

Introduction to Foundations and Psychology of Education

Course:	ED 515	Time:	Online
Instructor:	Cassie Nii	Email:	cassie.nii@adjunct.chaminade.edu
Phone:	668-5823, x 241	Fax:	668-5828

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

Educational Psychology – A Problem-Based Approach, Elizabeth Jordan and Marion Porath.

Supplemental Text

Telling Stories About School, Peter Waldron, Tani Collie, Calvin Davies.

Methods:

Assigned Readings Response Papers Research Presentation Projects

Location: <http://webct.chaminade.edu>

Time: Time is flexible since it is held online. The week begins and ends on Mondays. Weekly Discussions responses and two peer responses are due by Monday by 11:59 pm. Other assignments are due on the Monday by 11:59 pm of the week designated in the course schedule unless otherwise noted.

Teaching strategies: Class sessions will include a variety of instructional methodologies, including; discussions, individual activities, and multi-media.

- **Your course is located at** <http://webct.chaminade.edu>. Choose “Login to my WebCT.” Enter your login (e.g. jdoe) and enter your password (chaminade). Please change your password as soon as possible after you log in. The course will be listed on the left side of the screen.
- **If you have technical questions, contact** jnakson@chaminade.edu
- *In graduate education, students need to assume an increasing amount of responsibility for learning by taking an active role in becoming self-directed learners. It is always important to manage your time to be successful, but this becomes crucial for an online course. Read ahead; think ahead; answer discussion questions each week with informed responses. Set high goals for yourself; aim to develop skills and knowledge you can use.*
- This course is organized into 10 sessions. Participants should plan to spend approximately 4.5 hours per week online (or more, as skills, internet and time permit) exploring and examining Internet sites and related materials, responding to weekly discussion questions, and completing online assignments. In addition, participants should plan to spend additional time offline, reading the text, using multi-media resources and reflecting about the course concepts.
- Each week is organized around four components on the course's WebCT site:
 - Introduction to the topic
 - Readings in the texts

- Discussion Questions: questions posed to help you reflect on your readings. You are expected not only to answer the question posted by the instructor, but also to respond to the posts of your fellow classmates, actively engaging in discussion and debate about the topics that we will be covering.
- *Work involves more than regurgitation of facts; learning requires thoughtful analysis and synthesis of ideas. Your ability to effectively communicate your critical analysis of concepts is the major criteria for grading.*

Course Requirements/Information:

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

- One (1) completion of philosophy of education statement paper using your text and outside references;
- Five (5) problem-based scenarios;
- One (1) mid-term project;
- 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:

Discussions/Participation	50 points	(5 points per week you participate)
Philosophy of Teaching Statement	50 points	(See Rubric Attached)
Problem-based Scenarios Papers (5)	50 points	(10 points per paper)
Mid-term Project	50 points	
Final Project (Research Paper)	50 points	
Presentation	50 points	
Total	300 points	

A = 300 - 270 points

B = 269 - 240 points

Anything less than 240 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. **No late assignments will be accepted. Please plan accordingly. Exceptions will be made based on emergency cases only.**

Assignments:

Student commitment is very important in this course. No late assignments will be accepted unless arrangements have been made prior to due date. An incomplete (I) grade will be given only under emergency situations and much dialogue between the student and instructor has taken place; prior to the deadline for submitting grades to the Registrar's Office.

- ◆ ***Discussions/Participation:*** You will turn in work on time. If there is an emergency and you cannot meet deadline, 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 supplemental readings that the instructor will provide to you. Minimum 1 page requirement and you must cite all sources using APA in response papers.
- ◆ **Research Paper:** Write a research paper in APA style on problem. You will come up with a problem that you would like to research dealing with education today. You will be writing all 5 chapters of a research paper. Includes PowerPoint presentation. See rubric for all required elements. **Problem Statement is due by the 3rd week session. Paper is due by the 7th week session.**
- ◆ **Mid-Term project:** This project will be given to you in the 2nd week. Please read directions carefully and complete all task for the project.
- ◆ **Philosophy of Education.** Develop your own philosophy of education. This paper will be types, double spaced with 1" margins using APA style. Please include any of the major theorist or educational leaders that have influenced your philosophy. See rubric for all required elements **due 10th class session.**

General Rubric for Evaluation of Assignments

1. **Discussions/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. No late papers will be accepted.
4. **Presentation:** 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 outside 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. No

late papers will be accepted.

Expanded Rubric for Personal Philosophy Statement

- ◆ 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 Response Paper

- ◆ 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

- ◆ 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

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.