



The Citadel

Zucker Family School of Education

EDUC 536.81 Educational Psychology	
Fall 2017	
<i>Instructor:</i> Dr. Tom Reilly	<i>Class Meetings:</i> Mondays
<i>Office:</i> 317 Capers	<i>Class Hours:</i> 5:30-8:00 pm
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<i>Credit Hours :</i> 3	

PREREQUISITES: none

REQUIRED TEXTBOOK: Slavin, R.E Educational Psychology: Theory and Practice – Access Card (11th edition) ISBN 9780133824612 Upper Saddle River, NJ: Pearson.

STUDENT INFORMATION

This course is part of the requirements for the Masters of Arts in Teaching and the Masters of Education in Literacy.

CATALOG COURSE DESCRIPTION:

This course provides an introduction to educational psychology and explores the process of learning throughout the life span. Emphasis is placed on the application of psychological concepts, theoretical principles, and research findings to the planning and implementation of effective instructional strategies in the classroom. Moreover, through this course, graduate students who are preparing for employment in the field of education are acquainted with many facets of the teacher’s role in the teaching/learning process. Class discussions, activities, and field experiences focus on the connection between theory and practice and provide students with opportunities to apply psychological principles and solve practical problems for personal and professional growth.

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 17 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 is related to developing principled leaders for P-12 schools in several ways. Through this course, graduate students who are preparing for employment in the field of education are acquainted with many facets of the teacher's role as the instructional leader in creating and sustaining a learner-centered classroom. Class discussions, activities, and field experiences provide opportunities for learners to become actively involved in the learning process and to focus on the connection between educational theory and best practices. The students are provided with relevant and meaningful opportunities to create their own knowledge and understanding and connecting it with prior knowledge, as they apply psychological principles and solve practical problems for personal and professional growth. Students develop these ethical behaviors by reflection and through discussion of moral dilemmas, which challenge today's educators.

Course Goals with Evaluation Methods and Performance Indicators:

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
discuss educational reform efforts and their impact upon learners and teachers	Journals, Case Studies	CF 1, 3, 10
explain how research in educational psychology is applied to classroom practice	Case Studies, Observations	CF 1, 2, 5, 9, 10
apply principles of theories of development to educational contexts	Class Discussions, Observations, Exam	CF 1, 2, 3, 7
develop a personal concept of intelligence to aid in the teaching of diverse learners	Personal Reflection, Class Readings	CF 6, 7, 8, 13
discuss the impact of diversity (including cultural and gender differences, English Language Learners, and socioeconomic status) on school experiences and achievements, and give examples of instructional strategies to detect and avoid bias in the classroom	Video Critique, Journals, Exam	CF 1, 2, 3, 4, 7, 13
explore approaches to learner-centered instruction and accommodate the needs of all students	Observations, Journals, Technology/Research Presentation	CF 1, 2, 3, 4, 7, 8, 10, 11, 13
describe how to use principles of social learning theory, reinforcement theory, and cognitive learning theory in the classroom to enhance student learning	Observations, Journals	CF 1, 2, 3, 7
classify objects in the three taxonomic domains as cognitive, affective, or psychomotor	Development of Objectives	CF 1, 3, 9
apply principles of motivation in the classroom	Videos, Journals, Observations	CF 1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15
recognize effective assessment and grading procedures in instruction	Assessment and Rubric Development	CF 1, 4, 5, 9, 12
utilize classroom management strategies to develop an effective classroom	Development of Classroom Management Plan, Journals	CF 1, 2, 3, 7, 8, 11, 12
discuss ethical and moral dilemmas which challenge the teacher leader	Case Studies, Class Discussions,	CF 1, 5, 6, 10, 11, 12, 14
engage in a small group professional development activity involving, research, technology and a class presentation	Technology/Research Assignment	CF 1, 2, 3, 4, 6, 8, 9, 10, 14, 15
Explain the curriculum framework for career clusters of study concept and its relevance to the Individual Graduation Plan (IGP). (EEDA Standard 2)	IGP Case Study	EEDA Standard 2

INSTRUCTIONAL UNITS AND ASSESSMENTS

Schedule subject to change based on class needs. Additional reading/activities may be assigned as the course develops.

