

## ED406 Psychological Foundations of Education

Instructor: Dr. Carrie Pickerel

Fall 2000; Main Campus

Tuesdays 1:00 to 4:00

Instructor's Contacts: 735-4844 (w), email - [cpickere@chaminade.edu](mailto:cpickere@chaminade.edu), Office - Kieffer Hall Cubicle F, Office Hours: T, R, F 10:00 a.m. to 12:00 p.m.

### Text:

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

### Course Description:

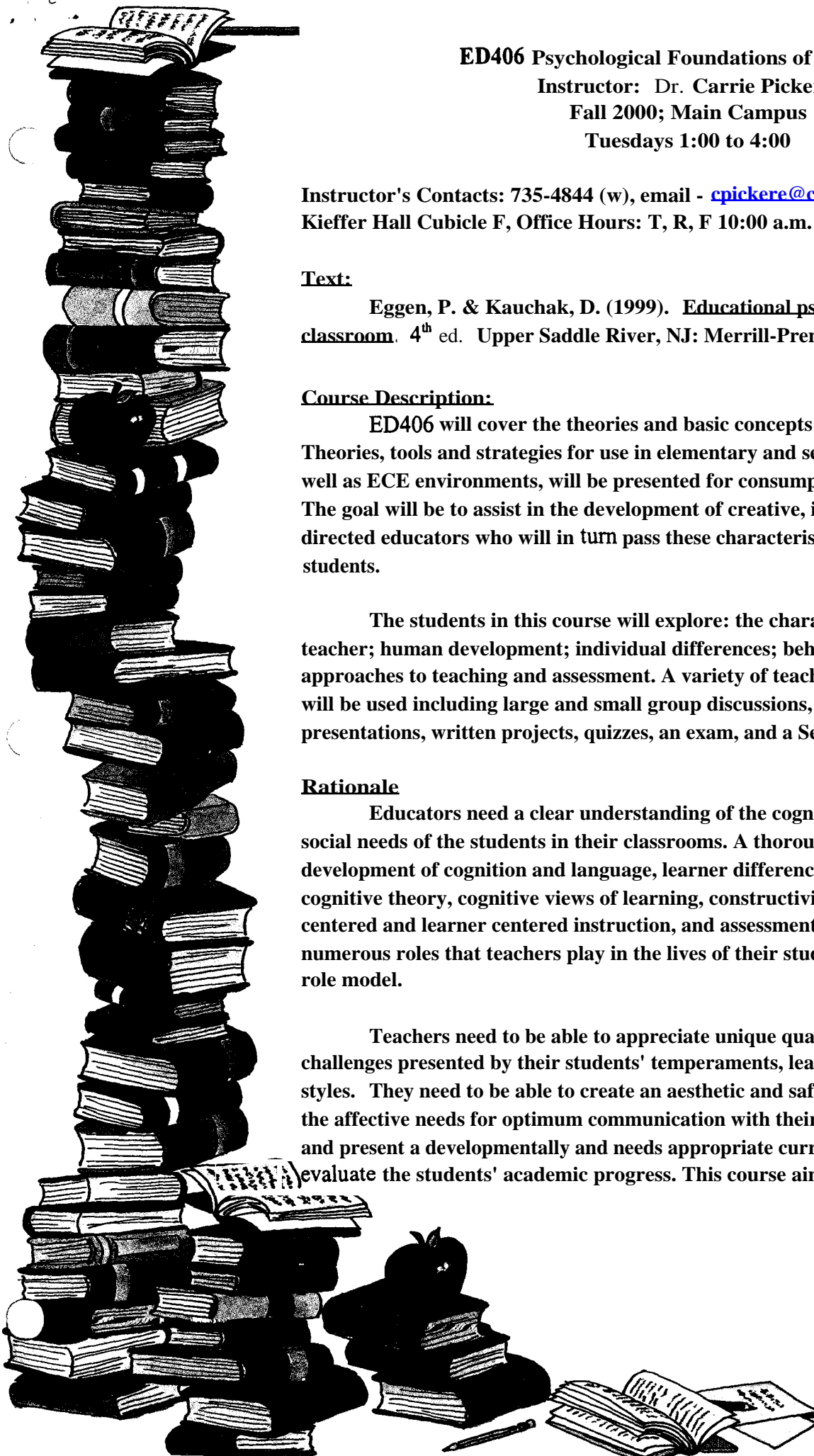
ED406 will cover the theories and basic concepts of educational psychology. Theories, tools and strategies for use in elementary and secondary classrooms, as well as ECE environments, will be presented for consumption by future educators. The goal will be to assist in the development of creative, independent and self-directed educators who will in turn pass these characteristics and skills on to their students.

