



The Citadel
Zucker Family School of Education

EDUC 202: Educational Psychology	
Fall 2017	
<i>Instructor:</i> Dr. Tammy Graham	<i>Class Meetings:</i> Tuesday and Thursday
<i>Office:</i> 327B Capers Hall	<i>Class Hours:</i> 9:30-10:45
<i>Telephone:</i> 953-6854	<i>Meeting Room:</i> 305 Capers Hall
<i>Email:</i> tammy.graham@citadel.edu	<i>Office Hours:</i> Tuesdays: & Thursdays: 8:00-9:15 a.m. Wednesdays: 8:00-10:00 a.m.; 3:30-5:00 p.m. <i>Other hours by appointment.</i>
<i>Credit Hours:</i> 3	

PREREQUISITES: None

REQUIRED TEXTBOOKS:

Seifert, K., & Sutton, R. (2011). Educational psychology (3rd ed.). Global Text Project. Available (free) at <https://www.saylor.org/site/wp-content/uploads/2012/06/Educational-Psychology.pdf>

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REQUIRED COURSE MANAGEMENT SYSTEM

This course uses the Citadel’s course management system, CitLearn, for email, class materials, assignments, and grades

OTHER RESOURCES AND MATERIALS

Selected readings posted on CitLearn

STUDENT INFORMATION: This course is part of the undergraduate teacher education program.

COURSE DESCRIPTION:

This course focuses on the dynamics of human learning and the psychological principles that serve as the foundation for educational practice. The general goal is to introduce students to the field of educational psychology and apply the concepts, theoretical principles, and research findings from the discipline of psychology to the planning and implementation of effective instructional strategies in the classroom. Major emphasis is placed on assisting students in gaining a functional knowledge of the ideas explored.

COURSE FORMAT: This course will include lecture, discussion, observation, cooperative learning, and online activities. Students are required to complete field experience activities to make connections between theory and practice. Case studies will be used to provide students with opportunities to apply psychological principles to solve practical problems.

CONCEPTUAL BASE: Developing Principled Educational Leaders for P-12 Schools

The Citadel’s Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;

- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:

This course emphasizes how the learner influences the learning process through his/her cognitive, linguistic, and personal-emotional-social development. Individual differences that affect learning, such as intelligence, socioeconomic status, gender, culture, and disability, are also addressed. Psychological principles (i.e., behavioral, social, cognitive, and cognitive theories), that explain how learners learn are presented. Finally, the prospective teacher learns how to operationalize theory to create learner-centered classrooms. Students enhance their understanding of teacher leadership by observing and interviewing effective educators and reflecting upon these experiences. Ethical behaviors are examined through discussion of moral dilemmas that challenge today's educators.

Course Goals with Evaluation Methods and Performance Indicators and CAEP Standards:

Students will acquire information that will enable them to apply the concepts, theoretical principles, and research findings from the discipline of psychology to the planning and implementation of effective instructional strategies in the classroom. Upon successful completion of the course, the student will demonstrate the ability to:

