

ED406 Psychological Foundations of Education
Fall Day 1998 - Mondays 1:00 p.m. to 4:00 p.m.
Dr. Carrie Pickerel

Classroom: HH225
Office: Kieffer Hall, cubicle F
Hours: T, R, F - 12:00 p.m. to 4:00 p.m.
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Text: Eggen, Paul & Kauchak, Don (1997). Educational Psychology: Windows on Classrooms (3rd Ed.). Merrill/Prentice Hall.

Course Description:

This course is designed to present student with a comprehensive coverage of the theories and basic **concepts** of Educational Psychology, and to present a wide range of tools and strategies to use in helping student in the **elementary** and secondary school classrooms become **creative**, independent and **self-directed** individuals. Prerequisites: **ED200, PSY101, PSY202** (elementary majors).

Rationale:

Teachers are creators of **environment**, logicians, managers, observers, researchers, decision makers, planners, **presenters**, curriculum designers, imparters of information, demonstrators, organizers, **facilitators**, motivators, catalysts; nurturers and **mediators**. That they be able to model these roles as being authentic, congruent and appropriate is of utmost **importance**. **Teacher** need to be able to appreciate **unique** qualities, **strengths** and challenges presented by their **students'** temperaments, **learning** and communication styles. They need to be able to create an aesthetic and **safe/secure** environment; meet the needs for **optimum** communication with **their** students; determine, plan and **present** a developmentally **and needs appropriate curriculum**, and appropriately evaluate the students' academic progress. This course aims at these ends.

Course Objectives:

The student will:

- experience and be able to understand the process of **becoming** a cohesive **group**
- examine the role of the **teacher** in relation to who **people learn**
- understand the **implications of Piaget, Vygotsky and Montessori's views** of child development
- be able to describe how memory, **metacognition** and language **develop** in children
- **examine** Erikson's psychosocial stages *and* **Kohlberg's** stages of moral reasoning **and understand** their **implications**
- understand the concepts of intelligence and **independent/dependent cognitive** styles

- discuss teaching methods and classroom management to meet the needs of exceptional children
- look at the impact of culture and community on education: ethnic & gender issues; the challenge of the bilingual classroom and **ideas** for classroom management
- compare and contrast the behavioral and **cognitive** learning theories and consider concept learning, problem solving, creativity and kinds of thinking
- examine Bruner's, Asubel's and Gagne's cognitive models of teaching
- look at student-centered, constructivist and Montessori methods of teaching
- be able to **define/explain** motivation from behaviorist, cognitive and humanistic perspectives
- examine **self-concept** and self-esteem as they relate to morale, initiative and industry
- **explore** the cognitive, affective and psychomotor taxonomies for the purpose of creating effective lessons planes
- be **presented** the basic concepts and rationale regarding tests/assessments, and examine various types
- have the opportunity to give and receive **effective** feedback
- be able to describe the different types of evaluative methods that teachers use, and the effects of grades and grading
- develop critical awareness of self as teacher: planner, organizer, facilitator and model

Course Requirements:

Reading: All students are expected to keep up with assigned readings. In addition to text readings, articles may be assigned when appropriate.

Quizzes: **Weekly quizzes** on the readings will be **administered** at the beginning of each class. These quizzes will not be lengthy, but will cover the material for the week. The **quizzes will** not be **given** on a **make-up** basis ■ **BE ON TIME!** Each **quiz will** be **worth** 10 pts.

Research Paper: Each student will prepare a research paper on a topic related to educational psychology. It is to be well written in APA style and is to be no less than 7 pages, computer generated, double spaced. Possible topics will be **discussed** in class. 30 pts. **DUE NOVEMBER 30.**

Group Presentation: Group projects will be assigned. Each group will prepare a one hour (1 hr) lesson for the class regarding the topic. The lesson is to include a variety of teaching media. More information regarding the topics will be forthcoming. 30 pts.

Individual Presentation: Each student will be responsible for preparing a **fifteen (15)** minute **presentation** of their research paper for the class. **INCLUDES A DETAILED LESSON PLAN.** 15 pts.

Class Participation: There will be a variety of in class assignments for student participation. In addition the class will be taught in a discussion format. All students are expected to **contribute** to the full extent. 15 pts.

Total Points Possible: 220

198 and above is an A

176 to 197 is a B

154 to 175 is a C

132 to 153 is a D

131 and below is a F

Extra Credit is available in the form of

Becoming an adult lunch or **after** school buddy to an **elementary** student. The **arrangements** will be made through Big Brothers and Big Sisters. You need to **let** me know if you want to **take advantage** of this opportunity by September 10, 1998.

A journal of this experience will need to be kept. 20 pts total.

By the way this is an excellent opportunity to gain experience and boost your resume contents.

Class Schedule:

August 31	NO QUIZ Get Acquainted Activities Course Expectations Syllabus Review ASSIGNMENT: Chapter 1
September 7	Holiday NO QUIZ - NO CLASS
September 14	QUIZ -10 pts Over Chapter 1 ASSIGNMENT: Chapter 2 (articles?)
September 21	QUIZ - 10pts Over Chapter 2 (articles?) ASSIGNMENT: Chapter 3 (articles?)
September 28	QUIZ -10 pts Over Chapter 3 (articles?) ASSIGNMENT: Chapters 4 and 5
October 5	QUIZ - 10 pts Over Chapters 4 and 5 ASSIGNMENT: Chapter 6 (articles?)
October 12	Holiday NO QUIZ - NO CLASS
October 19	QUIZ - 10 pts Over Chapter 6 (articles?) ASSIGNMENT: Chapter 7 (articles?)

October 26 **QUIZ** - 10 pts Over Chapter 7 (**articles?**)
GROUP 1 - PRESENTATION
ASSIGNMENT: Chapter 8 (articles?)

November 2 **QUIZ** - 10 pts Over Chapter 8 (articles)
GROUP 2 - PRESENTATION
ASSIGNMENT: **Chapter** 9 (articles?)

November 9 QUIZ - 10 pts Over Chapter 9 (articles)
GROUP 3 - PRESENTATION
ASSIGNMENT: Chapter 10 (**articles?**)

November 16 QUIZ - 10 pts Over Chapter 10 (**articles**)
GROUP 4 - **PRESENTATION**
ASSIGNMENT: Chapter 11 (**articles?**)

November 23 **QUIZ** - 10 pts Over **Chapter** 11 (articles)
GROUP 5 - **PRESENTATION**
ASSIGNMENT: **Chapter** 12 (articles?)

November 30 QUIZ - 10 pts Over Chapter 12 (articles)
RESEARCH PAPER DUE
INDIVIDUAL PRESENTATIONS
ASSIGNMENT: Chapter 13 (articles?)

December 7 QUIZ - 10 pts **Over** Chapter 13
INDIVIDUAL PRESENTATIONS
EXTRA CREDIT **JOURNAL** DUE
ASSIGNMENT: Chapter 14 (articles?)
Course Evaluations

Final
Tuesday December 15
10:30 a.m. QUIZ - 10 pts Over Chapter 14

SCHEDULE MAY BE MODIFIED TO MEET THE NEEDS OF THE STUDENTS.