Mississippi Valley State University
Department of Teacher Education

Holistic Transformer:
Transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.

ED 302 Educational Psychology
Fall 2018

Instructor:	**Class Meetings- Location/Time:**	**Office Location:**
Dr. Bertha Ealey	OPL Room 233; T/R 3:50-5:05	OPL 160

Office Phone:	**E-mail Address:**	**Office Hours:**
662-254-3617	dre503fall2012@gmail.com	T/R: 11-1; 2-20-3:50; TR 5-6

ED302 introduces prospective teachers to principles, theories and research associated with teaching and learning. The course emphasizes the application of developmental theories in the cognitive, socioemotional, and physical domains and the relationships among sound instructional practices, pedagogy, and student learning. It's primary goal is to introduce candidates to learning theories/theorists, principles of student development, motivation and perception. Additionally, the course will structure class activities and student assessment in alignment with the major dimensions of the PLT.

CREDIT HOURS: 3

PREREQUISITE(S): ED102 General Psychology, Admission to Teacher Education

COURSE CONTENT:

> Required Text(s): Santrock, John W. (2016*). Educational Psychology*. (6th Ed.) Boston: McGraw-Hill
> Secondary/Supplemental Resources: www.mhhe.com/santedu3e

> Major Areas of Study:
> > Students as Learners
> > Student Development and the Learning Process
> > Students as Diverse Learners
> > Student Motivation and the Learning Environment
> > Instruction and Assessment
> > Instructional Strategies
> > Planning Instruction
> > Assessment Strategies
> > Communication Techniques
> > Profession and Community

PURPOSE/RATIONALE:

Candidates will acquire working knowledge of human development in the physical, social, emotional, and moral domains that will inform their teaching. Candidates will demonstrate familiarity with recent research and best practices--ensuring a balanced perspective of theory, practice, and application. Key to this understanding is candidates' participation in early field experience. This course helps the College of Education achieve its overall goal of developing teachers as scholars, facilitators, reflective thinkers, and life-long learner.

Educational psychology, like any other discipline, is composed of an integrated set of theories, principles, concepts, and research findings. Thus, a conscious effort is made to cross-reference and point out links among related ideas and approaches.

GENERAL COURSE GOALS:

Class activities are centered on attainment of the College of Education outcomes and course learning objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by state and national standards.

1. Candidates will demonstrate an understanding of the theoretical foundation, major concepts, assumptions, processes of inquiry, and ways of knowing relative to student development and the learning process
2. Candidates will evaluate quality of dispositions, attitudes, and skills that characterize effective teachers while demonstrating an understanding of the importance of research in effective teaching (PEU 1, INTASC
3. Candidates will demonstrate pedagogical knowledge that show their ability to teach diverse learners, adapt to different learning styles and exceptionalities and demonstrate an understanding of the relationship between motivation, student achievement, and the sociocultural contexts that support or undercut motivation.
4. Candidates will implement strategies to teach content, measure the results, and reflect on the experiences in order to make changes to monitor candidates' learning, modifying instruction when warranted.
5. Candidates will demonstrate an understanding of methods of inquiry that provides them with a variety of self-assessment and problem-solving skills that will provide for ongoing reflection on teaching and learning practices as a basis for making professional decisions and the subsequent influence on students' growth and learning.
6. Candidates will recognize their professional responsibility and engage in activities that foster professional growth through professional associations and professional development (INTASC 3, 9).

MATRIX: LINKAGE OF THE HTM AND THE COURSE GOALS:
The following course outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the Holistic Transformer:
(good to have 5 to 8)

General Course Goals	HTM Scholar (Knowledge)	HTM Reflective Thinker and Facilitator (Skills)	HTM Responsible Professional (Dispositions)
1. Understands teaching/learning principles	1.1, 2.3	2.1	3.1, 3.2
2. Evaluates skills, abilities, dispositions	2.3, 3.2	2.3	3.3
3. Plans for diverse learnings	2.1. 3.3	2.2, 2.4	2.3, 1.2
4.& 5 Assess student learning	1.3	2.3	3.3
6.Engage in professional development	3.2	3.3	3.4

Outcome: Content
   Candidate Proficiencies (Knowledge)
   1.0 Scholar
      1.1 The candidate synthesizes in-depth knowledge of content in specific
         disciplines with research-based practices in the teaching and learning process.