Date	Unit Topic	Class Readings	Activity/Assessment
8/21	Educational Psychology: A Foundation for Teaching	Chapter 1	Introductions Review syllabus/assignments Classroom Management Presentation Topic Selection
8/28	Cognitive, Language, and Literacy Development	Chapter 2	
9/4	LABOR DAY - NO CLASS		
9/11	Social, Moral, and Emotional Development	Chapter 3	
9/18	Social, Moral, and Emotional Development	Chapter 3	Field Experience Report 1 Due Classroom Management Presentation
9/25	Student Diversity	Chapter 4	Classroom Management Presentation
10/2	Behavioral and Social Theories of Learning	Chapter 5	Field Experience Report 2 Due Classroom Management Presentation
10/9	Cognitive Theories of Learning	Chapter 6	Classroom Management Presentation
10/16	The Effective Lesson	Chapter 7	Classroom Management Presentation Field Experience Report 3 Due
10/23	Student-centered and Constructivist Approaches to Instruction	Chapter 8	Classroom Management Presentation
10/30	Grouping, Differentiation, and Technology	Chapter 9	Classroom Management Presentation
11/6	Motivating Students to Learn	Chapter 10	Classroom Management Presentation Field Experience Report 4 Due
11/13	Effective Learning Environments	Chapter 11	Classroom Management Presentation
11/20	FALL BREAK – NO CLASS		
11/27	Learners with Exceptionalities	Chapter 12	Classroom Management Presentation Field Experience Report 5 Due
12/4	Assessment/Standardized Testing and Accountability Classroom Management Project Due	Chapter 13-14	Classroom Management Presentation Classroom Management Project Due

ASSESSMENT PROCESS

Grades for EDUC 536 are based on a variety of assignments. The relative weights used for calculating the course grade are as follows:

Assignments	Points
Classroom Management Presentation	200
Classroom Management Project	150
Field Experience Journal Entries (5 X 20 points)	100
Weekly Chapter Quizzes (14 x 10 points)	140
Professionalism	10
Total	600 Possible Points

Final grading is based on the following scale:

Point Percentage	Final Grade
90-100	A
86-89	B+

80-85	B
76-79	C+
70-75	C
00-69	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 daily.

Disability Disclosure

If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Academic Support Center located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

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

Classroom Management Presentation and Project

In the ideal classroom students demonstrate self-control, responsibility, and positive attitudes toward school, teachers, and learning. The effort teachers exert to create and maintain this type of classroom environment is often referred to as classroom management. The routines, organization of the classroom and materials and the management of student behavior reflect the teacher's individual philosophy and personality in addition to considering the needs, traits, and social realities of their students. Misbehavior is rarely random. It is usually caused or prompted by conditions within students as they react to events in the classroom and may be the result of the teacher's lack of a comprehensive management plan. This activity is designed to help you in developing a classroom management plan that will assist you in maintaining a productive learning environment, teach students to be self-directing and responsible, and promote civility among the students in your classes.

You will be randomly assigned a theorist or approach to classroom management to research /review and make a 30 minute presentation to the class that will include the following: Theorist/Approach, Background, Main Ideas,

Contributions/Application to the Classroom, Strengths and Challenges, and conclude with an Appraisal/Critique. In essence, you will become an “expert” on the theorist and will teach the class. You should prepare an electronic presentation and provide a copy to your instructor.