Goal	Evaluation Methods	Performance Indicators
explain how research in educational psychology is applied to classroom practice	Field Experience Presentations, Cases, Discussions	C F 1, 2, 5, 9, 10 CAEP 1.2
describe how the processes of human development as defined by Piaget, Kohlberg, Erickson, and Gilligan influence learning and teaching	Field Experience Presentations, Cases, Discussions, Exams	CF 1, 2, 3, 7 CAEP 1.1
compare and contrast theories of language acquisition	Field Experience Presentations, Discussions	CF 1, 2, 3, 7 CAEP 1.1
describe the stages of language development	Field Experience Presentations, Discussions	CF 1, 2, 3, 7 CAEP 1.1
discuss the impact of diversity (including cultural and gender difference) on school experiences and achievement, and give examples of instructional strategies to detect and avoid bias in the classroom	Field Experience Presentations, Cases, Discussions, Exams	CF 1, 2, 3, 4, 7, 13 CAEP 1.1
define categories of exceptionality in children and explore approaches to individualize instruction and accommodate the needs of all students	Cases, Discussions, Exams	CF 1, 2, 3, 4, 7, 13 CAEP 1.1
identify examples of classical conditioning, modeling, and vicarious conditioning in classroom situations	Field Experience Presentations, Cases, Discussions, Exams	CF 1, 2
explain cases of student behavior using operant conditioning concepts, such as reinforcement, punishment, generalization, discrimination, satiation, and extinction	Field Experience Presentations, Cases, Discussions, Classroom Management Plan, Exams	CF 1, 2, 11
compare and contrast the behavioral and cognitive views of learning	Field Experience Presentations, Cases, Discussion, Exams	CF 1, 2, 3, 7 CAEP 1.1
model best practices in the educational context that promote student motivation and learning	Field Experience Presentations, Cases, Role Play, Classroom Management Plan, Exams	CF 1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15 CAEP 1.1
define and describe classroom management strategies	Field Experience Presentations, Classroom Management Plan, Exams	CF 1, 2, 3, 7, 8, 11, 12
classify objectives in the cognitive, affective, and psychomotor taxonomic domains	Discussions, Exams	CF 1, 3, 9 CAEP 1.1
recognize effective assessment and grading procedures in classrooms	Discussions, Cases, Exams	CF 1, 4, 5, 9, 12 CAEP 1.1, 1.2
discuss ethical and moral dilemmas which challenge the teacher.	Field Experience Presentations, Discussions, Cases, Exams	CF 1, 5, 6, 10, 11, 12, 14
engage in a professional development activity involving research and technology	Field Experience Presentations, Classroom Management Plan	CF 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 CAEP 1.2
explain the curriculum framework for career clusters of study concept and its relevance to the Individual Graduation Plan	EEDA Case Studies	EEDA Standard 2 CAPE 1.4

INSTRUCTIONAL UNITS AND ASSESSMENTS

Course Schedule for EDUC 202-01 - Schedule subject to change based on class needs. Additional reading/activities may be assigned as the course develops.

Date	Unit Topic	Chapters	Activity/Assessment
8/24	Introductions		Introductions/Syllabus/Ice Breaker
8/29	The Changing Teaching Profession and You	1	Activity- Effective Teachers
8/31	Education Form: Education Workforce: Crisis of Shortages, Promises of Excellence		Hosted by Zucker Family School of Education at Francis Marion Hotel
9/5	The Learning Process	2	Activity-Classical/Operant Conditioning Videos Activity- Behaviorism Case Study
9/7	The Learning Process	2	Activity- Behaviorism
9/12	Student Development	3	Activity- Abstract Thinking
9/14	Student Development Review for Exam 1	3	Activities- Erickson Case Study, Kohlberg Case Study
9/19	Exam 1	1-3	Assessment- Exam 1 via CitLearn Due at 10:45 a.m
9/21	Student Diversity	4	Activities- Socioeconomic Status Video, Poverty Simulation
9/26	Student Diversity	4	Activity- Cultural Diversity Video
9/28	Classroom Management	7	Activity- Role Play Scenarios Prepare for Classroom Management Plan
10/3	Classroom Management Plan	7	
10/5	Students with Exceptionalities	5	Activity- Multiple Intelligence Survey Activity- Disability Simulation Assessment: Classroom Management Plan due at 10:00 p.m.
10/10	Motivation Review for Exam 2	6	
10/12	Exam 2	4-7	Assessment- Exam 2 via CitLearn Due at 10:45 a.m.
10/17	Facilitating Complex Thinking Memory Strategies	9	Activities- Problem Solving Techniques, Creative Thinking, Memory Strategies
10/19	Planning for Instruction Assessment Prepare for Field Experiences	10-12	Activities- Scaffolding, Flexible Grouping Activities- Bloom's Taxonomy, Assessment and Rubric Development
10/24	Teacher Cadet Day		Meet in Greater Issues Room: Mark Clark Hall
10/26	Field Experience 1		Field Experience Activities at Local Schools
10/31	Field Experience 2		Field Experience Activities at Local Schools
11/2	Field Experience 3		Field Experience Activities at Local Schools
11/7	Field Experience 4		Field Experience Activities at Local Schools
11/9	Field Experience 5		Field Experience Activities at Local Schools
11/14	Field Experience Debrief EEDA Case Studies Review/Catch Up		
11/16	Field Experience Presentations		Assessment- Field Experience Presentations by 9:30 a.m. (Class Time)
11/21	Fall Break		
11/23	Fall Break		
11/28	In Class Case Study	All	
11/30	In Class Case Study	All	
12/5	Review for Final Exam	All	Assessment- Case Study Due by 9:30 a.m. (Class Time)
12/11	Final Exam -Monday: 1:00 p.m.	All	Assessment- Final Exam via CitLearn due by 4:00 p.m.

