INSTRUCTOR: Erika Cravalho, M.A.
erika.cravalho@adjunct.chaminade.edu
808-348-6290

OFFICE HOURS: By appointment

TIME and LOCATION: Go to: http://webct.chaminade.edu

ACCESS: Choose "login to my WebCT" and enter your student user name and password. The course will be listed on the left side of the screen. Follow the commands.

If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu.

CATALOG DESCRIPTION: Comprehensive overview of historical, philosophical, legal, and sociological principles of education as well as an introduction to theories and basic concepts of educational psychology for effective teaching of diverse student populations in PK-12 classrooms. This course is required for post baccalaureate licensure. The course also serves as an orientation to the Graduate School of Education.

PROGRAM OUTCOME: The goal of this course is to develop students' understanding and expertise in both teaching and learning with an overview of the historical, social, and philosophical aspects of American education. In addition, the course focuses application of educational psychology in classroom practice. An orientation to Chaminade University's program in education is also provided.

STUDENT LEARNING OUTCOMES: Upon successful completion of the course, students will have demonstrated:

1. Knowledge of historical, legal and social influences on American education with particular emphasis on diverse student populations. Hawaii Teachers Standards Board (HTSB) 3, 5, 7, 10
2. The ability to write a personally meaningful philosophy of education consistent with existing theories of learning and teaching. HTSB 1, 2, 4, 6, 7
3. The application of concepts of cognitive and behaviorist theories to classroom learning and teaching strategies. HTSB 1, 3, 4, 5, 6
4. The ability to evaluate theories of motivation for classroom learning. HTSB 1, 2, 4, 8
5. The ability to use Hawaii Content and Performance Standards to evaluate classroom assessment tools for improving teaching and learning. HTSB 6, 7, 8, 10
6. The use of and ability to reflect upon active, participatory teaching and learning. HTSB 1, 2, 5, 7, 9
7. Knowledge and appreciation of the historical evolution of education as a profession as well as educational resources available to support teachers. HTSB 5, 9, 9, 10
8. Understanding of the Chaminade University's graduate programs in education. HTSB 1, 10.

CHAMINADE UNIVERSITY OF HONOLULU
ED515 Introduction to Foundations and Psychology of Education
Fall 2007

REQUIRED TEXT:

Jordan, E. A., (2006). *Educational Psychology: A Problem-Based Approach.* Boston, MA: Pearson Education, Inc. ISBN: 0-205-35912-4.

Tyaneck, D., (2001). *School: The Story of American Public Education.* Boston, MA: Beacon Press. ISBN: 0-8070-4221-8.

ACADEMIC REQUIREMENTS:

<u>Commitment:</u> Student commitment is very important is this course. A 10% deduction will be made for the late submittal of any assignment. Students should notify the instructor in advance if assignments cannot be completed by the given deadlines. A zero will be given for any assignments not turned-in by the last class session.

Participation	40 points
Reflection (2 x 10 pts)	20 points
Problem-Based Scenario	10 points
Application Paper (3 x 20 pts)	60 points
Research	20 points
Lesson	20 points
Education Philosophy	30 points

Attendance/Participation

Students are expected to log in several times each week to a Chaminade WebCT course and to participate in the weekly on-line discussions that relate to assigned readings and other topics. Assignments should be posted to WebCT under the correct weekly discussion (by Learning Group) by 11:59 P.M. on Monday of each week. The Response Papers should be posted to the correct weekly discussion (by Learning Group) by 11:59 P.M. on Thursday of each week.

In addition to writing and responding, students need to log into discussions that will assuredly take place as a result of reading each other's response paper, within your learning group.

Assignments

<u>Learning Groups:</u> Students will be place into a learning group by the instructor during the first week. This will be part of your attendance and participation grade.

- o Each learning group may have between 3-5 members
- o The instructor will notify the students via WebCT email of their Learning Group number (1, 2, 3, etc).
  - o In WebCT, click on **Mail**
  - o Click on **Inbox**
  - o Click on the message ED680 Learning Group

Each week by Monday, students must go to the **Discussions** folder of WebCT.
- o Click on **Main**
- o It will expand to display each week discussion session that the instructor has set up for the course.
- o Click on the green triangle next to the folder for your group (for example, Group 1- Name Poem). It will expand to show the message posted by the instructor.
- o Click on the weekly message from the professor.