The students in this course will explore: the characteristics of an excellent teacher; human development; individual differences; behavioral and cognitive approaches to teaching and assessment. A 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 views 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) **Demonstrate how ideas can be represented so they are understandable**
- 5) **Show how classrooms can be organized to promote learning**
- 6) **Express awareness of effective techniques of assessment**
- 7) **Timeline approximations for the development of intellectual capacities, language abilities, moral reasoning, socialization and personal characteristics in "most" individuals**
- 8) **Detail the similarities and differences among the behaviorist and social cognitive theories**
- 9) **Plan lessons which incorporate problem solving and cooperative learning**
- 10) **Describe how intelligence, culture, gender, and socioeconomic status affect 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. Three 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:**

<b>Research Project (30 pts)</b>	<b>10% of course grade</b>
<b>Oral Presentation (5-15 pts)</b>	<b>10% of course grade (+ ec)</b>
<b>Weekly quizzes (10 quizzes - 3 pts each)</b>	<b>30% of course grade</b>
<b>Group presentation on chapter (10 pts)</b>	<b>10% of course grade</b>
<b>Individual presentation on cognitive processes (10 pts)</b>	<b>10% of course grade</b>
<b>Lesson plan for individual presentation (10 pts)</b>	<b>10% of course grade</b>
<b>(instructions for each assignment are attached)</b>	

<b>Letter Grades will be based on the following percentages:</b>	<b>90% - 100% = A</b>
	<b>80% - 89% = B</b>
	<b>70% - 79% = C</b>
	<b>60% - 69% = D</b>
	<b>59% and below = F</b>

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

**\*\* Late work will receive an automatic 5% grade reduction. If an assignment is more than 2 weeks late it will not be accepted without the written consent of the instructor.**

### Course Schedule:

Class #1 August 29	Housekeeping Introduction to class and syllabus Get acquainted Assignment: Chapters 1 and 2
Class #2 September 5	Quiz - Chapters 1 and 2 Intellectual <b>Development</b> ; Language <b>Development</b> Assignment: Chapter 3
Class #3 September 12	Quiz - Chapter 3 Personal and Social Development; Moral Development Assignment: Chapter 4
Class #4 September 19	Quiz - Chapter 4 Learner Differences: Intelligence, Culture, SES, Gender Assignment: Chapter 5
Class #5 September 26	Quiz - Chapter 5 Learner Differences: Special Needs Assignment: Chapters 6 and 7
Class #6 October 3	Quiz - Chapters 6 and 7 Individual presentations on cognitive processes - Lesson Plan due Behaviorism, cognitive Theories, Cognitive views on learning Assignment: Chapters 8 and 9
Class #7 October 10	<b>Cognition</b> in the content area Assignment: Chapter 10
Class #8 October 17	Chapter 10 - Group presentation and quiz 2 individual research presentations Motivation Assignment: Chapter 11
Class #9 October 24	Chapter 11 - Group presentation and quiz 2 individual research presentations Creating Productive <b>Learning</b> Environments Assignment: Chapter 12
Class #10 <b>October</b> 31	Chapter 12 - Group presentation and quiz 2 individual research presentations Teacher Centered Approaches Assignment: Chapter 13

Class #11 November 7	Chapter 13 - Group presentation and quiz 2 individual research presentations <b>Learner</b> Centered Approaches Rough draft of paper due Assignment: Chapter 14
Class #12 November 14	Chapter 14 - Group presentation and quiz 2 individual research presentations Assessment
Class #13 November 21	No class
Class #14 November 28	Exam - review weekly quizzes
Class #15 December 5	Remaining individual research presentations Research paper due
Class #16 December 12	Final Exam - NOTE - class will meet at 12:45 and runs until 2:45

I reserve the right to make changes and adjustments to the syllabus based on the needs of the class.