On the last class meeting you will submit a classroom management plan that includes rules, procedures, etc. listed in the ***Classroom Management Plan Guidelines***

Field Experience Journal Reflections

Students are required to engage in **10 hours** of field experiences related to topics in educational psychology. These activities are to guide your understanding of learning processes. A required component of the field experience activity is the completion of journal entries that analyze your experiences from an educational psychology perspective. These exercises are designed to help you connect the content of the course to actual teaching practice. Questions to guide your observations will be provided. You are encouraged to elaborate on your journal responses and to include additional information regarding your general reactions

Weekly Chapter Quizzes

Chapter Quizzes are posted on the CitLearn. Students will complete a multiple-choice quiz (generally 10 items in length) for each chapter of the text. These quizzes will focus on the reading assignments and are intended to facilitate mastery of the basic course material as presented in the text. In determining your final grade for the course, the points you accumulate on these quizzes will be weighted as indicated in the “Grading” section of this syllabus. Each quiz has an open and close date.

COURSE REQUIREMENTS:

A student’s course grade will be based upon the following criteria

1. Attendance: According to the graduate catalogue, regular attendance is required of all graduate students. In case of absences due to sickness or other circumstances beyond their control, students should notify the professor. A student who has missed four (4) scheduled meetings may be dropped from the course unless extenuating circumstances exist. Students dropped from courses because of excessive absences will receive a grade of “W” or “F” as may be appropriate. Being on time to class is essential. **Excessive tardiness will result in a lowering of the class grade.**
2. Neatness and promptness: Written work should be double-spaced, typed, and free of errors. Work should follow APA guidelines. All work is due at the beginning of the class period of the assigned day. ****Assignments that are turned in late will receive only up to ½ of the original point value.** Work that is unsatisfactory may be returned to the student for corrections. In this case, the student should resubmit the corrected assignment, along with the original assignment. The Academic Support Center offers individualized instruction in writing, study skills, and word processing.
3. Class participation and preparation: Each student is to offer substantive oral participation in the discourse, which is expected to occur during each class session. If absent, the student is responsible for securing information and materials missed due to absence.
4. Originality and substance: Classroom and written work is to reflect original, creative and substantive thought appropriate for graduate students studying educational psychology. It is to be concise and free of ambiguity and verbosity.
5. Academic integrity: Graduate students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students will be expected to follow the guidelines found in the Publication Manual of the American Psychological Association regarding the conventions of scholarly citation, which requires acknowledgement of the writings of another author. All significant phrases, clauses, or passages, taken directly from source materials must be enclosed in quotation marks and acknowledged either in the text. Also borrowing the thoughts of another writer (this includes paraphrasing) must be acknowledged using APA style. Please refer to the Graduate Catalog for further information and explanation

FIELD EXPERIENCE ACTIVITY I:

STUDENT DIVERSITY

I. Introduction: Who, What, When, Where, and Why?

II. Teacher Interview: Interview a teacher and observe a classroom to examine how culture affects learning. The following are some suggested questions:

1. How many cultures are represented in your classroom? How many of your students belong to these different cultures?
2. How does culture affect learning in your classroom? Can you give specific examples?
3. What modifications have you made in your teaching to accommodate cultural differences? How successful have they been? Can you give some specific examples?
4. Are there any noticeable differences in language development, dialect, or languages spoken (English Language Learners)? Please explain
5. What suggestions do you have for a beginning teacher working with students from different cultures?
6. How does socioeconomic status affect student achievement?
7. How does gender affect students' school experiences?
8. How do you accommodate students learning styles?

III. Classroom Observation: Identify students from different cultures. Observe the students and respond to the following:

1. Where do the students sit? (Is it by choice or assigned by the teacher?)
2. With whom do they students interact?
3. How does the participation of these students compare to the participation of non-minorities?
4. How does their behavior (in terms of classroom management) compare to other students?
5. Describe any visual differences in socioeconomic status.
6. Did you note any gender differences in the learning process?
7. How did the teacher accommodate for various learning styles of students?