- Read the message. I will include the reading(s) upon which the application/reflection paper is for.
- Write your paper using word processing software. Spell check and grammar check your work please.
- Post your paper by clicking **Reply** for the message posted by the instructor, copying and pasting your reflection in the message box, and then clicking on **Post.**
- Wait 3 days. On Thursday, log into WebCT again.
- Everyone in the group should read each person's paper and respond to it within a single page response, as described below.

Please make sure you post your papers and responses in your group's appropriate folders.

Application Paper/Reflection Paper: Several reading assignments will be given in the course and written application or reflection for each will be submitted. The application paper should each be 2-3 pages typed and your reflection paper should each be 1-2 pages typed.

Work submitted should reflect graduate expectations in terms of scope, depth, writing mechanics, appearance, and APA style for citations within discussions and reference list. Students are advised to type their papers on the computer in a word processing program, spell check and grammar check their work, and then copy their text and paste it into each week's discussion message in the body of the message. Although WebCT can accept attached files, the instructor prefers that all students copy/paste their work for these application/reflection papers into the body of the discussion message on WebCT. That way it will not matter if students are using different word processing software to write their papers.

Your assignment for each **application paper** is to relate the theories and/or concepts presented in the text to:

- educational psychology and pedagogy
- application of these concepts/ideas in your educational setting
- citations from the respective text will be used in each paper to strengthen your rationale and application.
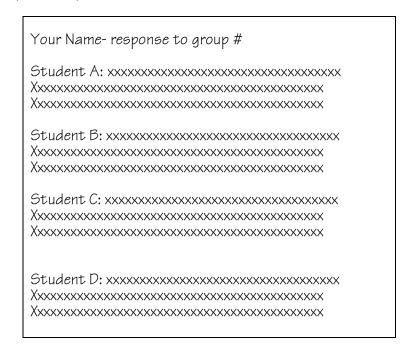
The **reflection papers** will be an assignment for you to share your ideas and experiences with the rest of the class.

Due on MONDAYS by 11:59 P.M. Hawaii time

WebCT Response Papers: Students will participate with WebCT discussions related to assigned reading. Students are to post their response to their Learning Group's application/reflection papers in the Discussion message part of WebCT. All students are expected to log into WebCT twice a week to read each other's reflections and to respond to each other's papers. A response paper is expected to be at least one page in length with a **robust** paragraph in response to each member of the group. An example follows. The student responding would type his or her name at the beginning of the response. That would be followed by separate

paragraphs beginning with the group member's name the student is responding to. This means that all group members must make every effort to post their application/reflection papers on-time. This will assure all group members will have ample time to read, and then respond to each of the group members in this manner.

Refer to Sample Response Paper Below:

Your Name- response to group #

Student A: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Student B: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Student C: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Student D: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Note: The xxxx represents the text the responding group member types in. The Student A, Student B, Student C, Student D, etc represent where the responding group member types in the name of the group member he or she is responding to. Each group member has to respond to each of the other group members, in the format shown above.

Due on THURSDAYS by 11:59 P.M. Hawaii time

<u>Problem-Based Scenario</u> You will choose a scenario within chapters 3-5. You must choose a scenario that falls in your grade level of teaching. You will answer the questions in the APPLY section in 1-2 pages, explaining how you would handle the scenario.

<u>Research Paper</u>: In order to better understand education you will research a major theorist or a leader in education. You must synthesize and analyze the influence this person in your own thoughts in education, do not just recite facts. This assignment should be typewritten 4-5 pages in length. Use a minimum of five sources for your research, no including the textbooks. You must use APA format in writing this paper and the work cited page and the appendix are not included in the 4-5 pages assigned.

Students will post their research paper to their Learning Group via an attachment. Each student member of the group will read and respond to the education model.

Lesson Plan: Develop and present a lesson plan that can be used to appropriately service your Native Hawaiian students. Incorporate what we have learned in our readings into the lesson. Use content you would use on your current class (O & P, Student Teaching class okay). The lesson plan must be in the format provided by the instructor.

Students will post their Lesson Plan to their Learning Group via an attachment. Each student member of the group will read and respond to the lesson plan. Please use the attached format.

Education Philosophy: Develop your own philosophy of education using educational theories discussed in this class. Analyze and describe the classroom environment, teaching methods, and approaches that reflect your own philosophy. Include your understanding of historical, legal, and social influences on American education. Talk about how learning and motivation will be used in your classroom. Discuss assessment and standards and the impacts they have in your classroom. Also, evaluate how your pedagogical practices are consistent with your personal educational philosophy. This education philosophy must be type written 7-8 pages in length and include a minimum of three resources, one of which must be a book. The work cited page and/or any appendix are not included in the 7-8 page requirement.

