

Introduction to Foundations and Psychology of Education

Course: ED 515
Instructor: Cassie Nii
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Time: Tuesdays – 5:30 – 9:00 p.m.
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Course Description:

Comprehensive overview of historical, philosophical, legal and sociological principles of education as well as an introduction to theories and basic concepts of educational psychology for effective teaching of diverse student populations in PK-12 classrooms. This course is required for post baccalaureate licensure. The course also serves as an orientation to the Graduate School of Education.

Course Goal

The goal of this course is to develop students' understanding and expertise in both teaching and learning with an overview of the historical, social and philosophical aspects of American education. In addition, the course focuses application of educational psychology in classroom practice. An orientation to Chaminade University's graduate program in education is also provided.

Student Outcomes:

Upon successful completion of the course, students will have demonstrated:

1. Knowledge of historical, legal and social influences on American education with particular emphasis on diverse student populations. Hawaii Teachers Standards Board (HTSB) 3, 5, 7, 10
2. The ability to write a personally meaningful philosophy of education consistent with existing theories of learning and teaching. HTSB 1, 2, 4, 6, 7
3. The application of concepts of cognitive and behaviorist theories to classroom learning and teaching strategies. HTSB 1, 3, 4, 5, 6
4. The ability to evaluate theories of motivation for classroom learning. HTSB 1, 2, 4, 8
5. The ability to use Hawaii Content and Performance Standards to evaluate classroom assessment tools for improving teaching and learning. HTSB 6, 7, 8, 10.
6. The use of and ability to reflect upon active, participatory teaching and learning. HTSB 1, 2, 5, 7, 9

7. Knowledge and appreciation of the historical evolution of education as a profession as well as educational resources available to support teachers. HTSB 5, 9, 9, 10
8. Understanding of the Chaminade University's graduate programs in education. HTSB 1, 10.

Texts

- *Introduction to Foundations and Psychology of Education*, Custom Publishing for Chaminade University (Johnson, James, Victor Dupuis, Diann Musial, Gene E. Hall, Donna Gollnick;
- *Foundations of American Education*, 12th edition, 2002, and Slavin, Robert;
- *Educational Psychology*, 7th edition, 2003. New York: Allyn and Bacon.)
- Chaminade University Teacher Education Handbook for All Education Programs

Methods:

Assigned Readings Response Papers Research Presentation

Course Requirements/Information:

Success in the class requires *participation in the weekly group discussions*. Additional requirements include:

- One (1) completion of a 7-10 page philosophy of education statement using your text and a minimum of 5 outside references;
- Five (5) response papers based on case studies or supplemental materials;
- One (1) mid-term project/activity (to be completed in class);
- One (1) final research project, group or individual, based on a problem through research methods;
- One (1) presentation, group or individual, based on research project. PowerPoint must be used in the slide presentation using a minimum of 5-7 slides. Presentation is not timed, but the quality of the presentation is what will be evaluated and graded.

Evaluation:

Attendance/Participation	50 points	(5 points per week you participate)
Philosophy of Teaching Statement	75 points	(See Rubric Attached)
Response Papers (5)	50 points	(10 points per paper)
Research Project/Presentation	75 points	
Total	250 points	

A = 225-250 points

B = 200-225 points

Anything less than 200 points is not a passing grade and the class will have to be re-taken. All written course assignments must follow American Psychological Association (APA) standards (5th edition) for professional writing. Late assignments may be marked

down and no late assignments will be accepted after the 8th week of class.

Assignments:

- ◆ ***Attendance and Participation:*** You will turn in work on time. Attendance is a must. Any additional classes missed will result in an automatic failure and the class will have to be re-taken. If there is an emergency and you cannot make it to class, please email or call the instructor. **Missed work may NOT be made up once the week has passed so be prepared with a back-up plan if your computer crashes or you will be out of town.**
- ◆ ***Response Papers:*** These papers will be based on the various case studies that are in the text. Please include your personal experiences and insight. Minimum one (1) page.
- ◆ ***Research Paper:*** Write a research paper in APA style on problem. You will come up with a hypothesis. You will be writing all 5 chapters of a research paper. Includes PowerPoint presentation. See rubric for all required elements. ***Hypothesis due by the 3rd class session. Paper is due by the 7th class session***
- ◆ ***Philosophy of Education.*** Develop your own philosophy of education. Approximately 7-10 pages typed APA style. Please include any of the major theorist or educational leaders that have influenced your philosophy. See rubric for all required elements ***Due 5th Class Session***

General Rubric for Evaluation of Assignments

1. **Attendance/Participation:** Full points will be awarded to those who attend class on time (2 point) and who participate with a spirit of flexibility, and positive energy, in discussions and the various activities (3 point).
2. **Response Papers:** Answers to the questions and citations are in APA style to the problem-based scenarios. Full points will be awarded to papers that are handed in on time (1 point), are thorough in their response (1 point), include a reflective section (2 points), and are written to graduate standards of writing (1 point).
3. **Research Paper:** Research paper is to be written in formal academic style. Outstanding papers will be turned in on time, use correct grammar, syntax and spelling, include all factors identified in the assignment, use at least seven references, and either synthesize or analyze information, rather than providing only a simple reporting of facts. See the full rubric below for further requirements. Two points will be deducted for each day the paper is handed in late.
4. For full points, the accompanying Power-point presentation must include a minimum of 5-7 slides and explain the paper succinctly and clearly in a manner that parents and teachers could understand and enjoy. **QUALITY IS THE KEY!**

5. **Personal Philosophy Statement:** Outstanding papers will be turned in on time, use correct grammar, syntax and spelling, include all factors identified in the assignment, use at least 10 references, and include evidence of analysis and synthesis, rather than providing only a simple reporting of facts. See the full rubric below for further requirements. Two points will be deducted for each day the paper is handed in late.

