

ADVANCED EDUCATIONAL PSYCHOLOGY

EDU 501

Fall 2009

Monday 6:45—9:15 PM

Instructor: George Grim, Adjunct Professor

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In order to maintain confidentiality, students may contact me via email. If you leave a phone number I will call you back.

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

Required Text: Ormrod, Jeanne Ellis (2008), *Educational Psychology: Developing Learners*, 6th edition, Upper Saddle River, NJ:Merrill/Prentice

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 Critique Students will research and select one journal article 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. 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.
2. Critique Presentation—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.

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. Final Paper—You will have a final paper due before the second last class. The title of your paper will be: Pearls of Wisdom. The paper will be 2-3 pages, double spaced, and will highlight your most significant learning experiences from this course.
 4. Student Seminar/Discussions-- Throughout the course, individual students will be assigned to 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. The instructor will serve as facilitator and will supplement discussion and notes.
 5. 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

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

<u>DATE</u>	<u>CHAPTERS ASSIGNED</u>
Aug 24	
Aug 31	Chapter 1
Sep 14	Chapter 2
Sep 21	Chapter 3
Sep 28	Chapter 4
Oct 5	Chapter 5
Oct 19	Chapters 6 & 7
Oct 26	Chapter 8
Nov 2	Chapter 9
Nov 9	Chapter 11
Nov 16	Chapter 14
Nov 23	
Nov 30	FINAL PAPER DUE
Dec 7	