ASSESSMENT PROCESS

Grades for EDUC 202 are based on a variety of assignments. The relative weights used for calculating the course grade are as follows:

Assignments	Points
Exam 1	10
Classroom Management Plan	20
Exam 2	10
Field Experience Presentation	20
Case Study	20
Final Exam	20
	Total Possible Points: 100

Final grading is based on the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
00-59	F

CLASS EXPECTATIONS

Class Attendance

One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. The college policy will be followed. Attendance will be taken and reported daily via The Citadel's Class Absence System. **Multiple absences and/or excessive tardiness will result in a lower class grade.**

Disability Disclosure

If you need accommodations because of a disability, please contact Dr. Jane Warner in 103 Thompson Hall or call 843-953-1820 to schedule an appointment. If your request for accommodations has already been approved, and you have your accommodation letter, please see the instructor as soon as possible during office hours.

Honor Statement

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at: <http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.

This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number." (The Citadel Honor Manual)

COURSE ASSIGNMENTS

Students are required to complete the following assignments designed to broaden their knowledge and understanding of educational psychology. All assignments must be typed. The following evaluation criteria will be used by the professor: (a) guidelines were followed, (b) well organized and clearly written using Standard English, (c) linguistic integrity intact, (d) well-developed and meaningful content connected with information from the course and (e) the report reflects the personal learning and growth of the student. Assignments are due on the dates listed on the course outline. Two points will be deducted for each day an assignment is late unless there are extenuating circumstances. In such cases, please contact the professor.

A. Exams

Three exams, including a comprehensive final examination, will be administered. The exams will consist of questions designed to assess your understanding of readings in texts and articles, as well as information presented in class. Please see the course schedule and CitLearn for more details.

B. Classroom Management Plan

Students will begin to explore classroom management strategies via interviews, observations, and research and will complete a classroom management plan including a purpose statement, rules, procedures, consequences, and an action plan. Please see CitLearn for more details.

C. Field Experience Activities and Presentation

Students are required to engage in **10 hours** of observation in public school classrooms. These activities are to guide your understanding of learning processes. While in the classroom, students may analyze the classroom interactions without participating in the instructional process and/or, with permission, assist teachers with managerial tasks (i.e., handing out papers, making copies, administering tests, taking attendance, tutoring, etc.). Under no circumstances may you assume responsibility for the instruction of the class. Questions to guide your observations will be provided for each field experience. These exercises are designed to help you connect the content of the course to actual teaching practice. In carpool groups, students will utilize technology to prepare a presentation about their field experiences and their reflections. Please see the course schedule and CitLearn for more details.

As you spend time in schools, remember that you are a guest in another person's classroom. As a professional courtesy to the teachers, please keep the following points in mind:

- When you observe children in the school building, always report to the main office upon arriving and leaving. Do not go directly to a classroom, even if you know the teacher and location.
- Try to be unobtrusive. To the extent that you can, avoid interrupting classroom routines. If you have questions, save them for after the children leave. It is a simple courtesy, and the information you gather will be more accurate if you are not noticed.
- Some adults will encourage you to participate in activities with the children, but you should do so only if invited.
- Maintain the confidentiality of the teachers and students you observe. Do not ask adults for confidential information about children. In journal reports, avoid using last names and do not identify specific persons.
- Keep the information you gather as factual as possible, and avoid making premature judgments. The purpose of your observation is to see the content of this course applied in the classroom. Try to report your observations as objectively as possible.
- A thank you note to the school is a thoughtful and appreciated gesture.
- Remember: You are a representative of The Citadel; appropriate behavior and uniform is expected for all off-campus visits. Cell phones should not be visible, should be turned off or on silent, and should not be used during classroom visits unless an emergency occurs.

D. Case Study

Students will complete a comprehensive case study to practically apply concepts of educational psychology. Please see the course schedule and CitLearn for more details.

COMPLETION OF Praxis Core Exams

The Praxis Core examinations must be completed successfully by education and teaching track majors before admission to senior level study if required scores were not obtained on ACT or SAT.