Expanded Rubric for Research Paper

- ◆ Provides a synthesis for why that theorist or leader has been influential in your understanding of what it means to be a teacher
 - Outstanding 10 points
 - Above Average 9 points
 - Adequate 8 points
- ◆ Notes the era this educator lived in and analyzes the influences of this era,
 - Outstanding 10 points
 - Above Average 9 points
 - Adequate 8 points
- ◆ Describes his or her specific contributions and any controversy surrounding this leader, and analyzes why
 - Outstanding 10 points
 - Above Average 9 points
 - Adequate 8 points
- ◆ Tells whether current research supports this theorist or leader, the prevalence of his or her theory or innovation. States the specific research
 - Outstanding 10 points
 - Above Average 9 points
 - Adequate 8 points
- ◆ Includes a PowerPoint presentation that includes 5-7 slides and explains the paper succinctly and clearly in a manner that parents and teachers could understand and enjoy.
 - Outstanding 10 points
 - Above Average 9 points
 - Adequate 8 points

Expanded Rubric for Personal Philosophy Statement and Response Papers

- ◆ Uses the educational theories discussed in your text to provide a well-written synthesis describing how you plan to apply concepts of cognitive, behaviorist and constructivist theories of learning to your own classroom practice.
 - Outstanding 10 points
 - Above average 9 points
 - Adequate 8 points
- ◆ Analyzes and describes the classroom environment, teaching methods, and

approaches that reflect your own philosophy, and clearly explains how they would be effective in meeting the needs of learners.

Outstanding	15 points
Above average	14 points
Adequate	12 points

- ◆ Includes your understanding of historical, legal and social influences on American education with particular emphasis on diverse student populations and describes how that impacts your personal philosophy.

Outstanding	10 points
Above average	9 points
Adequate	8 points

- ◆ Shows the ability to utilize appropriate theories of motivation for classroom learning.

Outstanding	10 points
Above average	9 points
Adequate	8 points

- ◆ Includes a discussion of how you plan to use the Hawaii Content and Performance Standards to evaluate classroom assessment tools for improving your teaching and learning.

Outstanding	10 points
Above average	9 points
Adequate	8 points

- ◆ Evaluates how your pedagogical practices are consistent with your personal educational philosophy.

Outstanding	10 points
Above average	9 points
Adequate	8 points

- ◆ Approximately 10-15 pages

15+	10 points
12-15	9 points
10-12	8 points

Administrative Requirements

Incompletes: Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond his/her control. The incomplete contract must be signed by the student and the instructor. It will specify when the work must be completed. Usually the work must be completed in 90 days; if it is not the incomplete will revert to the grade the student would have earned as specified on the incomplete form.

Administrative Warning: Plagiarism is a serious offense. Plagiarism is the offering of work another as one's own 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 the text is always mandatory.

Paraphrasing the work of another without proper author acknowledgment.

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

Course Schedule

Week One Jan 10th	Introductions, Course Overview and Rationale Readings to be discussed in class: Chapter One & Two
Week Two Jan 17th	No Class Readings to be discussed next class: Chapters Three & Four Assignments due by next class – Select 2 problem-based scenarios and respond to the questions. Also, your hypothesis is due next class. <i>Suggestion: Good time to work on your philosophy paper...</i>
Week Three Jan 24th	Diverse Classrooms / Social and Emotional Development Readings to be discussed in class: Chapters Five and Six
Week Four Jan 31th	Society and Culture Readings to be discussed in class: Chapter Seven. Work on your philosophy paper.
Week Five Feb 7th	Intelligence and Creativity / Motivation Readings to be discussed in class: Chapters Eight and Nine
Week Six Feb 14th	Supportive Classroom Readings to be discussed in class: Chapter Ten Research paper is due next week!
Week Seven Feb 21st	Assessing Learning Reading Assignment: Chapter Eleven Assignments due by next class – Select 2 supplemental readings. Give a synopsis and personal insight to the article. Use some of your experiences as an educator or as a student.

Week Eight Understanding Test Results in Context
Feb 28th **Reading Assignment: Chapter Twelve**
 Assignments due by next class – Select 1 problem-based scenarios or
 supplemental reading.

Week Nine Research Paper Presentations
Mar 7th **Reading Assignment: None**

Week Ten Research Paper Presentations and Final Reflections
Mar 14th

Syllabus will be adjusted to meet the needs of the class.