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| Semester/Year | Instructor:  Bryan Moseley |
| Course# and Credits:  3 credits | Email:  Bryan.moseley@chaminade.edu |
| Class Title:  EDUC 631: Educational and Psychological Foundations | Telephone:  808.739.8549 |
| Course Format:  On-line | Office Hours/When to Contact:  2:00 to 4:00 Tuesdays and Thursdays or by appointment |
| Class Location:  Online | Office Location:  117 Education Building (Brogan Hall) |
| Class Time/Day:  Virtual class on Sunday 3-6 or by arrangement with classmates. This is designed to provide for efficient time for posting in the discussion threads, not a real time online chat. If you cannot make this time schedule an alternative with your classmates to complete the weekly required online time. | Other:  Welcome and a big Aloha to all!  This is an accelerated course that packs a normal semester into ten weeks. Please be prepared to login each week for the same amount of time that you would in a traditional face to face course. |
| O&P/Service Requirement:  None |  |

Catalog Description:

This course examines psychological theories of learning and development to focus on their application to the classroom. Theories of learning human information processing, constructivism, motivation, cultural transmission are examined as well as social and state theories of development. All students are required to create, appropriate problem solving activities as a means of demonstrating their understanding of theory and appropriate practice.

**Conceptual Framework**:

The Education Division’s Conceptual Framework is based upon a set of beliefs that flow from the University’s vision and mission statements, the Division’s vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the Council for the Accreditation of Educator Preparation (CAPE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Marianist Values, Multicultural Education and Diversity

At Chaminade we embrace the Marianist value of “Education and the Family Spirit,” similar to the Hawaiian value of Ohana. We view our students as participants in a community of learners, and encourage the personal development of each member of the community. According to Bro. James Wisecaver, today the hallmark of American Catholicism is diversity – in ethnic heritage, social class, family structure, educational level, spiritual formation, and theological orientation. In this regard at Chaminade we take the responsibility of knowing our students and their backgrounds as central to our educational goals, and we embrace the personal history and rich heritage that our students bring as a resource.

Therefore, the underlying ethos of ED … is to engage you first in an examination of your own background in literacy…and then to ask you to analyze how these factors play out in teaching and learning…..

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

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| PLO1 | Content Knowledge (Knowledge of subject matter) |
| PLO2 | Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning ) |
| PLO3 | Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner) |
| PLO4 | Educational Technology (Knowledge of and application of appropriate technology for student learning) |
| PLO5 | Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning) |
| PLO6 | Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments) |
| PLO7 | Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology) |
| PLO8 | Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues) |

Course Learning Objectives:

At the end of this course, teacher candidates will demonstrate:

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| **CLO 1** | Analyze the relationship between theories of conceptual understanding, content knowledge, and student-centered teaching strategies. (Learning Plan) |
| **CLO 2** | Describe and apply key theories of social, emotional, and cognitive development to create a supportive learning environment. (Development Plan) |
| **CLO 3** | Identify and construct developmentally appropriate learning activities and environments. (Learning Plan) |
| **CLO 4** | Demonstrate application of theories of motivation for learners in classroom practice. (Motivation Plan) |

Plans/ Project

This term you will complete three plans to support your teaching consisting of: 1) a motivation plan which demonstrates your understanding of course content on motivation and your ability to demonstrate engagement throughout the term, 2) a learning plan in which you demonstrate understanding of one of the four operations and course content for learning and cognition and 3) a development plan where you implement a one-on-one interview with a kid that is based on your learning plan. The underlying content of the interviews will be choosing one of the four operations in math (i.e., addition, subtraction, multiplication or division). Math has been chosen because its an area that is straightforward enough to observe a child’s reasoning (e.g., correct or incorrect) and will make it easy for you to set up problems for the interview from our math methods book so that you don’t have to invent the wheel. If you want to choose another content area other than math that is possible but you will need written approval from me before going forward to do so. Designing problem solving interviews are tricky but I am happy to talk with you about alternatives if they have the same level of rigor and clarity as the math options I have designed.

Each plan will be submitted as a draft for feedback and assessment. I will give feedback and request revisions that should be completed when all the plans are resubmitted as a single document for the final project with your detailed reflection at the end of the term. The point is that you should be able to demonstrate improving your understanding, and ability to apply and communicate the course content as the course progresses. If you do not understand or receive your feedback in a timely way please contact me. I will be happy to clarify or get your feedback to you as quickly as possible.

Scheduling:

The course has two main areas for your work posting and assignments. Posts are where you discuss the course content with your peers in the threaded discussions. All discussion posts are due by Sunday midnight each week for full credit. These posts should demonstrate your understanding of the readings videos etc… by providing a minimum of three posts for each discussion thread, two of which are comments and a third which is a discussion question. Your posts can focus on any aspect of the week’s content but you want to remember to interact with your peers overall. You will receive weekly feedback on how you are doing with your posting so be sure you are getting this and contact me directly if you don’t. Its really not complicated if you keep in mind that we are having a conversation about the course content. Ask questions, give insights to others.

