

CHAMINADE UNIVERSITY
FALL EVENING PROGRAM
OCTOBER 7 - DECEMBER 9, 1998

COURSE: ED **406 Psychological** Foundations of
American Education

TIMETABLE: Wednesday Evenings **5:30pm - 9:40pm**

INSTRUCTOR: Carol Ann Caughey

CONTACT: Bus. 739 4652
Home 373 2891

1. *SET TEXTBOOK:*

Eggen and Kauchak, 1997. Educational Psychology: Windows on
Classrooms. 3rd Ed. New Jersey: Prentice Hall.

2. *PREREQUISITES:*

ED 200

3. *COURSE DESCRIPTION:*

ED 406 is designed to present students with the theories and basic concepts
of Educational Psychology, and to present a range of tools and strategies to
use in helping elementary and secondary students develop creativity,
independence and the ability to be self-directed ED 406 will relate the
theories and concepts of Educational Psychology to 'real-life' situations.
ED 406 students will explore the following from the perspective of a
classroom practitioner:

- the constructivist approach to teaching and learning
- characteristics of excellent teachers
- human development
- individual differences
- behavioral and cognitive learning
- motivation and the management of students
- teacher and student centered approaches to learning
- assessment.

ED 406 will incorporate a variety of teaching and learning activities
including individual and group discussions, the use of media, oral
presentations, lectures, written projects, quizzes and an examination.

4. COURSE OBJECTIVES:

Students actively participating in **ED406** will develop an understanding and increased knowledge of:

- the development of learners' intellectual capacities and language abilities
- the development of learners' personal characteristics, moral reasoning and socialization
- the affect of gender, culture, intelligence and socioeconomic status on learning
- how learner exceptionalities affect learning
- learning from a behaviorist and social cognitive perspective
- learning from a cognitive perspective
- concept learning, problem solving and the development of strategic learners
- factors which affect students' motivation to learn
- the role of conducive learning environments
- the purpose and benefits of effective planning
- both teacher-centered and student-centered approaches to instruction
- a variety of teacher made assessments
- the function and impact of standardized testing on learning and learners.

5. COURSE REQUIREMENTS FOR ASSIGNMENTS AND PARTICIPATION.

Attendance and Participation	36 points
Oral Presentation	20
Research Paper	30
Quizzes (5)	30
Final Examination	50

6. EXPLANATION OF COURSE ASSESSMENT

Attendance and Participation

Since this is an accelerated course, every absence or partial attendance will mean that vital course content may be missed and the ability to participate in class activities will be diminished. Emphasis is placed on class discussions. Student contribution is expected. Students are held responsible for communicating their needs and concerns to the instructor. There is no exception for absences. Each four hour class is worth four points (one point per class hour for attendance and participation).

Oral Presentation

Each student will give an oral presentation of their research project. The purpose of this assignment is to give the student the experience in gathering and presenting information relevant to the selected research project. Each presentation will be 15 - 20 minutes.

Research Project

The research will provide the student with the opportunity to understand the concepts of an empirically designed project emphasizing the following contents:

- introduction to the topic
- statement of problem
- development of argument (pros and cons) backed by references from set text and other sources
- findings and conclusions.

The paper will be between 9 - 12 pages in length and double spaced. Chaminade currently offers the HOLT HANDBOOK for the form and style which must be used in completing the research paper.

Quizzes

Each quiz will have several questions as a brief overview of the previous week's information. The quiz requires the student to gather, reflect, integrate and understand theories, concepts and terminology. The quizzes will serve as a study guide for the final exam.

Final Examination

The final examination will be administered in the tenth week to determine the understanding of the course content.

7. GRADING SYSTEM

The total point value of assignments and participation is 166.

Letter grades are based on the following point **system**:

150 -166 = A

133 -149 = B

117 -132 = C

100 -116 = D

Below 100 = F

ED 406 PROGRAM

WEEK No.

1 OCT 7	Course introduction and requirements Chapter 1: Teaching in the Real World
2 OCT 14	Chapter 2: Development of Cognition and Language Chapter 3: Personal, Social and Emotional Development Research Topic due next week - Title and brief outline
3 OCT 21	Quiz 1- Chapters 1, 2 and 3 Chapter 4: Learner Differences Chapter 5: Learners with Exceptionalities Research Topic due
4 OCT 28	Quiz 2 - Chapters 4 and 5 Chapter 6: Behaviorism and Social Cognitive Theory Chapter 7: Cognitive Processes Oral Presentations begin
5 NOV 4	Quiz 3 - Chapters 6 and 7 Chapter 8: Complex Cognitive Processes Chapter 9: Increasing Learner Motivation Oral Presentations continue
6 NOV 11	INDEPENDENT STUDY Oral Presentation and Research Paper
7 NOV 18	Quiz 4 -Chapter 8 and 9 Chapter 10: Managing the Learning Environment Chapter 11: Planning for Improved Learning Oral Presentations continue
8 NOV 25	Quiz 5 - Chapter 10 and 11 Chapter 12: Teachers and Learners Chapter 13: Assessing Classroom Learning
9 DEC 2	Chapter 14: Standardized Testing Review for final examination Research Paper Due
10 DEC 9	Final examination Course evaluation Discussion research papers