



WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM

The Teacher as a Reflective Practitioner
Westminster College Department of Education

EDU/PSY 2210 – Educational Psychology

Summer 2015 (online)

Instructor: Robert Cowles Ed.D.

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Office Hours: Any time by e-mail; 9:30 am-11:30 AM or by phone or appointment

REQUIRED TEXT: Woolfolk, A. (2011). *Educational Psychology*. (12th ed., Active Learning edition). Boston: Pearson.

COURSE DESCRIPTION

This course focuses on the application of psychological principles of learning, cognition, and child and adolescent development to the educational process in elementary and secondary schools. Topics include the impact of psychological knowledge on student learning, teaching, motivation, management of the classroom, and assessment of student learning.

This course meets the Tier II: Human Behavior and Social Institutions Context requirement.

COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK (CF):

*Westminster Education Department CONCEPTUAL FRAMEWORK (*CF) components met by this course include:*

CF 2: Demonstration – requires students to write and present or lead developmentally appropriate learning activities, linked to national standards

Missouri Standards for Professional Educators met by this course include:

The teacher candidate . . .

2.1 knows and identifies child/adolescent development stages and can apply them to students.

2.2 applies knowledge of the theory of learning.

2.4 recognizes diversity and the impact it has on education.

2.5 is aware that students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.

2.6 shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community.

3.2 knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.

5.1 recognizes the importance of the relationship between classroom management, motivation, and engagement strategies/techniques.

5.3 recognizes the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.

7.4 develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.

8.1 reflects on teaching practices to refine his/her instructional process.

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

1. Understand psychological and developmental principles that are relevant to teaching and learning (2.1, 2.3, 5.1, 5.3, CF2).
2. Apply knowledge of psychological theory and research to educational settings and practice (2.1, 2.3, 3.2, CF2).
3. Critically evaluate, synthesize, and communicate psychological research findings relevant to education (2.1, 2.3, 2.4, CF3).
4. Identify challenges of working with children and adolescents with diverse needs and effective practices for meeting those needs (2.4, 2.5, 2.6, 5.3, CF2).
5. Understand and apply a variety of assessment techniques. (7.4, 8.1, CF2)

TEACHING PHILOSOPHY

The central idea of my teaching philosophy is that effective learning involves active participation on the part of both student and teacher. Through active interaction with course material and social interaction with peers and teachers, students are able to construct knowledge and apply it to a variety of real-world problems. I view the teacher as a facilitator who provides opportunities for students to engage with course material in a variety of ways, guidance in understanding and thinking critically about course material, and multiple methods for students to demonstrate their learning.

You will be required to apply course readings and demonstrate understanding of concepts by responding to a series of problem solving scenarios. There will also be three online exams and a research project.

GENERAL COURSE EXPECTATIONS/PROCEDURES

PARTICIPATION

Because the course is online, students will need to be very motivated and self-directed to succeed. If students start to fall behind on the readings, assignments, and online discussions, it will be difficult to catch up! In this course, you'll want to plan to work hard and learn a lot!

It is expected that **all students** will be active participants in the class. This means being prepared each week by reading assignments, completing written work, and participating in class discussion by sharing ideas, asking questions, commenting on others' posts, and respecting others points of view.

NETIQUETTE

Your course instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

ACADEMIC HONESTY

All students are expected to live up to the Westminster Honor Code in the Student Handbook: “No Westminster student shall commit any act of academic dishonesty in order to advance her or his own academic performance, or to impede or advance the academic progress of others.”

All work submitted for evaluation, including tests and papers, must represent only the work of the student unless indicated otherwise.

Examples of unacceptable behavior:

1. Cheating on a test/quiz by copying from another student.
2. Cheating on a test/quiz by using notes when it is not allowed.
3. Turning in a paper you have written for another class.
4. Turning in a paper written by someone else.
5. Using electronic devices such as PDAs, cell phones, computers, or audio devices during exams and quizzes (for any reason)
6. Discussing or viewing the content of tests or quizzes with classmates or with students in another section of the course or from previous semesters.
7. Plagiarizing in oral or written work by
 - a. Using the exact words of another person without indicating that you are quoting, or
 - b. Paraphrasing the ideas of another person without citing the source.

Just citing the source (Author, date) is not enough if the exact words from that source are used. If you quote you must indicate that you are quoting. There are two ways to do this. If the quote is brief (less than 50 words), use quotation marks and include the page number in the citation. Follow the quotation with the author’s name and date of the work and the page number for the quoted material, for example: “...which support this conclusion.” (Sheehy, 2006, p.38). If the quote is longer than 50 words, indent the entire quoted passage five spaces and put the page number and source (Anderson, 2005, p. 256) at the end of the quote.

COLLEGE POLICIES

All faculty and students are required to follow the college’s Honor Code, college-wide policies preventing harassment and discrimination, the College Duty policy, Emergency Procedures, and the Student Respect policy. These policies can be found in the Student Life Handbook (<http://www.westminster-mo.edu/studentlife/Documents/handbook.pdf>). Printed brochures stating these policies are available through the Academic Dean’s Office upon request.

AMERICANS WITH DISABILITIES ACT

If you need accommodations because of a disability, please contact me. I will try my very best to accommodate your special needs. Westminster’s ADA policy can be found at the college’s website: http://www.wcmo.edu/wc_info/offices_and_services/human_resources/ADA_index/pdf.

COURSE ASSIGNMENTS**I. Exams:**

The three exams will cover material from the textbook. Each exam will cover material from a section of the text—there will be no comprehensive exam. The exams may be comprised of a combination of multiple choice, matching, and short essay questions.