All project assignments will be due at 5pm on Monday Evening. Each week we will have virtual class time on Sunday from 3-6 which is a time we can work together on the week’s posting requirements and interact. If you can’t make this time its fine but you must post your schedule in the first week to indicated the times that you will be online to participate in the course and you must have a peer reviewer who is logged in during those times as well. The point of this virtual class time is to make sure that responses are timely and that a real discussion takes place between the students. I will be available during my office hrs and some Sundays as needed if there are questions. Be advised that the university expects you spend as much time online as you would in class for an on-ground class which is four hours per week. *Please be a conscientious member of our learning community.*

Check-ins: Because this class doesn’t have a regular class time I want to make sure to schedule some short conversations with everyone to make sure that they are on track and see if you have any questions. When students meet with me they always go away less stressed and feeling better than before. So I want to make these part of the class requirements to make sure that no one falls through the cracks and you get points for being engaged. Being able to talk about your work and your own self regulation is an important skill for a teacher.

Course grades/Policies:

This course is designed to allow students to improve their skills for understanding teaching and learning. As a result our main assignment is broken up into sections that will be submitted once for feedback and scoring and then revised throughout the course for final submission and grading. Each of the sections is listed in the table below with its respective point totals. The term project for the course is a resubmission of all assignments in one document with revisions and student reflection due in the final week of the course. Demonstrating improvement in your thinking is very important to success in this course.

Reading Policy: For practical reasons, I will only be able to read assignments once for assessment purposes. However peer review is available at any time during the course and I will be more than happy to discuss your work with you and discuss any ideas or questions that you have about the assignment.

Model Code of Ethics for Teaching:The Model Code of Ethics for Educators (MCEE) supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession and guide ethical understanding and decision making of P-12 educators in the State of Hawaiʻi.

[https://hawaiiteacherstandardsboard.org/content/code-of-ethics/#:~:text=The%20Model%20Code%20of%20Ethics,to%20students%2C%20the%20profession%2C%20and](https://hawaiiteacherstandardsboard.org/content/code-of-ethics/" \l ":~:text=The Model Code of Ethics,to students%2C the profession%2C and)

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|  | **Course Requirements\*** | **Points** |
| 1a | **Motivation Plan** | 5 |
| 1b | **Check-ins** | 5 |
| 2a | **Learning Plan questions 1-3** | 10 |
| 2b | **Learning Plan questions** 4-5 | 10 |
| 2c | **Learning Plan questions** 6-8 | 10 |
| 3 | **Development Plan** | 10 |
| 4 | **Final Project Due with Reflection** | 100 |
| 5 | Attendance/Participation:  Full points will be awarded to those who turn in assignments on time, and who participate with enthusiasm, flexibility and respect, in discussions and activities. Possible reasons for low scores are posting near to deadline or lacking focus on course content or posting that does not have a minimum of two comments and a question for each discussion topic. Each comment and question should be a separate post for clarity. | 50 |
|  | **Total Points for Course**------------------------------------ | 200 |

**Late Work Policy:** **All project work should be submitted by Monday 5pm** on the due date to receive full credit. Late submissions will be reduced 5% for each 24hr period beyond the due date. Work 10 days late or more will not receive points. All students are encouraged to plan ahead for deadlines and seek assistance well before due dates. Late posting to the discussion threads after closure will not be allowed. So please plan ahead!

**Last Minute Posting:** **Posts are due by a Sunday night by midnight** deadline each week and will not receive full credit because it is of limited value to your peers and is unsupportive of our learning community after that point. Be sure to post early and often during the week. Of course you will not be penalized for additional posts beyond the requirements that take place on Mondays.

**Failure to Post:** during an entire course week will not be graded as a zero but rather as an absence which will result in a 10% reduction in total grade (i.e. dropping one full grade). The reason for this is that if you take this route you have not only missed 10% of the course but you have also not supported your classmates who may need your peer review and support at different times of the course. Please be aware that waiting until the deadline to post can trigger this if you have a technology problem and can’t post. Post early and be active. It makes the class much more interesting and rewarding for all.

**Class Schedule**

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| [**Week**](javascript:webAdvisor.newTab("Fey, Donessa M.","?TYPE=P&PID=ST-WBSTS028A&CLONE=Y&SPAUKQ=201238039788909&CONSTITUENCY=WBDF&TOKENIDX=3506064824");) | **Due Date\*\*** | **Major Topic** | **Required Reading/ Viewing** | **Assignments Due** |
| 1 | 4/16 | Motivation & Concepts | Motivation and Concepts Podcasts  Perkins Teaching for Understanding | Motivation Plan Threaded discussion |
| 2 | 4/23 | Cognition podcasts | CPI Chapter 2&3  Structure and contents of cognition podcasts | Learning Plan Questions 1-3  **Check in** |
| 3 | 4/30 | Long term memory, applying knowledge | Conceptual Change in teaching podcast.  CPI Chapter 4 | Learning Plan  Questions 4-5  Threaded discussion |
| 4 | 5/7 | Learning through Problem solving | CPI chapter 5  Video analysis “Judgment for the wife” | Learning Plan Questions 6-8 Threaded discussion |
| 5 | 5/14 | Transfer & Problem Solving | Transfer and Problem Solving podcast  Interviewing Skills podcast | Threaded discussion  **Check-in** |
| 6 | 5/21 | Development | CDE 8 | Threaded discussion |
| 7 | 5/28 | Development & Intelligence | CDE 9  Video: Why learning Styles Don’t work | Development Plan  Threaded discussion |
| 8 | 6/4 | Reading  Model code of ethics | Chapter 12 CPI: Reading to learn  Check-in | Threaded discussion |
| 9 | 6/11 | Learning and Developing in Academic Domains | CDE Development in Academic Domains 10 | Threaded discussion |
| 10 | 6/19\* | Wrap-up | Working on projects, Peer Review. Did your concepts of teaching change? | Threaded discussions  Project Due |

