**Course Syllabus**

**Spring, 2014**

EPSY 29525- Educational Psychology

**Kent State University**

**School of Lifespan Development and Educational Sciences**

**Instructor:**

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***Office: 405 White Hall***

**Office Hours:**

***I HIGHLY ENCOURAGE You to come to my office hours on***

***Tuesday/Thursday 2:00-4:00 PM (walk in) Wednesday 11:00 AM-1:00 PM (by appointment)***

***Or, Just come on By!***

# Course Description



The major goal of this course is to increase students understanding of educational psychology and child development. Such knowledge will be useful to students as they train to become educators themselves. Meeting the course goal and specific student objectives will be assessed through formal exams, experiential learning activities, and class participation quizzes.

By then end of the course, students should be able to complete to following ***Student Learning Objectives****:*

1. Define and apply the content and methodology of educational psychology and child development (assessed by quizzes and opportunities).
2. Evaluate and synthesize the major milestones of cognitive and social-emotional development (assessed by quizzes and opportunities).
3. Identify the special cognitive and linguistic skills necessary for successful learning in the formal instructional setting of the school (assessed by quizzes, opportunities, and CAs).
4. Describe and explain the differences between the major theories of cognitive development and learning: Behavioral approach; Piagetian, Vygotskian, and information processing views of learning (assessed by quizzes, opportunities, and CAs).
5. Comprehend and appraise how theories of learning and developmental characteristics of children can be combined to make teaching more effective, and how they influence pacing of content/skills and the choice of appropriate teaching strategies for children so that children can master content standards (assessed by ELAs and opportunities).
6. Identify and understand the misconceptions held by many lay people and educator regarding teaching and learning

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## Course Goals & Student Learning Objectives

years. Special emphasis is placed on cognitive development and learning and the specific cognitive requirement of formal instruction in schools. Students study the major psychological theories of learning and instruction. Research based approaches to effective teaching and how to set age and developmentally appropriate expectations for children are a primary focus.

***CONTRARY*** **to this comic**, this course focuses on how and educational psychology can be used to ***better understand how to teach children***. Emphasis is placed on milestones of child development (physical, social-emotional, cognitive and psycholinguistic) birth to adolescence and the influence of the family, peers, and school on development during the preschool and elementary school



## Student & Instructor Expectations

***This cartoon is an example of what we will not be doing in this class. Instead, you can expect the following:***

***Student Expectations***

1. PLEASE BE ACTIVE AND PARTICIPATE IN CLASS
2. Listen and respect others
3. Be comfortable in taking risks
4. Complete all assignments
5. Turn off your cell phones and/or pagers
6. Be punctual for all classes
7. Discuss class concerns either after class or during designated office hours
8. Be prepared for class by reading the assigned reading prior to lesson

***Instructor Expectations***

1. BE ACTIVE AND ENTHUSIASTIC TO FACILITATE STUDENT LEARNING
2. Listen and respect students’ views
3. Be in class at least 5 minutes before and after class
4. Respond swiftly and effectively to student concerns
5. Turn off cell phone
6. Grade objectively, consistently, and timely. Be open and honest about grading & willing to answer questions.
7. Be prepared for class



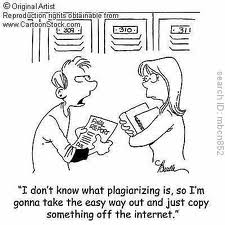
In line with my student and teacher expectations, my teaching philosophy and method’s are important to understand in order to succeed in this course.

1. ***I vary my teaching methods*** to insure that our courses are accessible to all students. I utilize lecture, active class discussion, cooperative small group activities, problem-based learning activities and classroom demonstrations and observations. As such, class lectures and tutorials will be provided in multiple modalities: (a) PowerPoint presentations, (b) overheads, (c) videos, (d) assigned reading, (e) handouts, (f) wipe boards, and (g) reflective practices to provide students with a learning environment that accommodates their individuality
2. I believe in ***transparency***, meaning I have nothing to hide from you and you have nothing to hide from me. I will explain the methods and grading and if you have any questions please respectfully ask. I expect the same honesty from you. Together we can build and maintain a successful semester.
3. Everyone has the right and ability ***to be successful*** in this course. I will provide you with multiple pathways to achieve success you just have to follow through on them. Take charge of your learning, it is your responsibility.
4. I try to infuse each course with ***diversity.*** The need for a diversified education is increasing with our growing multicultural society. In my courses I promote a safe climate where we examine content from multiple cultural perspectives.
5. Foremost, I believe in ***student-centered active learning.*** Students bring a wealth of personal experiences, knowledge, and theories to the classroom and if you can relate new information to your personal experiences through an active learning method, not only is your learning greatly enhanced, but more importantly your higher-level thinking skills are also improved.

