

ADVANCED EDUCATIONAL PSYCHOLOGY
EDU 501
Fall 2008
Monday 6:30—9:30 PM

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Office Hours: Monday 11AM—1PM Wednesday 11AM—1PM; 5—6pm

In order to maintain confidentiality, students may contact me via Cedar Crest College email accounts or visit my office during posted office hours.

In the event of inclement weather, students will receive an email on the day of class notifying of any schedule change, or students may call my voicemail at 3616. Every effort will be made to notify students of class cancellations as early as possible.

Required Text: Slavin, Robert E. (2009), *Educational Psychology: Theory and Practice*, 9th ed, Boston, MA: Pearson/Merrill

Course Description: This course is an advanced survey of the historical and contemporary uses of psychology within the Education profession and how an understanding of Educational psychology can enhance professional practice. Topics addressed include behavioral psychology, motivation, and learning theory. Additional emphasis is placed on multicultural and special education issues as they relate to behavior and learning. Students will conduct original research in this course.

Course Objectives:

1. The student will develop an understanding of the parameters of educational psychology and its applications to the learning environment.
2. The student will develop an understanding of principals relating to learning and the applications of teaching models, styles, and processes.
3. The student will develop an awareness of the current and future challenges related to teaching and learning as influenced by the fields of education, special education, and psychology for the classroom teacher.
4. The student will develop an understanding of the processes for providing systematized learning experiences for regular and special education services.
5. The student will develop an understanding of the roles of parents and families in the education process.
6. The student will develop an understanding of the importance and process of early intervention through high school in the education of children.

Course Outcomes:

1. The student will demonstrate an understanding of the parameters of learning that require assistance for regular and special education and the laws that govern the education of exceptional children (class discussions, projects, activities). *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning: understand and articulate the foundations of her own ethics and values, as well as the value system of others: understand and respond to issues of local and national significance.* (Certification Program General Competencies 2,3,6, 7, 8).
2. The student will demonstrate an understanding of the current and future challenges related to educational psychology (research paper and projects). *Cedar Crest Outcome: Understand and respond to issues of local and national significance.* (Certification Program General Competency 10).
3. The student will demonstrate knowledge of facilitating the teacher learner interaction and the psychological process and the role of the teacher in the process (class activities and projects). *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 3, 4, 5, 6).
4. The student will demonstrate knowledge of the processes for providing relevant regular, inclusive, and special education services (class activities). *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies: 3, 4, 5, 6.)
5. The student will demonstrate an understanding of the role of parents and families in the education of regular and exceptional children using psychological processes in learning (class activities, research project). *Cedar Crest Outcome: Understand and articulate the foundations of her own ethics and values, as well as understanding the value systems of others; engage in critical analysis and qualitative reasoning.* (Certification Program General Competency 10).
6. The student will demonstrate knowledge of the importance of and processes from early intervention through high school educational psychology interventions and the relationship to teaching and learning (project and class activities). *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 2,3).
7. The student will demonstrate an understanding of a knowledge base of the causes, prevalence, assessments, educational approaches and placements , and alternatives for teaching students using techniques, processes, and program applications within the domain of psychology in the classroom (critical thinking assignments). *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 2, 3, 7, 8).

Suggested Readings: Students will be directed toward topics pertinent to subject matter being considered. Furthermore, they will be encouraged to investigate a variety of resources pertaining to particular topics throughout the course.

Honor Code: This class will operate under the Honor Code as specified in the Cedar Crest College Customs Book. Plagiarism is regarded as failure to comply with the Cedar Crest College Honor Code. All scholarly work must be cited according to APA format; this includes paraphrased material as well as direct quotations. Material that is copied directly from a source that is not paraphrased or quoted and appropriately cited is considered plagiarism. (See the student handbook.) Any student who is documented as cheating on an assignment, plagiarizing, or otherwise breaking the honor code will receive a grade of "F" for the assignment.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection of the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distraction such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest education. In order to minimize distractions, please turn cell phones and pagers off during class.

Attendance: As part of your learning responsibility, your attendance at all class meetings is expected and is a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. Your attendance and participation will be scored using the professionalism rubric provided with this document.

Late Work: If you are having difficulty completing assignments, please notify the instructor immediately. Extensions are granted only for extenuating circumstances, as discussed in a private meeting between the instructor and student before the work is due. Incompletes will be granted only in extreme circumstances. Special arrangements will have to be with the instructor as to where/how to submit the late work. A late assignment (one not turned in on the due date) without prior approval by the instructor will be penalized a full letter grade for each class meeting that the assignment is received after the due date. It will also impact negatively on the student's grade for professionalism.