Students will post their education philosophy to their Learning Group via an attachment. Each student member of the group will read and respond to the education model.

Grading Scale   The point value of assignments and participation is 200. Letter grades are based on the following system:

180-200	=	A
160-179	=	B

A grade of C or below will not be credited toward a graduate degree and the student will have to repeat the course.

UNIVERSITY POLICIES: **Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:**
1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
In the cases of alleged academic dishonesty (such as plagiarism, cheating,

Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the

student's control. The student and the instructor must discuss and sign the incomplete contract. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

WEEKLY CLASS SCHEDULE: READING AND ASSIGNMENTS

Assignments are to be posted to WebCT by 11:59 P.M. on Monday of each week that the class meets. Response papers are due to be posted to WebCT by 11:59 P.M. on Thursday of each week that the class meets. Syllabus may be adjusted to meet the needs of the class.

Week 1 Part 1 Due Thursday 10/4/07

Email your name, phone number, and email address to the instructor via WebCT. Title your email Your Name- Contact Information.

Week 1 Part 2 Due Thursday 10/4/07

Post your introduction in the discussion folder entitled "Introductions." All introductions should be placed in the same folder for this week. Within your introduction, include the following:

- o Name
- o Where you live
- o Your teaching experience, include where and what you are currently teaching if applicable.
- o Where you are in the Chaminade program
- o What you enjoy doing
- o What you hope to get from this class

I would also like you to attach a picture of yourself, your family, or students.

After you post your message, click on the **Update Listing** button at the top of the Discussing page. This will allow you to see what you just posted has indeed been posted.

Note: Responses are not required this week.

Week 2 Part 1

Begin thinking about who you would like to research, which is due on Week 6. Due Monday 11/5/07

Week 2 Part 2

Read School: The Story of American Public Education Part 1 and 2. Write a reflection on this part of the reading. Due Monday 10/8/07

Log on to WebCT and write your response paper on each group member. Due Thursday 10/11/07

Week 3 Part 1

Topic due for research, please email it to me directly. Due Monday 10/15/07

Week 3 Part 2

Read <u>School: The Story of American Public Education</u> Part 3 and 4. Write a reflection on this part of the reading. **Due Monday 10/15/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 10/18/07**

Week 4 Part 1

Continue working on your research. **Due Monday 11/5/07**

Week 4 Part 2

Read <u>Educational Psychology</u> Chap 1 and 2. Write an application paper about cognitive development. **Due Monday 10/22/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 10/25/07**

Week 5 Part 1

Continue working on your research, due next week. **Due Monday 11/5/07**

Week 5 Part 2

Read <u>Educational Psychology</u> Chap 3, 4, and 5. Read and apply and problem-based scenario from these chapters of the book. **Due Monday 10/29/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 11/1/07**

Week 6 Part 1

Post your research paper to your group's discussion as an attachment. **Due Monday 11/5/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 11/8/07**

Week 6 Part 2
Read <u>Educational Psychology</u> Chap 6 and 7.

Week 7 Part 1

Begin working on your lesson plan that is due week 9. **Due Monday 11/26/07**

Week 7 Part 2

Read <u>Educational Psychology</u> Chap 8 and 9. Write an application paper about intelligence and motivation.   **Due Monday 11/12/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 11/15/07**

Week 8 Part 1

Continue working on your lesson plan. **Due Monday 11/26/07**

Begin working on your education philosophy that is due week 10. **Due Monday 12/3/07**

Week 8 Part 2

Read Educational Psychology Chap 10 and 11. Write an application paper about classrooms and assessment. **Due Monday 11/19/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 11/22/07**

Week 9 Part 1

Continue working on your education philosophy. **Due Monday 12/3/07**

Week 9 Part 2

Post your lesson plan. **Due Monday 11/26/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 11/29/07**

Week 9 Part 3

Read Educational Psychology Chap 12.

Week 10

Post your education philosophy to your group's discussion as an attachment. **Due Monday 12/3/07**

Log on to WebCT and write your response paper on each group member. **Due Thursday 12/6/07**

All late work must be turned in by Thursday, December 6, 2007 at 11:59 p.m. Hawaii Time.