## Teaching Philosophy

*“Nine tenths of education is encouragement.”*

*~ Anatole France*



## Ethical Conduct

***As the comic to the right suggests,*** most students do not fully understand what cheating is. Therefore, I have provided a description of what I view as cheating and plagiarizing. If you put an idea, statistics, or quote in your writing assignments that is from another source, absolutely cite the source. If you do not cite a direct quote or even a paraphrased quote, this will be considered plagiarism and you will receive either an F in the course or an F on the paper and your actions will be reported to college officials. It is my policy, and the college’s policy that cheating and plagiarism are strictly prohibited. Any student that is caught cheating on an exam or plagiarizing on a paper will be reported to the academic dean. Moral of the story, cite and reference your work appropriately.

As stated in the American Psychological Association (APA) ethics code, I as the instructor and you as the student **will not** engage in any unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, socioeconomic status, or any basis proscribed by law. In the content of this course I will often address issues of gender, sexual orientation and culture. To promote a safe learning environment I will expect you to strictly adhere to the above APA code.

## Human Relations

## American Disabilities Act (ADA) Compliance

If there is any student who has special needs because of a disability, please go directly to Student Accessibility Services Ground Floor Rm. DeWeese Center. Office hours are held between 8:00am and 5:00pm Monday through Friday. You could also contact them at 303-556-8387 or email [mscd-accesscenter@mscd.edu](mailto:mscd-accesscenter@mscd.edu). You must do this to report your needs and to provide me documentation of your disability for certification. Please feel free to discuss this issue in private if you need more information.

## Class Attendance

Attendance will benefit you in several ways. First, material is presented in class that is not covered in your text, but it will appear on your opportunity assessments. Second, your understanding of the course material is heightened from double exposure to the material (i.e., in class and in the text). Third, you are responsible for all information presented in class even on days that you are absent. If absences are necessary, please contact us BEFORE the class. Absences will only be excused if I am contacted prior to the class period and for appropriate reasons.

"Education is not just the filling of a pail, it is the lighting of a fire."

~ B. F. Skinner

***Class Quizzes/Class Work:*** I have designed these assignments in an attempt to help you practice retrieving both lower and higher level thinking of course content. There will be 12 unannounced quizzes or class work assignments. These will vary between group work activities, short answer, true/false, and multiple choice, fill in the blank, or essay questions. These assessments will pertain to material covered in the readings and lectures. These will be done most often without the use of your text and notes. Each of these assessments is worth 20 points and I will drop your lowest two scores. You cannot make up quizzes or class work that is missed so your attendance is essential for academic success.

***Online Practice Quizzes:*** There are 13 practice quizzes (approximately 1 per chapter). They are for your benefit, you can take as many as you want (or none) and as many times as you want. If you complete all 13 and you average score is better than your lowest in class quiz/class work score, I will exchange the two scores.

***Opportunities:*** This is your ***opportunity*** to show me what you have learned! (You can think of these assessments as you would a traditional exam.) Each of the opportunities could have a series of multiple-choice, true or false, fill in the blank or short answer/essay questions. They will be completed individually, in-class, and without the use of your notes or textbook. The content will come from the readings and the work we do together in class. You will be given the full class time to complete each opportunity. See the course schedule for dates because you cannot make up an opportunity that is missed. If students need to receive an assessment orally, accommodation may be made.

***Case Analyses:*** Case Analyses (CA) are designed to demonstrate your content knowledge and serve as a reflective practice on reading and lecture material. The assignments attempt to facilitate both your lower and higher level learning of course content. For example, they will attempt to apply the educational and psychological concepts covered in class. They will consist of responding to questions related to a case study in educational psychology. To be completed online in Blackboard.

***Research Participation:*** Research is a strong focus at Kent State University. Faculty and graduate students from the Educational Psychology/Instructional Technology program are actively engaged in widely diverse research projects. Participating in research projects is an important component for undergraduate students enrolled in EPSY 29525. In order to effectively use research in your profession, it is helpful to know how research is generated. To provide this experience the Educational Psychology program has established the Educational Psychology research participant pool. This course will include collecting data about you, the members of this course, in IRB approved ***studies.*** This pool allows students to participate (not to exceed 2 hours) in research that has been approved by the Kent State University Institutional Review Board (IRB). For your participation, you will earn course credit.

All of the data is aggregated and anonymous. The data collection may include filling out questionnaires, completing some learning tasks in a laboratory, and/or in-class activities.

**There are two options for fulfilling the research requirement.**

Option 1: Participation in IRB approved research. Studentsvisit the Ed Psych Research Sign-up System (<http://kent-ehhs.sona-systems.com>) and request a new participant account. From there you can choose how you would like to fulfill the two hours of research participation from the studies listed in the sign-up system.

