PSY 670, Workshop in Psychology II: EDUCATIONAL PSYCHOLOGY
(Graduate Version)

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COURSE CREDIT: 3 graduate credits

DATES/TIMES: online

COURSE DESCRIPTION: The Educational Psychology course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences. This lesson also describes behaviorist and social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments.

COURSE OBJECTIVES: Students will . . .

1. Describe the key principles and theories that guide teachers in their efforts to adapt instruction to students’ cognitive abilities and promote their further cognitive development
2. Explain how students differ from one another in their cognitive and linguistic development, and how teachers can accommodate such differences
3. Recognize how self-concept and self-esteem affect the classroom performance of students
4. Identify the strategies most likely to promote good relationships among diverse students
5. Discover how students’ moral reasoning and behavior change over time, and what teachers can do to promote moral and pro-social development
6. Investigate how to incorporate Gardner’s Theory of Multiple Intelligences into classroom teaching
7. Compare and contrast the ways in which students from various cultural and ethnic groups are apt to be alike and differ from one another, and identify the implications of these differences for classroom practice
8. Compare and contrast the ways in which males and females are alike and different, and identify what can be done to provide equitable educational opportunities for both genders
9. Define learning and identify the general theoretical perspectives that can be used to describe and explain it
10. Summarize the basic assumptions of social cognitive theory
11. Describe the role played by self-efficacy in learning, and identify how teachers can enhance self-efficacy in students
12. Identify the components of self-regulation, and explain how teachers can promote this behavior in their students
13. Identify the components of metacognition, and explain how teachers can promote this behavior in their students
14. Define motivation and explain its role in learning
15. Compare and contrast intrinsic and extrinsic motivation
16. Compare and contrast the main types of expository instruction, including lectures, mastery learning, and direct instruction
17. Explain discovery learning and identify instructional situations for which it is best suited.
18. Define authentic activity and provide several examples
19. Recognize cooperative learning and identify the situations best suited for cooperative learning
20. Identify the different forms assessment can take in classroom settings
21. Demonstrate an understanding of formal and informal assessment techniques
22. Define and explain the four characteristics of “good” assessment
23. Acquire and implement knowledge of mental models, domain content, and problem construction in the design of quality assessment

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Texts: Educational Psychology, Jeanne Ellis Ormrod, 2003, Pearson Custom Publishing

COURSE REQUIREMENTS:

Before each lesson in this course, you will be required to complete an assignment in the textbook, the CD-ROM, and the DVD-ROM you received. Before proceeding to each lesson, you will be required to answer review questions online relating to your assignment. Upon successful completion of each review, you will then be able to complete the corresponding lesson. If you do not pass the review questions, your status will be Incomplete until you successfully retake the review.

There are journal activities in each lesson. On each journal page, click the Open Journal button and a new window will be launched. Click the button below for help on using the online journal.

There are mandatory portfolio activities after each lesson. After completing the tutorial part of each lesson, you will be required to complete the corresponding Portfolio activities offline at your own pace. When the activities for each lesson are completed, log in, return to the portfolio activity section for that lesson, and click the Submit button to get credit for completing the activities.

Lesson Topics

Welcome - This section provides instructions on how to use this course, materials needed for this course, the Terminal Learning Objectives, and the Expected Learning Outcomes.

Lesson 1 - Introduction to Educational Psychology - This lesson will summarize the principles that characterize human development as well as describe the key principles and theories that guide teachers in their efforts to adapt instruction to student’s cognitive abilities and promote their further cognitive development. Additionally, the lesson will demonstrate how students differ from one another in their cognitive and linguistic development.

Objectives:
- Summarize the principles that characterize human development.
- Describe the key principles and theories that guide teachers in their efforts to adapt instruction to students’ cognitive abilities and promote their further cognitive development.
- Explain how students differ from one another in their cognitive and linguistic development, and how teachers can accommodate such differences.

