

## CHAMINADE UNIVERSITY OF HONOLULU

Spring Day 2001

Instructor: Sheri Schonleber  
Course: Ed 406  
Time: Mon 1:00-4:00 PM

Office Hours: W 4:15-5:15  
M & Th 8:15-11:45  
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### RATIONALE

This course is designed to present students with a general overview of the theories and basic concepts of Educational Psychology and to present tools and strategies for use in helping children and young people to become creative, independent and self-directed learners. Includes 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 techniques.

### OUTCOMES

Students will:

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.

### TEXT

Educational Psychology, fourth Edition

Eggen and Kauchak

### EVALUATION

Attendance and Participation	15 points
One page Edited Summaries	28 points
Private Theory of Learning Paper	5 points
Learning Incident	25 points
Field Write-ups	15 points
Integrative Paper/Service Learning	12 points
Total	100 points



## **Assignments**

### **A. Private Theory of Learning**

1. **Tell how you think learning happens.**
2. **Tell the conditions under which you think learning happens**
3. **Explain the role of teachers in the teaching learning process.**

### **B. Learning Incident**

1. **Set up a problem for a student. Observe and record what the student does. Ask the student the reasons for doing what he/she did.**
2. **Describe, in an essay format, using APA style for your citations and quotations, the task, the social context (time and place, and surroundings), what the student did to solve the problem, and the student's reasoning.**
3. **Describe the learning incident from the perspective of a theoretical framework and explain your reasoning.**
4. **Prepare an oral presentation of approximately 15 to 20 minutes using visuals and audience participation.**

### **C. One Page Edited Summaries**

1. **Summarize each chapter using essay format and APA style for citations and quotations.**
2. **Include key concepts and your personal reflections.**

### **D. Field Assignments**

1. **Focus on Development, Learner differences, Exceptionality**
2. **Focus on Current learning theories, Cognitive processes, Content area learning.**
3. **Focus on Learning Environment, Motivation, Teacher centered & Learner centered approaches.**

### **E. Integrative paper or service learning**

#### **Service learning**

1. **Service learning includes a minimum of 20 documented hours spent in a school setting to be mutually determined by instructor and student.**
2. **Includes three reflections, each 2-3 pages describing the learning to date.**

#### **Integrative paper**

1. **Integrative paper is a minimum of 10-12 pages on a topic of interest to be mutually determined by instructor and student.**
2. **Includes a minimum of 8-10 references, 4 of which are to be scholarly journals. Class readings may be used.**



## Rubric

### **Attendance @(1 point per class (final class is 2 points))**

**Students must attend at least 90% of the course in order to pass. Special arrangements must be made directly with the instructor if more than 90% of the course will be missed. In case of illness or family emergency student may request and "incomplete". The student may be asked to make up the class by attending the next time the class is offered, by setting up an individualized program for completing the requirements or through completion of the required work in the time frame specified in the contract. Participation will be noted.**

### **Edited Summaries @ 2 points per paper**

- **One-page edited summary for each chapter.** .5/paper
- **Standard English with APA format** .5/ paper
- **Each summary includes key concepts from the week's readings and personal reflection on the material read.** 1/paper

### **Private Theory Paper @ 5 points**

- **Two to three pages** 2 points
- **Includes rationale and examples** 2 points
- **Includes all three points in the assignment** 1 point

### **Learning Incident @ 25 points**

- **Written description includes all requirements** 10 points
- **Paper is written in Standard English/ APA format** 5 points
- **Oral presentation is clear, smooth, timed** 5 points
- **Visuals are used in presentation** 5 points

### **Field Write-ups (3@ 5 points ea)**

- **Written in Ed 200 format** 1 point
- **Standard English/APA style** 1 point
- **Shows evidence of integration of course content** 2 points
- **Includes personal reflection related to teaching** 1 point

### **Integrative paper/service learning @ 12 points**

- **Standard English/APA format** 3 points
- **Reflects understanding/grasp of material** 3 points
- **Shows evidence of integration and reflection** 3 points
- **Uses course readings to support ideas** 3 points

<b>Jan 22</b>	Introduction to course	Introductory Activities
<b>Jan 29</b>	Teaching in the real world	Ch 1, text <b>Private Theory due</b>
<b>Feb 5</b>	Review of Development	Ch 2,3 text
<b>Feb 12</b>	Learner Differences	Ch 4 text <b>Learning Incident idea due</b>
<b>Feb 26</b>	Learners with exceptionalities	Ch 5 text <b>First Field/SL due</b> <b>Outline of paper due</b>
<b>Mar 5</b>	Current learning theories	Ch 6,7 text
<b>Mar 12</b>	Cognitive processes	Ch 8 text
<b>Mar 19</b>	Cognition in the content areas	Ch 9 text <b>Second Field/SL due</b> <b>Draft paper due</b>
<b>Apr 2</b>	Productive learning environments	Ch 11 text
<b>Apr 9</b>	Increasing learner motivation	Ch 10 text
<b>Apr 16</b>	Teacher centered approaches	Ch 12 text <b>Learning Incident draft due</b>
<b>Apr 23</b>	Learner Centered Approaches	Readings as assigned <b>Third Field/SL due</b> <b>Paper due</b>
<b>Apr 30</b>	Assessing classroom learning	Ch 14 text Readings as assigned
<b>May 7</b>	<b>Presentations of Learning Incidents</b>	

**Syllabus and Course Outline may be changed to meet the needs of the class**