Educational Psychology
EDU 231-02C
Old Main 307
Spring 2018

Faculty: Dr. L. Domanski
Class: T/R 7:40am – 9:10am
domanslp@westminster.edu

Office Hours: T & R 11:00a.m. – 12:30 p.m.
W – 12:30 – 1:30 p.m. or by appointment

I. Course Description
This course is designed to introduce psychological principles applied to teaching and learning. Topics to be examined include learning, development, and motivation theory, in addition to learning processes, intellectual functioning, and educational achievement. Students will also learn about instructional planning, the learning environment, classroom management, and assessment. Students with exceptionalities, educational research methods, and diversity will also be discussed.
*NOTE: If you are working with children, you will need to obtain current clearances.

II. Text

III. Objectives
The student will be able to…
A. Cite research methods used in educational psychology related to effective teaching and learning.
B. Differentiate between behavioral, cognitive, and social learning theories.
C. Apply Piagetian and Vygotskian cognitive developmental principles to appropriate teaching contexts.
D. Describe theories of motivation and their implications in the teaching and learning environment.
E. Trace the development of physical and cognitive abilities of children aged pre-school through adolescence.
F. Categorize the major cultural, socio-economic, social, and psychological factors that have an impact on the classroom environment.
G. Design lesson plans that integrate effective learning environments and classroom management practices.
H. Classify the various learner exceptionalities in education.
I. Apply brain research to intelligence and memory in learning.
J. Evaluate classroom assessment techniques.
K. Demonstrate knowledge of mindfulness and meditation techniques as they apply to the profession of education.
IV. Course Requirements/Assignments:

1. Through active class participation, students will demonstrate an understanding of material (e.g. required readings, professional knowledge) covered and synthesize their knowledge in weekly coursework and class discussions. Any student missing three or more classes may be asked to withdraw. Unexcused absences and tardiness will have a negative impact on a student’s grade. All assignments/exams will be accepted/administered on pre-determined dates. Turning in either late will result in a 5% drop in grade, unless excuse is accompanied by a written medical note or documented family emergency. Additionally, a professional manner at field placement sites is expected. If the student believes he/she has incurred unfair treatment at the field site, contact the faculty member as soon as possible to address the issue. **Texting is prohibited during class.** Final grade will be affected (at the discretion of the faculty) if student engages in this activity. (65 points active participation awarded per semester)

2. Students will write **ONE** 3 page journal critique on a Journal Article related to the course. This paper must follow APA style formatting. An example of a journal article will provided, although students are expected to retrieve their own article from an educational database to complete this assignment. The topic will be “How does poverty affect a child’s development?” Students may use the *Journal of Educational Psychology* to find an article published within the last 5 years. Please observe APA Journal Critique guidelines. Resources for writing a journal critique can be found on the course Website in the Module “Journal Critique Resources”. (25 pts.) *(CC IV A1-2; B1-2; C1-8)*

3. Students will complete four (4) in-class quizzes, a mid-term, and a final exam. Information covered in class and readings will be included on these exams. (25 points per quiz; 50 points for each exam) *(CC I A,B,C)*

4. Students will collaboratively create one 15 minute presentation. This presentation will focus on Behavioral Learning Theories. Students are encouraged to use multiple forms of technology. Creativity is encouraged. A power point is not required, however, students should distribute some form of written documentation or handout (e.g. journal article related to topic) to encourage further exploration of the area. (40 points) *(CC: I A, B, C)*.

5. Working alone, you will compose a **letter to an educator** from your past who positively influenced your life and made an impact on who you are today. The letter will be brought to class along with a fully addressed envelope [supplied by your professor] to the educator you have chosen to honor. Postage will be provided for the letter and it will be mailed for you. Students are encouraged to share some of the contents of their letter sent as well as letters received over the semester (15 points).*(CC I A,B,C)*

6. Throughout the semester, you will maintain a “Cluster Journal”. You must find one reference each week (15 weeks/entries) to a topic covered in either section of the cluster from a mainstream source-meaning, a source found outside of class. These sources can include but not be limited to: any field experiences, any stories found in popular culture-newspapers,
television programs, etc., personal experiences, discussions with peers. Here is an example: Many viewers believe that Sheldon from The Big Bang Theory has Asperger’s Syndrome. If you watch this TV show, this could be used as a reference for that week. The purpose of this activity is to get you to recognize how pervasive disabilities are in our culture—a fact many of you may have overlooked prior to this class. (50 pts.)