1.2 The candidate **plans** instruction and integrates technology appropriately based on best practices.

1.3 The candidate **selects** reliable and valid assessments to measure student performance.

1.4 Candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.

Outcome: Processes, Skills

Candidate Proficiencies (Skills)

2.0 Facilitator and Reflective Thinker

2.1 The candidate regularly **reflects** on the state, national, and professional curriculum standards as a basis for continuously improving teaching and learning.

2.2 The candidate **designs** unit and daily lesson plans that incorporate rigorous instructional strategies and infuses technology appropriately to enhance student learning.

2.3 The candidate **administers** formative and summative assessments to measure student learning which facilitate data-based decisions to inform instructional strategies

2.4 The candidate **develops** adaptive instruction plans to meet the educational and social needs of all students in collaboration with community and parental support.

Outcome: Dispositions

Candidate Proficiencies (Dispositions)

3.0 Responsible Professional

3.1 The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.

3.2 The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.

3.3 The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.

3.4 The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

COURSE OBJECTIVES:

At the end of the semester, the teacher candidate should be able to

A: Objective –Knowledge: Teacher as Scholar

1. Demonstrate an understanding of the major concepts, assumptions, processes of inquiry, and ways of knowing relative to student development and the learning process. (TIAI 2,4,6,8,13,16,18; HTM 1.2,1.3,1.4,2.2,2.3,3.2,3.3; ACEI 3.1,3.2,3.5,4; NCATE 1.a,1.b,1.c; M-Star 1.1,1.2,1.4,II.5,6,III 8,9,10,IV 15)

2. Demonstrate understanding of the theoretical principles of cognitive, social and biological development and actively engage student in metacognitive activities and assignment. (TIAI 2,12,13,20,21-24; HTM 1.2,1.4,2.2,2.4,3.1,3.2,3.4;ACEI 3.1,3.2,3.4,3.5,2.1; NCATE 1.b,1.c,1.d,4.a; M-StarI-2,III-8-10,IV12-16) InTASC 4,5,8)

3. Discuss pedagogical methods based upon research-based practices thus demonstrating an understanding that student learn and perform in different ways; recognizing complimentary ways of facilitating student learning and achievement. (TIAI 1,16; HTM 1.4,2.4; ACEI 3.1,3.2,3.5,3; NCATE 1.a.1.b,1.c, M-Star I-2,I-4; InTASC 4,7)

4. Apply learned strategies to teach content area, measure the results, and use test results to plan future instruction; and provide feedback to student about their strengths and weaknesses. (TIAI 4,5,6; HTM1.3,2.3,3.31.4,2.4; ACEI 3.2,4,3.1; NCATE 1.a,1.b,1.d1.b;M-Star I-1,I-4,III-10,I-2)

5. Candidates will demonstrate an understanding of methods of inquiry that provides them with a variety of self-assessment and problem-solving skills that will provide for ongoing reflection on teaching and learning practices as a basis for making professional decisions and the subsequent influence on students'

growth and learning. (TIAI 1,16; HTM 1.4,2.4; ACEI 3.1,3.2,3.5,3; NCATE 1.a.1.b,1.c, M-Star I-2,I-4; InTASC 4,7

B: Objective – Skills: Teacher as Facilitator and Reflective Thinker

6. Candidates will apply knowledge of cognitive development to develop appropriate instructional strategies, select activities and manipulatives to foster achievement of lesson objectives. (TIAI 2,4,6,8,13,16,18; HTM 1.2,1.3,1.4,2.2,2.3,3.2,3.3; ACEI 3.1,3.2,3.5,4; NCATE 1.a,1.b,1.c; M-Star 1.1,1.2,1.4,II.5,6,III 8,9,10,IV 15)

7. Candidates will apply differentiated instructional techniques to ensure that all students have the opportunity to acquire stated learning outcomes in ways consistent with their preferred learning styles and abilities. (TIAI 2,6,8,11,16; HTM1.2,1.4,2.2,2.3; ACEI,3.1,3.2,3.5,4; NCATE1.a,1.c,1.d,4.a; M-Star I-1,2,2.II-5,III-8,9,10)

C: Objective – Disposition: Teacher as Responsible Professional

8. Evaluate dispositions, attitudes, and skills that characterize effective teachers while demonstrating an understanding of the importance of research in effective teaching TIAI 24, HTM 1.2,2.2.3.2; ACEI 3.3; M-Star III-8,III-9; INTASC 3.8)

9. Candidates will demonstrate an understanding of the relationship between motivation and student achievement, and the sociocultural context that support or undercut motivation.