When registering for studies in the Ed Psych Research Sign-up System you must sign up at least 24 hours before the time you would like to participate. NO WALK INS ARE ALLOWED. There are times when no participates have been scheduled. If no one is scheduled lab staff may not be in the lab. YOU MUST SIGN UP 24 HOURS IN ADVANCE.

Option 2: Alternatively, you may complete the research requirement by reading two book chapters on educational research methodology and taking a multiple-choice test on each selection (The total length of each selection is approximately 30 pages, and we assume each should take 1 hour to read). Each selection has a corresponding multiple-choice test (15 questions each). We assume that taking the two tests should take about an hour. Our goal is that this alternative consumes as much time as participating in faculty directed research. To receive credit you must average an 80% or better on the two tests. If you choose to participate in a portion of faculty directed research but decide to withdraw as a research participant for any reason, you may complete the requirement by completing the alternative (option 2). If you select Option 2, please register for the Research Alternative study in the Ed Psych Research Sign-up System ***(http://kent-ehhs.sona-systems.com) and follow the directions.***

## Class Assignments



Required text: Eggen, P. D., & Kauchak, D. P. (2012). *Educational Psychology: Windows on the Classroom, 9 th Edition*.

Handouts, lecture notes, Profcasts, practice quizzes and other resources are available via Blackboard.

Profcasts: If you like lectures with Power Points. Watch the profcasts online.

## Text & Supporting Materials

|  |  |  |  |
| --- | --- | --- | --- |
| *Assignment* | *Points* | *% of Total* | *Student Learning Objective* |
| *(10) Quizzes @ 20pts each* | *200 pts* | *25%* | *1, 2, & 4* |
| *(5) CA @ 40pts each* | *200 pts* | *25%* | *3, 4, & 5* |
| *(2) Opportunities* | *320 pts* | *40%* | *1, 2, 4, & 5* |
| *Research Participation* | *80 pts* | *10%* |  |
| *Total =* | *800 pts* | *100%* |  |

|  |  |
| --- | --- |
| Grading Scale | |
| Points | Letter Grade |
| 736-800 points ......... = | A |
| 720-735 points ......... = | A- |
| 704-719 points ......... = | B+ |
| 656-703 points ......... = | B |
| 640-655 points ......... = | B- |
| 560-639 points ......... = | C |
| 520-559 points ......... = | D |
| 519 points and less ... = | F |

## Grading Policies

*"The only person who is educated is the one who has learned how to learn and change."*

*~ Carl Rogers*

*"I like a teacher who gives you something to take home to think about besides homework."*

*~Lily Tomlin*

## Course Calendar

|  |  |  |  |
| --- | --- | --- | --- |
| **Week of** | **LECTURE TOPIC** | **READING** | **ASSIGNMENTS DUE** |
| T 1/14  Tr 1/16 | Introductions, syllabus and Desirable Difficulties  Understanding Teaching and Learning | Ch. 1 | Nothing |
| T 1/21  Tr 1/23 | Cognitive and Language Development | Ch. 2 |  |
| T 1/28  Tr 1/30 | Personal, Social, and Moral Development | Ch. 3 | CA #1 |
| T 2/4  Tr 2/6 | Learner Diversity | Ch. 4 |  |
| T 2/11  Tr 2/13 | Learners with Exceptionalities | Ch. 5 |  |
| T 2/18  Tr 2/20 | Principles of Cognitive Learning Theory and the Construction of Knowledge | Ch. 6 |  |
| T 2/25  Tr 2/27 | Cognitive Learning and Human Memory | Ch. 7 | CA #2 |
| T 3/4 | **Review** | | |
| **T 3/6** | ***Mid-Term Exam (Ch. 1 – 7)*** | | |
| T 3/11  Tr 3/13 | Complex Cognitive Processes  Review | Ch. 8 |  |
| T 3/18  Tr 3/20 | Motivation and Learning | Ch. 10 |  |
| T 3/25  Tr 3/27 | **SPRING BREAK—YAHOO!!!** | | |
| T 4/1  Tr 4/3 | A Classroom Model for Promoting Motivation | Ch. 11 |  |
| T 4/8  Tr 4/10 | Classroom Management | Ch.12 | CA #3 |
| T 4/15  Tr 4/17 | Learning and Effective Teaching | Ch. 13 |  |
| T 4/22  Tr 4/24 | Increasing Learning Through Assessment | Ch. 14 | Research Participation DUE |
| T 4/29 | Standardized Testing and Learning | Ch. 15 | CA #4 |
| Tr 5/1 | **Review** | | |
| **Friday**  **May 9** | **FINAL EXAM (Ch. 8 – 15) 12:45-3:00** | | |
| ***Note.*** I reserve the right to revise the course schedule if necessary. | | | |