Reading Assignment:
- Read the Introduction and Chapter 2 in your textbook.

Lesson 2 - Personal, Social, and Moral Development - This lesson will explain how self-concept and self-esteem affect the classroom performance of students as well as identify the strategies most likely to promote good relationships among diverse students. This lesson will also explain how students’ moral reasoning and behavior change over time and what teachers can do to promote moral development.

Objectives:
- Explain how self-concept and self-esteem affect the classroom performance of students
- Identify the strategies most likely to promote good relationships among diverse students
- Explain how students' moral reasoning and behavior change over time, and what teachers can do to promote moral and pro-social development.

Reading Assignment:
- Reading Chapter 3 in your textbook.

Lesson 3 - Individual and Group Differences - This lesson will enable you to investigate how to incorporate Gardner's Theory of Multiple Intelligences into your teaching as well as compare and contrast the ways in which students from various cultural and ethnic groups are apt to be alike and different from one another, and identify the implications of these differences for classroom practice. Additionally, the lesson will enable you to compare and contrast the ways in which males and females are alike and different and identify what can be done to provide equitable educational opportunities for both genders.

Objectives:
- Investigate how to incorporate Gardner's Theory of Multiple Intelligences into your teaching
- Compare and contrast the ways in which students from various cultural and ethnic groups are apt to be alike and different from one another, and identify the implications of these differences for classroom practice.
- Compare and contrast the ways in which males and females are alike and different, and identify what can be done to provide equitable educational opportunities for both genders.

Reading Assignment:
- Read Chapter 4 in your textbook.

Lesson 4 - Learning and Knowledge Construction - This lesson will enable you to define learning and identify the general theoretical perspectives that can be used to describe and explain it as well as demonstrate an understanding of how students learn concepts. The lesson also explains how teachers can promote conceptual change in students and the importance of transfer in learning, and identify the factors that affect transfer.

Objectives:
- Define learning and identify the general theoretical perspectives that can be used to describe and explain it.
- Demonstrate an understanding of how students learn concepts.
- Explain how teachers can promote conceptual change in students.
- Explain the importance of transfer in learning, and identify the factors that affect transfer.

Reading Assignment:
- Read Chapter 6, 7, and 8 in your textbook.

Lesson 5 - Behaviorist Views of Learning - This lesson will enable you to demonstrate an understanding of the basic principles of behaviorism as well as explain classical conditioning and describe how it can be used in the classroom and explain operant conditioning and describe how it can be used in the classroom. Additionally, the lesson will summarize some of the strengths and potential weaknesses of behaviorist teaching techniques, particularly the use of reinforcement.

Objectives:
- Demonstrate an understanding of the basic principles of behaviorism.
- Explain classical conditioning and describe how it can be used in the classroom.
- Explain operant conditioning and describe how it can be used in the classroom.
- Summarize some of the strengths and potential weaknesses of behaviorist teaching techniques, particularly the use of reinforcement.

Reading Assignment:
- Read Chapter 9 in your textbook.

Lesson 6 - Cognitive Views of Learning - This lesson will enable you to summarize the basic assumptions of social cognitive theory, explain how modeling can be used to facilitate learning and describe the role played by self-efficacy in learning, and identify how teachers can enhance self-efficacy in students. Additionally, this lesson will also identify the components of self-regulation and metacognition, and explain how teachers can promote these behaviors in their students.

Objectives:
- Summarize the basic assumptions of social cognitive theory.
- Explain how modeling can be used to facilitate learning.
- Describe the role played by self-efficacy in learning, and identify how teachers can enhance self-efficacy in students.
- Identify the components of self-regulation, and explain how teachers can promote this behavior in their students.
- Identify the components of metacognition, and explain how teachers can promote this behavior in their students.

Reading Assignment:
- Reading Chapter 10 in your textbook.