Accommodations: Students with documented learning disabilities who may need academic accommodations should discuss these needs with the instructor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Assignments and Grading System:

1. Journal Article Critiques (50 pts each)—Students will research and select two journal articles based upon the topics listed below. After reading the text, prepare a 2-3 page typed summary (in paragraph form) with critique following APA format. A title page and reference page must also be included. The critique is due on the day of the presentation. Please provide copies for class distribution. A copy of the journal article must also be included with the critique that is submitted to the instructor. 100 points
2. Critique Presentations (30 pts each)—In order to develop and refine public speaking skills, students will orally present their journal article summary/critique. While the paper and/or notes may be used, reading the paper verbatim is explicitly discouraged. 60 points

Topic Selections:

- The impact of culture on teaching and learning
- Motivating students to learn
- The effective learning environment
- Issues relevant to current educational climate (to be approved)
- Learners with Exceptionalities

3. Lesson Plan —Students will submit a lesson plan designed specifically for a defined classroom profile (e.g. Special Education, ESOL, reading or math remediation, gifted, etc.). The classroom profile is the choice of the student but must be pre-approved by the instructor. The lesson plan must demonstrate a differentiated instructional approach including varied techniques/activities as discussed from the Slavin text. A classroom activity and classroom diagram must be included with the lesson plan. 80 points

4. Activity Presentation —Students will present the activity selected from the developed lesson plan. Presentation should include identification of grade level and classroom profile, purpose of the lesson/activity, demonstration of the activity, and explanation and/or demonstration of the evaluation. Peer evaluation will be used to determine effectiveness of the lesson in meeting planned objectives. 80 pts

5. Teacher Role Play—All students will engage in a dramatic role play taking on the roles of various individuals who might interact with a teacher in the course of a normal instructional day. The roles will include but are not limited to administrator, parent, guidance counselor, student, and/or any member of the school community. Students will work in pairs and have the opportunity to play the role of the teacher as well as an interacting personality. This will be an in-class activity with details to be further discussed as a whole class. Scoring will be based upon the student's response in the role of the teacher. 10 points

6. Participation and Professionalism—Professionalism is a quality that is absolutely required for a professional educator. Students will self-assess themselves, and the rubric will be submitted on the last day of class. The instructor reserves the right to include her observations and adjust the scoring rubric accordingly. 70 points

Total Point Score=400 pts.

A	372—400	C+	308—319
A-	360—371	C	292—307
B+	348—359	C-	280—291
B	332—347	D+	268—279
B-	320—331	D	252—267
		F	Below 252 pts (63%)

Please Note: Any student receiving a grade below a B in any education course will have to re-take the course to be certified in the State of Pennsylvania. This is a Pennsylvania Department of Education requirement.

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT
Aug 25	Introduction and Course Overview Educational Psychology: Foundation for Teaching	Chapter 1 *Student seminar/discussion
Sep 1	Labor Day—No Classes	
Sep 8	Theories of Development Teacher Role Play—class activity	Chapter 2 *Student seminar/discussion See Course Req. #5
Sep 15	Complete Teacher Role Play activity as needed. Development During Childhood and Adolescence Student Diversity	Chapter 3 Chapter 4 *Student seminar/discussion
Sep 22	Student Presentations	Article Critique #1 due
Sep 29	The Effective Lesson CCC Lesson Plan Format	Chapter 7 *Student seminar/discussion Lesson plan draft activity
Oct 6	Behavioral Theories of Learning	Chapter 5 *Student seminar/discussion
Oct 13	Fall Break—No Classes	
Oct 20	Information Processing and Cognitive Theories of Learning	Chapter 6 *Student seminar/discussion
Oct 27	Student Presentations	Article Critique #2 due

Nov 3	Student-Centered and Constructivist Approaches to Learning	Chapter 8 *Student seminar/discussion
Nov 10	Accommodating Instruction to Meet Individual Needs Learners with Exceptionalities	Chapter 9 (pp 263—275) *Student seminar/discussion Chapter 12 *Student seminar/discussion
Nov 17	Motivating Students to Learn Effective Learning Environments	Chapter 10 *Student seminar/discussion Chapter 11 *Student seminar/discussion
Nov 24	Independent Study—No Class	Work on lesson plan and final classroom presentation—due as scheduled.
Dec 1	Lesson Presentations	Lesson Plan due
Dec 8	Lesson Presentations	Lesson Plan due Course Evaluation

***Student Seminar/Discussions:** Students will complete the assigned reading and present a summary of the chapter highlighting key points. Students will lead the discussion on key concepts of the chapter and perceived application in the school environment. Students are to develop an outline and provide sufficient copies for all members of the class. The instructor will serve as facilitator and will supplement discussion and notes.