10. (TIAI 25,23; HTM 1.2,3.2,)

11. Candidates will recognize their professional responsibility and engage in activities that foster professional growth through professional associations and professional development (INTASC 3, 9

Technology is used to reinforce concepts presented in the classroom. PowerPoint presentations are used by both the instructor and candidate. This approach is especially useful in presenting content information. Additionally, candidates are required to submit professional writing via the internet.

MAJOR STUDENT ACTIVITIES: See *CALENDAR OF ACTIVITIES*

CLINICAL AND FIELD EXPERIENCE:
Clinical and Field Experiences: Candidates will observe the extent to which the classroom teacher integrates classroom practices and theoretical principles of teaching and learning.

INSTRUCTIONAL STRATEGIES:
The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: focused reading and reinforcing activities, online discussion and chats, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

STUDENT EVALUATION: (align with objectives)

Grading Procedures-performance based:

1375 – 1237	A
1236 – 1100	B
1099 -- 962	C
961 -- 825	D
824	F

A.   Traditional assessment, i.e. written tests (multiple choice, true/false, etc.) to assess knowledge and comprehension of key ideas and terms.
B.   Submitted assignments and projects
C.   Portfolio of personal reflections and reactions to assigned readings
D.   Papers and Project
E.   Assigned Readings
F.   Observations

This course is primarily project-based in nature and incorporates the concept that learners actively participate in their learning (Dewey). Therefore, the majority of the course grade will be determined by the quality of the assignments/discussions/projects/exams completed. In addition to the course assignments/discussions/projects, you will also have two exams. Together these are weighted on the following point system: 100 total assigned points.

Attendance policy:
Candidates are expected to attend all classes. You are expected to come to class on time, having read assigned text passages, and participate actively. You are responsible for all assignments, projects, and readings—whether you attend class or not. It is your responsibility to find out about any work you missed. It is a good practice to partner with a classmate who will collect handouts and provide you with copies of notes.

Make-up Policy: Accommodations will be made for missed assignments and exemptions when a valid excuse is provided. However, the expectation is that you will complete all assigned task within the allotted time.

ADA/STUDENTS WITH SPECIAL NEEDS:

Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in office #2 of the Earnest A. Boykins, Jr. Academic Skills Parlor. The coordinator can be contacted directly at 662.254.3446 or through the University College office number at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. Also, the evidence and prior methods of accommodations of the special needs must be submitted to the Office of the ADA Coordinator and the instructor during the first week of the course. The instructor will meet with the student to insure access to resources in the University and make appropriate instructional modifications as required, which substantially limits one or more major life activities. For additional information contact MVSU ADA Office at (662) 254-3434.

PLAGARISM/ACADEMIC INTEGRITY:

(For your reference) Honesty and integrity are essential values of the Valley's mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another's words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU undergraduate catalog pp. 112-114 for the grading policy.

CELL PHONE POLICY

Cell phones are welcomed in the classroom AS A RESOURCE TOOL only. Examples of usage as a resource include looking terms and concepts, theories, charts and educators. It is expected that all phones will be silenced. Texting, talking, is expected to resume AFTER class.

CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE:

ASSIGNMENT	CREDIT	DUE DATE
Chapter 1		
▪ Short narrative (Pioneers of education) – 0ne page	100	Week 1
▪ **Types of research. Locate a research study for each of the three types of research discussed in class. In the name of the study and** describe the study's purpose and findings. Also describe the characteristics of the study that makes the study an experimental, correlational, or descriptive study. (2.5 – 3 pages)	100	Week 2
Chapter 2		
Cognitive development is key in student achievement. Piaget offers a theoretical overview on how cognitive development occurs. In a one – two page paper discuss Piaget's concept of how thinking develops and progresses. Link thinking levels with appropriate stages, i.e., describe the thinking associated with each stage. (1) Identify the key features of Piaget's theory, i.e. provide definitions for important terms (organization, adaptation, assimilation, accommodation, schema, equilibration) (2) Locate and identify at least two teaching strategies appropriate for teaching students in stages 2, 3, & 4.	200	Week 3

