

# Ed 406 - Psychological Foundations of American Education

Chaminade University of Honolulu

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Winter Evening - 1998,

Wednesday - 5:45 to 9:30 P.M.

Kaneohe

## Course Description:

This course is designed to present students 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 **empowering** students in the elementary and **secondary** school classrooms to become independent, self-directed, ethical and creative individuals. Prerequisites: Ed 200; Psy 101 for **secondary** majors; Psy 202, as well, for elementary majors.

## Rationale:

Teachers are required to be creators of environment, logistical **experts, managers**, observers, researchers, planners, decision makers and presenters of curriculum, Imparters of information, **demonstrators**, organizers, facilitators, motivators, catalysts, coaches, mediators and nurturers. That they be able to *model* these roles in an authentic, congruent and appropriate manner is of utmost importance. Teachers need to be able to appreciate the unique qualities, strengths and challenges presented by their students' temperaments; to understand their learning and communicating styles. Teachers need to be able to create an aesthetic and **safe/secure environment**; to meet the affective needs for **optimum** communication with their students; to determine, plan and present a developmentally and needs-appropriate curriculum; to evaluate appropriately the students' **socio-emotional well-being** and academic progress. This course aims towards these ends.

## Course Objectives:

The student will:

- . consider the characteristic stages of teacher growth and development
- . experience and be able to understand **the** process of becoming a cohesive group
- . examine the role of the teacher in **relation** to how people learn
- . understand the implications of **Piaget** and **Vigotksy & 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 field independent/dependent cognitive styles
- . understand the concepts of hemispheric preference, **learning** modalities, multiple intelligences and differences in perceiving and processing information
- . **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, **problemsolving, creativity** and **kinds** of **thinking**
- . look at cognitive models of teaching.
- . examine **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 autonomy, morale, initiative & **industry**
- . explore the psychomotor, cognitive and affective taxonomies for the purpose of **creating** effective lesson plans.
- . consider the basic concepts and rationale regarding **tests/assessments**; examine various **types**.
- . be able to describe the different types of evaluative methods that teachers use, and the effects of grades and grading.
- . have the opportunity to give and receive **effective feedback**
- . develop **critical awareness** of self as teacher. planner, organizer, facilitator, coach and model

### **Class Content & Assignments:**

Lectures	Text Readings	Response Papers	Research Paper w/ Thesis
General discussions	Chapter Statements	Lesson Plans	Statement & Outline
Video & Audio tapes	Articles / Handouts	O & P Log	Oral Presentations &
Partner Projects	Self-Awareness/Style	Quizzes	Feedback Opportunities
& Presentations	Inventories		

**Text:** Eggen & Kauchak.1997. (3rd. Edition). Educational Psychology: Windows on Classrooms

**Other Reading** Materials in the form of handouts and articles which support and supplement the text will be distributed in class. This information is considered as important, and is to be used as source material.

Text & other reading assignments are to have been completed as assigned so that class discussions and group work are facilitated, and so that questions regarding any difficult or confusing material are asked at appropriate times for all class members.

Attendance is stressed. Student participation and contribution\* is expected. Student questions are invited, especially for purposes of clarification. Student feedback is sought and appreciated. STUDENTS ARE HELD RESPONSIBLE FOR COMMUNICATING THEIR NEEDS, CONCERNS, CONSIDERATIONS AND DESIRES TO THE INSTRUCTOR. The instructor is always available for personal consultation. (each class: 10 pts. / attendance and up to 5 pts. /participation & contribution )

\*Individual inventories, dyads, small group work and class discussions are most valuable opportunities for increased self-awareness and improved understanding of subject matter. Students benefit greatly from active sharing and participation.

Chapter Statements (6), reflecting material in Parts I through V in the text, will discuss the student's impressions, beliefs, approaches, responses, differences of opinion, etc. toward educational tenets, theories and practices. These statements are to be well developed and written with concern for clarity, cohesion, proper syntax, grammar & punctuation. (each 10 pts.)

Response papers (2) are to be written to include positive critiquing of instructor and class sessions; new awareness and insights re. teaching and classroom procedures; increased self-awareness/ self-knowledge, thoughts and underlying feelings and descriptions of changes in attitude, belief or value systems. Minimum length should be 12 to 15 well constructed sentences. What is of importance is clarity and specificity of content. (each 5 pts.)

Observation Log (1) will be written based upon video presentation and discussion. Students will evaluate the following: classroom setting; teacher's affect, communication, teaching and managements styles, interventions; lesson organization and planning from the perspective of educational psychology; student behavior / responses. The log will be typewritten/computer produced according to a provided format. (10 pts.)

Partner Projects / Presentations (1) will be chosen from provided list of topics and presented to class in a 15 minute period. (20 pts.)

Lesson Plan (1) submitted by each student for the small group project presentation, will demonstrate the students' ability to create and present an effective lesson using the information presented by the text and in class, with reference to behavioral, cognitive and personal social development; motivation and classroom management. A format will be provided. (10 pts.)

Feedback re. oral presentations from peers will consist of two written statements: one regarding an outstanding feature; a second regarding an area of possible improvement. These statements are to be made regarding specific, observable behavior and using non-evaluate terms, and will be submitted on provided forms.

Quizzes (6) will consist of term identification, and matching items (each 20 pts.)

**Thesis statement & outline** (1) for the research paper will be approximately **one** (1) **page** in length, typewritten/computer produced. **The initial draft is to be submitted for instructor's input and approval. The final copy is to be included with the research paper.** (5 pts)

**Research paper (1)** is to be a well developed paper on a topic relating to educational psychology is to be clearly written using grammatically correct syntax and punctuation Topic will be cleared **with** instructor before submitting thesis statement and outline. The paper is to be 4 to 5 pages typewritten / computer produced, using APA form. (45 pts)

**Individual oral presentation (1)**, based on the aforementioned research material, is to be given to the class. It is to be approximately 15 minutes in length, and accompanied by **some appropriate, effective and attractive (not expensive) visual aid(s).** This/these may include audio or video clips and class interaction/ participation. (10 points)

Extra credit work can be contracted upon request with individuals who would like to make up points lost for missed class time when absences are excused. Contracts need to be made within the week following the excused absence. (up to 30 points)

An Incomplete, can be contracted with the professor when work has not been completed due to undue hardship or unforeseen emergencies.

Grading: **total points: 380**

<b>380 - 340</b>	<b>=</b>	<b>A</b>
<b>339 - 300</b>	<b>=</b>	<b>B</b>
<b>299 - 260</b>	<b>=</b>	<b>C</b>
<b>259 - 220</b>	<b>=</b>	<b>D</b>