Lesson 7 - Motivating Students - This lesson will enable you to define motivation and explain its role in learning, compare and contrast intrinsic and extrinsic motivation and explain how the basic
human needs for self-worth and relatedness influence motivation. Additionally this lesson describes the role played by emotion in learning.

Objectives:
- Define motivation and explain its role in learning.
- Compare and contrast intrinsic and extrinsic motivation.
- Explain the how the basic human needs for self-worth and relatedness influence motivation.
- Describe the role played by emotion in learning

Reading Assignment:
- Read Chapter 12 in your textbook.

Lesson 8 - Instructional Strategies - This lesson will enable you to compare and contrast the main types of expository instruction, including lectures, mastery learning, and direct instruction as well as explain discovery learning and identify instructional situations for which it is best suited. The lesson will also enable you to define authentic activity and compare and contrast cooperative learning with other forms of learning.

Objectives:
- Compare and contrast the main types of expository instruction, including lectures, mastery learning, and direct instruction.
- Explain discovery learning and identify instructional situations for which it is best suited.
- Define authentic activity and provide several examples.
- Compare and contrast cooperative learning with other forms of learning, and identify the situations for which cooperative learning is best suited.

Reading Assignment:
- Read Chapter 13 in your textbook.

Lesson 9 - Classroom Management - This lesson demonstrates strategies for creating a classroom culture, a community of learners, explains how to deal effectively with misbehavior in the classroom, and identifies the classroom strategies that are especially helpful in a diverse classroom. Additionally, the lesson explains how to communicate effectively with parents.

Objectives:
- Demonstrate strategies for creating a classroom culture, a community of learners.
- Explain how to deal effectively with misbehavior in the classroom.
- Identify the classroom strategies that are especially helpful in a diverse classroom.
- Explain how to communicate effectively with parents.

Reading Assignment:
- Read Chapter 14 in your textbook.

Lesson 10 - Assessing Students - This lesson enables you to define the four characteristics of good assessments as well as demonstrate and understanding of formal and informal assessment techniques. The lesson will also explain the importance of knowledge of mental models, domain content, and problem construction in the design of quality assessment.
Objectives:
- Compare and contrast the different forms assessment can take in classroom settings.
- Demonstrate an understanding of formal and informal assessment techniques.
- Define the four characteristics of "good" assessment.
- Explain the importance of knowledge of mental models, domain content, and problem construction in the design of quality assessment.
- Observe several classroom sessions and assess the quality of student thinking.

Reading Assignment:
- Read Chapter 15 & 16 in your textbook.

**Culminating Activity** – Writing assignment to provide a comprehensive summary of the course.

Objectives:
- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper: To Dr. Elden Daniel, Instructor of Record

**Student Writing Assignment:**
Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion /summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check and have someone proofread your paper before you submit it. *(Your paper’s combined responses should be between a minimum of ten to twelve pages in length.)* *Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay!*

Part 1. Each chapter is introduced with a case study. Choose two case studies, review each and discuss ways you can apply the concepts developed in the chapter related to the case study with the students you are teaching. (3-4 pages)
   A. Case Study
   B. Case Study

Part 2. Choose one of the following topics, discuss basic concepts and explain how you would relate to these concepts to your classroom experience. (2-3 pages)
   A. Classroom management
   B. Instructional Strategies
   C. Personal, Social and Moral Development

Part 3. Discuss the basic principles of human development and stages of cognitive development as described in the course. How can you apply this information in your work with students? (2-3 pages)
Part 4. Research: Find two journal article written by two different authors that are related to the topics in this course. Then:
(a) compare and contrast the theories (positions) presented in the articles, or
(b) interpret each article and discuss implications for your practice or
(c) write a constructive critique of each author’s conclusion (2-4 pages)

Return your student assignment and a copy of your online completion certificate by email to:

Email submission: drdaniel@gojade.org
Dr. Elden Daniel

Telephone: 719-852-2158

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers."

COURSE GRADING:

EVALUATION CRITERIA:

A  100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B  85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C  76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D  67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.