IV. Conclusion (relate to **Slavin Chapter 4**)

FIELD EXPERIENCES ACTIVITY II:

Classroom Management

I. Introduction: Who, What, When, Where, and Why?

II. Classroom Observation: Interview a classroom teacher to find out about the classroom procedures and rules the teacher is using. The following are suggested questions:

1. How did you choose the rules and procedures you are using?
2. How did you teach the rules and procedures?
3. What procedures do you feel are the most important in your class (i.e. the way papers are turned in, the way the students enter and leave the room, etc.)?
4. What do you do when the student does not follow a procedure?
5. What do you do when a student breaks a rule?
6. What is your approach to discipline in your classroom?
7. Does your school have a discipline guideline that you must follow?
8. What type of support do you receive from your administration regarding your discipline approach?

9. When and how do you introduce your discipline plan to your classes?
10. Do your student participate in setting rules and consequences in the classroom? Why or why not?
11. How do you modify your discipline approach for those students who are in special education or ESL?
12. How do you involve parents in your discipline approach? Are they supportive?
13. How do you handler students who do not respond to your discipline approach?
14. What has been your biggest discipline challenge?

III. Classroom Management: List any rules, procedures, or consequences that you observed that you hope to incorporate into your classroom management plan.

IV. Classroom Observation: Observe in a classroom to investigate the classroom management approach, challenges, and issues identified by the teacher.

III. Conclusion (relate to **Slavin Chapter 5**)

FIELD EXPERIENCE ACTIVITY III: Classroom Instruction Observation

I. Introduction: Who, What, When, Where, and Why?

II. Instructions: Using the following as a guide, observe a lesson in a classroom. Identify which of the seven parts of the lesson were effectively accomplished.

Describe the Lessons Observed

- 1. Teacher States Learning Objectives and Orients the Students to the Lesson.**
 - Tells students what they will be learning
 - Tells what performance will be expected.
- 2. Teacher Reviews Prerequisites.**
 - Goes over skills or concepts needed to understand the lesson.
- 3. Teacher Presents New Material**
 - Presents information
 - Gives examples
 - Demonstrates concepts
 - Uses these features:
 - Clear lesson structure
 - Good emphasis
 - Simple, well organized language
 - Good explanations
 - Effective demonstrations, models, and illustrations
 - Attention maintenance
 - Adequate content coverage
 - Brisk pacing
- 4. Teacher Conducts learning Probes**
 - Poses questions to students throughout the lesson
 - Checks for understanding
 - Varies questioning techniques to maximize accuracy and responses
- 5. Teacher Provides Independent Practice**

- Provides guided practice to demonstrate task
- Assigns appropriate independent work for practice
- Teacher Assess Performance and provides feedback

6. Teacher Assess Performance and Provides Feedback

- Monitors the accuracy and completeness of independent work
- Gives feedback on accuracy and mid-course correction

7. Teacher Provides Distributive Practice and Review

- Assigns homework or distributive practice

III. Evaluation:

- Which parts were most effectively accomplished?
- Which parts were omitted?

IV. Conclusion (relate to Slavin Chapters 7 and 8)

FIELD EXPERIENCE ACTIVITY IV:

MOTIVATION

I. Introduction: Who, What, When, Where, and Why?

II. Motivating Students

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation.

Teacher Interview: The following are suggested questions:

1. In your opinion, is motivation of students a major concern?
2. What factors do you think may be contributing to problems with student motivation?
3. How do you motivate your students to participate in the classroom?
4. Do you have techniques, strategies, or classroom rewards that you find to be effective in motivating students to complete assignments and comply with rules?
5. Do you have a system of classroom rules and punishments to encourage compliance with rules or completion of assignments? What concerns do you have about your system?
6. In general, what is your greatest concern regarding motivation of students?
7. In your opinion or experience, are there any techniques or strategies that can backfire or undermine motivation?
8. Do you have any surefire motivators?
9. How do you motivate yourself, or what motivates you to continue teaching?