**\*Note: This is the last official day of the term. All work is due by this date. Extensions only with the consent of the professor.**

**\*\*Discussion posting requirements should be completed by 12pm each Sunday night giving everyone time for revision/reflection so that project assignments can be submitted the next day Monday 5pm.**

Grading Scale:

The course is designed around an approximately 200 point scale in which assignments are weighted (25% drafts, 25% participation and 50% final project). You must do two things to receive a passing score:

1)Earn an 80% or higher score on the final project,

2)Earn an overall point score of 80% or higher for you total points for the entire course including the project.

The reasons for this are that graduate courses at Chaminade require a “B” or better for passage and that you must demonstrate sufficient growth on your final project since it is our major assessment.. So notice that you can very well pass if you receive low scores on the project drafts but diligently revise them taking into consideration the feedback you have received to obtain enough total points. This class is designed to give students the opportunity to make mistakes and improve their work while still being responsible for the final quality of their work. This is the core of what learning is about, improving academic skills and knowledge. If you are being given feedback that you work needs to be improved this is a normal part of the course and the learning process. I want you to experience the type of conceptual challenges that we are discussing in the class and that your future students should also experience.

90-100% A

80-89% B

70-79% C

60-69% D

50-59% F

All written course assignments must follow American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual).

**Response Policy:** I make a point of responding to all emails within 48 hrs and returning all work submitted on time within one week. You are welcome and encouraged to contact me if you have read the syllabus and have questions or concerns. Always good to hear from students earlier rather than later, when I might have less options to offer.

Signature Assignment:

Completed Learning, Diversity, and motivation plans with reflection on the strengths and weaknesses of each.

Text[[1]](#footnote-2): We will be using the following texts for this term. I recommend renting the first two textbooks but I strongly recommend buying the Van De Walle text because it will be used for your math methods course later in the program so if you buy it now you will have it for then and it will be helpful to you now. In places where I thought prices might be competitive I have given you a link to the amazon page, but I encourage you to comparison shop with the bookstore and others for your best price.

Bruning, R. H., Schraw, G. J., Norby, M. M., & Ronning, R. R. (2011). Cognitive psychology and instruction (5th Edition). Columbus, OH: ISBN 13: 978-0-13-236897-1

<https://www.amazon.com/Cognitive-Psychology-Instruction-Roger-Bruning/dp/0132368978>

McDevitt, T. & Ormrod, J. E. (2012). *Child development and education, 6th edition.* Upper Saddle River, NJ: Pearson. ISBN -10:01324862028\*

Van De Walle, J. A. Karp, K. S., & Bay-Williams, J. M. (2013). *Elementary and Middle School Mathematics (10th Edition).* Boston: Pearson Education, Inc. ISBN 978-0-13-480208-4 .[[2]](#footnote-3)

<https://www.amazon.com/Elementary-Middle-School-Mathematics-Developmentally/dp/013480208X?ref_=s9_apbd_simh_hd_bw_b1xo0&pf_rd_r=BK44CBPZE8Q7RDY1AETT&pf_rd_p=334c6513-35aa-566f-b961-9fba642af68b&pf_rd_s=merchandised-search-10&pf_rd_t=BROWSE&pf_rd_i=468224>

Other Readings: (*available in doc sharing in e-colleage*)

Perkins, D. (1993). Teaching for understanding. *The Professional Journal of the American Federation of Teachers,* 17,p. 8, 28-35.

APA Manual. University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division’s attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.

Paraphrasing the work of another without proper author acknowledgement.

Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your on-line Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course’s meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.

Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.

Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.

Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

Hybrid courses (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Online courses and online portion of hybrid courses.  The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Additional Notes

If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

**Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

**Title IX**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

1. Note if your text is going to arrive late look in the tabs section of our course to get the first few chapters of each textbook to give yourself some time and keep up with the rest of the class. [↑](#footnote-ref-2)
2. Note that this is the same text that you will use for your math methods course. So this is not an added expense. Its only getting it a bit earlier so that you can use it as a reference for our class project and get familiar with it for later in the program. As the commercials say “you don’t pay more, you just get more!” [↑](#footnote-ref-3)