Vygotsky – written discussion of basic premises of theory
   a. Zone of proximal development
   b. Scaffolding
   c. What Vygotsky believes about language and thought
	200	Week 4

Chapter Quiz 1: Chapters 1, 2-online	50	Week 5
Chapter 3		
Debate: Social development, i.e., the social contexts of families, peers, and schools. Also include how these factors impact a student's self-esteem. What's the difference between self-esteem and self-confidence?	300	Week 6
Writing 3. Parenting Styles. Reflect on your interactions with parents and describe the type parents that raised you. Give examples or illustrations that led to your conclusion.	50	Week 7
Chapter 4		
Discuss the concept of intelligence. Also address how intelligence is measured. The discussion should include a comparison and contrast between contemporary and traditional views of intelligence. Know key terms. Class participation	50	Week 8
Chapter 5		
Review two studies in "Educating Students from Low SES Backgrounds. Class participation Portfolio Item: Best Practices: Strategies for Working with Children in Poverty.; Strategies for Reducing Gender Bias; Strategies for	50	Week 9

Multicultural Education.		
Quiz 2 Chapter 3,4	100	
Chapter 6		
Down load copy of IDEA. Summarize the key provision of the Act. Characterize the gifted learner. What activities/enrichment strategies would you need to employ?	100	Week 10
Midterm	100	
Quiz 3, Chapters 5, 6	100	Week 11
Writing 5. Describe various types of disabilities and the characteristics associated with each. ADHD – Inclusion See: www.Idonline.org/ld_indepth/add_adhd/tec_home-school_collab.html	100	
Chapters 7 & 10: Behavioral and Social Cognitive approaches		
1. Define learning and describe five approaches to studying it	25	Week 12
2. With your understanding of operant conditioning, set of a behavior modification plan for a student. See rubric	200	Week 13
3. Describe: Bandura's Social Cognitive Theory; Observational Learning; Cognitive Behavior Approaches	50	Week 14
Chapters 12 & 14		
–Learning and Cognition in the Content Areas: Reading, Writing		
Explain how reading develops. Discuss two approaches to teaching reading. Describe your perception of each approaches, also list which you prefer and why. Do the same for teaching mathematics, science, etc.	300* (100 for description of each subject)	Week 15
Strategies for establishing classroom rules and procedures (www.educationworld.com/a_lesson/lesson/lesson274.shtml)	100	
Chapter 13: Motivation, Teaching and Learning		
Case study in motivation: Group: Create a plan to improve the motivation of these students: ♦ 7-year-old Shamika, who has low ability and low expectations for success; ♦ 10-year-old Marcus, who works overtime to keep his self-worth at a high level but has a strong fear of failure; ♦ 13-year-old Sandra, who is quiet in the classroom and underestimates her skills, and ♦ 16-year-old Robert, who shows little interest in school and currently lives with his aunt.	100	
Finals	100	

REFERENCES:

Alberto, P. A. and Troutman, A.C. (2003). *Applied behavior analysis for teachers* (6th ed). New Jersey: Prentice Hall.

Armstrong, T. (1994). *Multiple Intelligence in the Classroom*. Alexandria, Virginia, Association for Supervision and Curriculum Development.

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Durwin, C. and Reese-Weber,M. (2018).Ed Psych Modules (3rd ed). California: Sage

Eggen, P. and Kauchak, D. (2011. *Educational Psychology, windows on classrooms* (5th ed). New Jersey: Prentice Hall

Greenwood, G.E., Fillmer, H.T. and Parkay, F. W. (2002). *Educational psychology cases* (2nd ed). New Jersey: Prentice Hall.

Killen, J. L. (1998). *Piaget, evolution, and development*. Mahwan: Erlbaum Lawrence Association, Inc.

Mooney, C. G. (2002) *Theories of childhood: An Introduction to Erikson, Piaget, and Vygotsky*. St. Paul: Redleaf Press

Ormrod, J.E. (2003). *Educational Psychology* (4th ed.) New Jersey: Prentice Hall p.41-56.

Podell, David M. (2000). *Educational psychology*. Madison: Coursewise Publishing Inc.

Santruck, J.W. (2017) *Educational Psychology*. Boston: McGraw Hill

Sternberg, R. J. and Williams, W. M (2002) *Educational Psychology*. Boston: Allyn and Bacon.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.