III. Classroom Climate

Classroom Observation: Observe a classroom to determine how the following variables influence classroom climate and the motivation of students. Ask yourself the following questions:

1. Are the students orderly when they enter and leave the classroom? Are the rights of all students guaranteed by the teacher?
2. During lessons are students free to respond without fear of being laughed at, ridiculed, or harassed?
3. Are students able to successfully answer most questions during the learning activities?
4. Does the teacher tell the students why they are studying a particular topic?

5. Is the material challenging but learnable? How do you know? Cite a specific example to illustrate your point.

IV. Instruction

Classroom Observation: Observe a classroom and answer the following questions:

1. What did the teacher do to introduce the lesson? To what extent did it attract the student's attention?
2. How involved were the students in the lesson? What did the teacher do to promote involvement?
3. What did the learning do to help students personally relate the information they were learning?
4. Describe the kind of feedback students are getting on their progress.

V. Conclusion (relate to **Slavin Chapter 10**)

FIELD EXPERIENCE ACTIVITY V:

Teacher Interview: Classroom Assessment

I. Introduction: Who, What, When, Where, and Why?

Interview a teacher using these questions as a guide and develop a few questions of your own. You will want to adapt these questions to fit your needs and to obtain the type of information you are looking for regarding assessment.

II. Teacher Interview: The following are some suggested questions:

1. What types of student assessment do you use in your classroom? (Tests/quizzes/authentic assessment you use on a regular basis throughout the year.)
2. Do you give a common test along with other teachers who are teaching the same subject?
3. Is there an End of Course exam for your course?
4. Do you communicate results of classroom assessments with students and parents, and how much do regular assessments count as part of the overall grade?
5. How do you calculate grades? (Daily work, homework, tests, attendance etc.)
6. Does the administration provide you with guidelines or restrictions in calculating grades? (i.e. No grades lower than 50.)
7. Do you use a computer program to help you manage your grades?
8. How do you report grades to the administration? Are you responsible for recording grades in permanent records?
9. What suggestions, comments or words of wisdom do you have for our class in our study of assessment, test question development, and so on?

III. Conclusion (relate to **Slavin Chapter 13 and 14**)

Classroom Management Presentation Guidelines

Theorist/Approach

Background

Main Ideas

Contributions/Approach to the Classroom

Strengths and Challenges

Appraisal/Critique

Education 536 Educational Psychology Classroom Management Plan Guidelines

Objective: Develop a management and organization plan for use in your present/future classroom.

The best system of classroom management for meeting teacher's needs is the one that teachers compose for themselves, tailored to their particular personality, their philosophy of teaching, and the students, school, and community where they teach.

This is intended to be a practical and useful tool to help prepare you for your first year teaching. Keep in mind that a procedure is *how* you do something; a routine is *what* the students will do automatically without prompting (Wong, 1991).

Personal Belief Statement

A statement of your personal belief regarding classroom management based upon in the theoretical positions discussed in this course. Cite classroom management references.

Classroom Rules

- Create a List of Classroom Rules
- Make Sure Rules Reflect Your Philosophy
- Phrase Rules in the Positive
- Consequences for Rule Violations

Classroom Routines

- Before Class Begins
- Beginning-of-Period Procedures
- Use of Materials and Equipment
- Procedures during Seatwork and Teacher-Led Instruction
- Student Attention during Presentations
- Student Participation
- Restroom Policy
- Drink/Food Policy
- Student Late to Class Procedure
- Procedures for Seatwork
- Procedures for Student Group Work
- Use of Materials and Supplies
- Assignment of Students to Groups
- Ending the Period/Dismissal

Procedures for Managing Student Work

- Feedback and Monitoring Procedures
- Communicating Assignments and Work Requirements
- Instructions for Assignments
- Late Work Policy
- Turning in homework
- Standards for Form/Neatness

- Procedures for Absent Students
- What students will do when they finish their work early
- Parent communication (How will you communicate with parents on a regular basis?)
- Seating chart
- Classroom floor-plan (how your room will be set up)
- Sample Welcome Letter with Rules and Procedures