II. Research Paper:

You will research an educational psychology topic of your choice using at least 4 academic sources (at least 3 empirical articles). In this paper, you will synthesize information from your

sources to explain the issue, critique the research, offer suggestions for future research, and discuss how the information can be applied in educational settings or public policy. The final paper should be 5-7 pages long (typed, double-spaced), plus references (using APA style).

An annotated outline and bibliography will be turned in prior to completing the final research paper.

Additional guidelines for the research paper, including topic choices, where to find sources, and how to use APA style will be discussed at the beginning of the term.

III. Moodle Discussion Forum Postings

Six times during the term, beginning June 3 (Monday morning), I will post a question, series of questions, and/or possibly a small task plus questions, for you to respond to on the Moodle Discussion Forum. You will need to post a response to the question(s)/task and respond to two of your classmates' postings. The Discussion Forum questions/tasks will focus on application of course material. Your initial response should be at least 5-6 sentences; your response to each peer should be at least 3 sentences.

Your Discussion Forum postings are due by 11:59 pm on Wednesdays. Responses to two classmates' postings are due by 11:59 pm on Fridays. Late responses **will not** be accepted and will not receive any points.

GRADING BREAKDOWN

Points possible:

Exams, 3 @ 100 points each	300
Final Research Paper	100
Scenario Posts, 4 @ 50 pts	200
Scenario Responses 4 @ 10 pts	40
Total	640

The following percentages are needed to achieve each letter grade:

A	90% or higher
B	80-89%
C	70-79%
D	60-69%
F	59% or less

COURSE CALENDAR

Date	Topic	Reading/Assignment
<u>Week 1</u>		
June 1	Introductions Learning, Teaching, and Educational Psychology	Syllabus Modules 1 and 2
June 2	Cognitive and Language Development	Modules 3 and 4

June 3	Cognitive and Language Development	Modules 5 and 6
June 4	The Self, Social, and Moral Development	Modules 7 and 8
June 5	The Self, Social, and Moral Development	Module 9
Becky Thatcher Scenario	Posted to Moodle	Due June 10
<u>Week 2</u>		
June 8	Learner Differences and Learning Needs	Modules 10 and 11
June 9	Learner Differences and Learning Needs	Module 12
June 10	Exam 1	
June 11	Culture and Diversity	Modules 13 and 14
June 12	Culture and Diversity	Module 15
Gabe Koetter Scenario	Posted to Moodle	Due June 18
<u>Week 3</u>		
June 15	Behavioral Views of Learning	Modules 20 and 21
June 16	Behavioral Views of Learning	Module 22
June 17	Cognitive Views of Learning	Module 23
June 18	Complex Cognitive Processes	Module 24-25
June 19	Complex Cognitive Processes	Modules 26
Bill Nye Scenario	Posted to Moodle	Due July 1
<u>Week 4</u>		
June 22	Exam Preparation Day	
June 23	Exam 2	
June 24	The Learning Sciences, Constructivism, and Constructivist Teaching	Modules 27 and 28
June 25	Social Cognitive Views of Learning and Motivation	Module 30 and 31
June 26	Motivation in Learning and Teaching	Modules 32 and 33
Liz Halsey Scenario	Posted to Moodle	Due July 7
<u>Week 5</u>		
June 29	Motivation in Learning and Teaching	Modules 34 and 35

June 30	Creating Learning Environments	Modules 36 and 37
July 1	Teaching Every Student	Modules 38 and 39
July 2	Teaching Every Student	Module 38 and 39
July 3	Research Day	No Reading Assignment
<u>Week 6</u>		
July 6	Classroom Assessment, Grading, and Standardized Testing	Modules 40, 41, and 42
July 7	Exam 3	
July 8	Research Writing Time	
July 9	Research Writing Time	
July 10		Final Research Paper Due

Course Number and Name: EDU/PSY 221 O: Educational Psychology

Faculty Member: Dr. Robert Cowles

Westminster College
 Summer Online Term 2015
 Credit Hour Worksheet

Instructions: Federal credit hour policies require that students complete a minimum total of 45 hours of work for each academic credit they receive. For a 4-credit course, that means a minimum total of 180 hours. For a 3-credit course, that means a minimum total of 135 hours. For a 2-credit course, that means a minimum total of 90 hours. For a 1-credit course, that means a minimum total of 45 hours. Summer online term consists of six weeks, so students completing a four-credit course should be working a minimum of 30 hours/week; those completing a three-credit course should be working a minimum of 22.5 hours/week; those completing a two-credit course should be working a minimum of 15 hours/week; while students completing a one-credit course should be working a minimum of 7.5 hours/week. **Please complete the worksheet below to indicate your expectations for # hours of student work in each week to show how your course meets these requirements (please specify if ‘other’), send a copy to David Jones, Associate Dean of Faculty, and add this worksheet to your syllabus.** If students are doing work other than that listed below on the worksheet, please enter in the “other” column and indicate the nature of the work.

Week	“Class Time”	Reading	Discussion	Assignments and Written Work	Exams	Other	Other	Other	Total Student Time
6/1-6/5	2.5	12	4	4					22.5
6/8-6/12	2.5	10	4	4	2				22.5
6/15-6/19	2.5	12	4	4					22.5
6/22-6/26	2.5	10	4	4	2				22.5
6/29-7/3	2.5	12	4	4					22.5
7/06-7/10	2.5	0	4	14	2				22.5
Totals	15	56	24	34	6				135