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*ED 406 **Psychological** Foundations of Education*

Instructor: Professor Jo-Anne Lau-Smith

Spring 2000

Wednesdays 1:00 - 4:00 p.m.

Instructor's Phone Number: **739-4680** **Office:** Kieffer Hall, Cubicle H

Office Hours: Mon & Tues 2:00-4:00 or By Appointment

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Course Description This course is an introduction to the major psychological theories of development and learning, as applied to education. Topics in the course will assist students to attain a body of psychological knowledge relevant to teaching, apply this information as a teacher and learner, and reflect on his/her beliefs about teaching and **learning**.

Course Objectives Upon completion of the course, students will know be able to:

1. Demonstrate knowledge about the differences among diverse **learners**
2. Identify the various ways students learn and 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. Demonstrate how classrooms can be organized to promote learning
6. Develop awareness of effective techniques of assessment
7. **Describe** the effects of **culture** and gender on learning.

Course Format Classes will be a combination of mini lectures, large and small group discussions, short exercises and cooperative **learning** activities.

Course Requirements:

1. Participation and Attendance (14 x 5/class)	70 Points
2. Chapter Reflections (12 x 10/paper)	120 Points
3. Knowledge Review (50)	50 Points
4. Seminar Facilitation Report (2 x 20/report)	40 Points
5. Final Course Evaluation (10)	10 Points

Total: 290 Points

A	290-270
B	269-241
C	240-212
D	211-183
F	182 & below



Course Requirements

1. **Attendance:** Attendance and participation is essential for student success in the course. Points are given for attendance/arriving on time to class, contributions to class discussions, active participation in class activities, and completion of in-class assignments. ***ONLY absences** due to illness will be given partial attendance points; a doctor's note must be submitted to the **instructor**.*
2. **Chapter Reflections:** Students are expected to have read assignments prior to attending class. Reflection papers will be used to support class and seminar discussions. Papers will highlight the following points:
 - 1) Identify one new **concept** you learned from the reading,
 - 2) Describe a thought or personal experience that relates to this concept,
 - 3) Identify something that you were confused or curious about after reading the chapter.

Students will turn in a typed (double spaced) one to two page chapter reflection at the end of each class.

3. **Facilitating Seminars:** Seminars are small group discussions and will be used to facilitate and develop students' understanding of the different learning and development concepts. Student facilitators will direct the seminars and provide the group opportunities to discuss "in-depth" about issues and important concepts covered in the chapter. Each student will have the opportunity to facilitate two small group seminars. This activity will give students an opportunity to lead an interactive discussion, develop thought-provoking questions, develop active listening skills, and promote peer mediated learning experiences. Students will sign up for the seminars the first day of class by choosing the topics that most interest them.

Two Assignments Due-

1. Facilitators will submit to the instructor at the beginning of class a copy of the a) **learning objective(s)**, b) description of opening activity, c) questions/quotes/issues to be discussed in order and d) any handouts to be used.
2. The following week, facilitators will turn in a one to two page typed report identifying: how the objective was met, what went well in the seminar, changes that would be made next time, and highlights of the discussion. Students' response papers **from** the seminar need to be **attached** to the facilitator report.

Facilitation Guidelines: The following guidelines will provide the structure in which the seminars are to follow. **After** reading the assigned chapter, develop a **learning** objective for your seminar (What main concept/idea do you want your group to understand? What ideas do you want your group to have a deeper understanding about?). Using your learning objective, develop 3-4 questions to **stimulate** discussions about your concept/idea of interest. Use effective teaching strategies to stimulate discussions (e.g. warm-up activities to introduce the topic, provide guided notes or copies of the questions

with room to take notes, additional materials (information to highlight points made in chapter). *Be creative and make the experience fun for you and the group!!!*

Steps for running the seminar. (Use these guidelines to have an effective seminar discussion)

1. Introduce yourself and have group members introduce themselves.
 2. Go over steps of the seminar process with group:
 - a) Question/point will be presented to the group by the facilitator. Each student *will* be given 1-2 minutes to share their thoughts or ideas in a round-robin fashion (no discussion or responses from others).
 - b) After each person has had a **turn**, including the facilitator, the discussion is then "open" to everyone. Facilitate students to discuss further the ideas brought up by others.
 - c) When the allotted time for the question/point is used up, students will then be asked to take 2-3 minutes to record their thoughts on the question/point on their handout.
 - d) The process continues using the above format to discuss each question/point.
 - e) The last five to ten minutes of the seminar should be used to **summarize** the discussions and to **have students write their final thoughts down**.
 3. Identify a timekeeper for your group to keep you on track. You will have a **maximum** of 45 minutes. Identify how much time you want to spend on each question or point and let the group know (plan to be flexible, to adjust for discussions that are or are not going well).
 4. Begin seminar by **sharing** your objective for the seminar, and then begin process by introducing the first question/point. Follow the above steps A-E.
 5. At the end of the seminar, facilitators collect the response papers from each student.
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4. **Knowledge Review:** A knowledge review is a unique form of "take-home" **exams** that is designed to assist students to assimilate the **readings**, lectures, and class presentations. Students will be asked to **individually** construct answers for the knowledge review questions, and then participate in in-class small group discussions. The in-class discussions are used to promote peer assistance in clarification of concepts and ideas for the individual. Students will have two **weeks** to respond to the "take-home" knowledge review. Students are expected to work **on their own in** this step. A knowledge review seminar will be held in class for students to participate in small group discussions of their responses. *Student's typed **questions** and answers **will** be due the BEGINNING of class the day of the knowledge **review** seminar. Bring TWO copies of your knowledge **review** to class - one to turn **in** and one to use in the **discussion**.*
During the knowledge review seminar, students will be given the opportunity to make revisions to their responses if they choose to do so. Final knowledge review assignment is due at the end of the class.

Course Schedule & Assignments

- (This schedule is subject to **change** by the instructor. Students are responsible for keeping track of changes.)

<i>DATE</i>	<i>TOPIC</i>	<i>ASSIG. MENT DUE</i>
1. Jan 19	Introduction Teachers & Teaching Seminar Sign-ups	Purchase Textbook
2. Jan 26	Is Teaching Just Common Sense	Chapter 1 Reflection
3. Feb 2	Creating Learning Environments	Chapter 12 Reflection
4. Feb 9	Classroom Assessment & Grading	Chapter 15 Reflection
5. Feb 16	Motivation: Issues & Explanations	Chapter 10 Reflection
6. Feb 23	Motivation, Teaching & Learning	Chapter 11 Reflection
7. Mar 1	Cognitive Development & Language	Chapter 2 Reflection
8. Mar 8	Personal, Social & Emotional Development	Chapter 3 Reflection
9. Mar 15	Learning Abilities & Problems	Chapter 4 Reflection
10. Mar 22	Special Education Issues & Consideration	Handout Reflection
11. Mar 29	SPRING BREAK!!	
12. April 5	Impact of Culture & Community	Chapter 5 Reflection
13. April 12	Learning & Instruction	Chapter 9 Reflection
14. April 19	Teaching & Learning	Chapter 13 Reflection
15. April 26	Independent Work Day- Knowledge Review	
16. May 3	Putting It All Together/ Panel Discussion	Course Evaluation
Final Exam: Knowledge Review Seminar Date TBA		