



ED406 Psychological Foundations of Education

Instructor: Dr. Carrie Pickerel

Fall 1999; Main Campus

Mondays 1:00 to 4:00

Instructor's **Contact #:** 735-4844(w), 550-2899(h), **email:** cpickere@aminade.edu

Office: Kieffer Hall Cubicle F; **Office Hours:** M,R,F 10:00 p.m.-12:00 p.m.

Gentle Reminders:

- 1) You **shouldn't** be in **this class** if you **haven't passed ED200** with an A or a H. You **also should have taken and passed the PRAXIS I** by now. If you **have not passed** and you do not pass by the end of this course, your **registration for next semester is in jeopardy.**

Text:

Eggen, P., & Kauchak, D. (1999). **Educational psychology: Windows on the classroom.**
4th ed. Upper Saddle River, NJ: **Merrill-Prentice Hall.**

Course Description

ED 406 will cover **the theories and basic concepts of Educational Psychology. Theories, tools and strategies for use by teachers in elementary and secondary classrooms will be presented for consumption by future educators. The goal will be to assist in the development of creative, independent and self-directed teachers who will in turn pass these characteristics and skills on to their stud**

The **students** in this course will explore: the **characteristics of an excellent teacher; human development; individual differences; behavioral and cognitive learning; motivation; managing students; teacher and student centered approaches to teaching and variety of teaching and learning activities will be used including large and small group discussions, lectures, student presentations, written projects, quizzes, an exam, and a Service Learning Option.**

Rationale

Educators need a clear understanding of the cognitive, affective, physical and social needs of the students in their classrooms. A thorough understanding of the development of cognition and language, learner **differences**, behaviorism and social cognitive theory, cognitive view of learning, constructivism, motivation, teacher centered and learner centered **instruction** and **assessment** is **necessary**. Through the numerous roles that teachers play in the lives of their **students**, they become a vital role model.

Teachers need to be able to appreciate unique qualities, strengths and challenges presented by their students' temperaments, learning and communicating styles. They need to be able to create an aesthetic and safe/secure environment; meet the **affective** needs for optimum communication with their student; determine, plan and present a developmentally and needs appropriate curriculum, and appropriately evaluate the students' academic progress. This course aims at these ends.

Student Performance Objectives

The student **will** be able to

- 1) Demonstrate knowledge **about** the differences among various learners
- 2) Examine the **various** ways students learn and the implications for teaching
- 3) Describe the role of motivation in learning and teaching
- 4) Understand how ideas can be **represented** so they are understandable
- 5) Show how classrooms can be **organized** to promote learning
- 6) Develop awareness of effective techniques of assessment
- 7) Understand that the development of intellectual capacities, language abilities, moral reasoning, socialization and personal characteristics are **processes** that occur over time, and are **unique** to each individual
- 8) Describe the effects of culture, SES, and gender on **learning**
- 9) Detail the similarities and differences among the behaviorist, and social cognitive theories
- 10) Plan lessons which **incorporate** problem solving and cooperative learning

Course **Requirements** And **Grading** System

Attendance and Participation: Absences in a class that meets only one time each **week** are very problematic. Additionally this **course** is **designed** to **include** interactive instruction that **cannot** be done outside of the **classroom**. For **these reasons attendance** is factored into your grade to some extent. Four **absences** will result in a lowering of the grade (1 letter), regardless of assignment and test grades. Five absences will result in failure, regardless of assignment and test grades. While it is polite of you to inform me when you will be absent, it will still count as an absence.

Assignments: Research Project (20 pts)	20% of grade
Rough draft (5 pts)	5% of grade
Oral presentation (5 pts)	5% of grade
Weekly Quizzes (9 quizzes - 3 pts each)	27% of grade
Group presentation on chapter (13 pts)	13% of grade

Group presentation on cognition in the content areas (10 pts):	10% of grade
Individual presentation on cognitive processes (10 pts):	10% of grade
Lesson plan for presentation (10 pts):	10% of grade

Instructions for each assignment **will** be **presented** to student.

Letter Grades will be based on the following percentages:

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
59% & below	= F

*Research paper, rough **draft** and **individual** lesson plans must be computer **generated**.

"Late **work** will receive an automatic **5%** grade deduction. If an assignment is more **than 2 weeks** late it will not be accepted without a written contract with the instructor.

Course Schedule

August	30	Housekeeping duties - intro to course, syllabi, get acquainted Assignment: Ch. 1 and 2
September	6	Holiday - no class
	13	Quiz - Ch. 1 and 2 Intellectual Development; Language Development Assignment: Ch. 3
	20	Quiz Ch. 3 Personal and Social Development; Moral Development Assignment: Ch. 4
	27	Quiz Ch. 4 Learner Differences: Intelligence, Culture, SES, Gender Assignments: Ch. 5
October	4	Quiz Ch. 5 Learner Differences: Special Needs Assignments: Ch. 6 and 7
	11	Holiday - no class

	18	Quiz Ch. 6 and 7 Individual presentations on cognitive processes - Lesson Plan due Behaviorism, Social Cognitive Theories , Cognitive views on learning Assignment: Ch. 8 and 9	
	25	Group presentations of cognition in the content area Assignment: Ch. 10	
November	1	Quiz Ch. 10 - Group presentation Motivation Assignment: Ch. 11	
	8	Quiz Ch. 11 - Group presentation Creating Productive Learning Environments Assignment: Ch. 12	
	15	Quiz Ch. 12 - Group presentation Teacher Centered Approaches Assignment: Ch. 13	
	22	Ch. 13 - Group presentation Rough draft of paper due Learner Centered Approaches Assignment: Ch. 14	(Maui Invitational)
	29	Quiz Ch. 14 - Group presentation Assessment	
December	6	Individual presentations on research projects - Paper due	
	13	Final Meeting 12:45 to 2:45	