study of Educational Psychology through participation in assigned individual and group activities and cooperative learning approaches.

Textbook:

Santrock, J. W. (2001). Educational Psychology. First Edition. New York: McGraw-Hill.

Evaluation Criteria:

Criterion #1 - (Attendance/Participation - 20% of Grade) Students should be prepared to attend all classes and all group meetings to participate individually or with their groups. Students will be asked to respond to exercises and activities relative to specific chapters and issues assigned by the instructor. There will be ongoing evaluation and discussion as to what the student viewed as useful or problematic to them as a potential teacher. Students will frequently work in small groups to deal with issues raised in their reading with the goal of sharing different perspectives and working towards clarification of issues (both positive and problematic). Your attendance and participation are integral components of your grade, as the learning goal for this course is the integration and application of learning theories and strategies. You and your group will be asked to develop, design and

participate in a number of class activities. These activities/exercises represent an important part of your cooperative learning experience in Educational Psychology, and as such, will be part of your participation grade.

Criterion #2 - (Formal APA style research paper - 20% of grade.) Instructions will be given in class.)

Criterion #3 – (Oral Presentation of research paper – 10% of grade.) Instructions will be given in class relative to making an informative, interesting 8 minute presentation to the class.

Criterion #4 - (Chapter Quizzes - 25%) Will be an objective, multiple choice format.

Criterion #5 – (Final Exam – 25%) Will be an essay/discussion question format.

READINGS

1. Chapter 1
2. Chapter 2
3. Chapter 3
4. Chapter 4
5. Chapter 5
6. Chapter 8
7. Chapter 13
8. Chapter 14
9. Chapter 12
10. (Selected handouts)

I look forward to a positive, productive semester working and learning with you. My goal is to **utilize cooperative learning strategies** in helping you to acquire information and skills to more effectively facilitate the social and academic development of students. Beyond the immediacy and reality of grades for all of you, my goals will be that you will exit this course with increased understanding and confidence about working with people, learning, teaching, and how you, with your particular skills and talents, can contribute to the professional mission and challenge of teaching.