7. A Lesson Planning component is built into the coursework. Students are to collaboratively design a lesson (presentation) plan in a subject or content area of their choice that is compatible with their major field of studies using the supplied format. The final lesson (presentation) plan will be shared in outline form along with two instructional resources designed to accompany the lesson (presentation) plan during a 7-10 minute timeframe. Students are encouraged to use technology and other visual/hands-on means of presentation for this exercise. (25 points). (CC I A, B, C)

8. Mindfulness, Yoga and/or Meditation will be incorporated into this cluster course. Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits. Here’s a summary of research findings on benefits of mindfulness particularly relevant to educators: Attention: improvement noted and better performance on objective tasks that measure attention. Emotion Regulation: Mindfulness is associated with emotional regulation across a number of studies. Mindfulness creates changes in the brain that correspond to less reactivity and better ability to engage in tasks even when emotions are activated. Compassion: People randomly assigned to mindfulness training are more likely to help someone in need and have greater self-compassion. Calming: Studies find that mindfulness reduces feelings of stress and improves anxiety and distress when placed in a stressful social situation. Participation points earned for this course include these exercises. Dr. Ronald D. Siegel, noted psychologist and educator is the resource for the mindfulness videos shown during the semester. (CC I A, B, C)

9. Assessment survey participation opportunity in an NSF Research Grant project. This activity is to be conducted twice during the semester. The first administration of the survey will occur in this half of the cluster and the second will occur in the SED 201 course. (CC I A, B, C)

**Grading**

94-100 Of all points = A  
92-93 = A-  
90-91 = B+  
84-89 = B  
82-83 = B-  
80-81 = C+  
74-79 = C  
72-73 = C-  
65-71 Of all possible points = D  
Below 65 = Failure of course

**Education majors must earn a minimum of a 3.0 in this course.**
**Grading Rubric** The student must consistently, actively engage in and demonstrate *advanced* knowledge of the weekly material presented, fully participate in the active learning activities, and show an advanced understanding of the practical and social implications of the information to be considered Advanced in this course. This is accomplished through maintenance of assigned weekly readings, participation in class discussions, thoughtful preparation of student journals, active engagement in experiential class exercises, and group presentations. Students showing *adequate* knowledge, participation, and understanding and rely on the leadership and study of others, or reflect opinion rather than study, though and contemplation will receive a Satisfactory. Students that *inconsistently* or passively demonstrate participation in any areas of the learning will be considered minimally acceptable.

<table>
<thead>
<tr>
<th>Writing:</th>
<th>Critical reading: Students will critically read and respond to a variety of texts by summarizing, paraphrasing, analyzing, and synthesizing.</th>
<th>Audience, purpose, voice: Students will make a formal presentation to the class, demonstrating an understanding of the material and audience.</th>
<th>Organization: Students will compose coherent and cohesive written assignments and complete a class presentation.</th>
<th>Research and information: Students will locate, evaluate, and synthesize, primary source materials when presenting information. Writing demonstrates a logical, clear structure, including sophisticated transitions and cohesive paragraphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Information is presented in a polished, insightful manner demonstrating a synthesis of the learning process. Text contains few errors in Standard Written English.</td>
<td>Writing and speaking engages fully with the text, demonstrating developed inferential and evaluative skills.</td>
<td>Written and verbal Information is clear, thought-provoking, and well-focused, supported by vivid and concrete evidence.</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>Though thoughts and ideas are competently expressed, text contains some errors in Standard Written English.</td>
<td>Work shows adequate comprehension and some inferential ability; writing shows an ability to engage with the text.</td>
<td>Information is coherent and is supported by research in a matter of fact manner.</td>
<td>Work shows a skilled development of beginning, middle, and end with focused, organized paragraphs. Introduction, body, and/or conclusion are unfocused.</td>
</tr>
<tr>
<td>Competent</td>
<td>Writing style is erratic, consistent, problems with content and/or Standard Written English.</td>
<td>Presentation demonstrates little comprehension of relevant information, limited inferential skills, and a lack of awareness of practical applications.</td>
<td>Information is somewhat disorganized with few references supporting ideas..</td>
<td></td>
</tr>
</tbody>
</table>
This is a tentative schedule of events: The instructor has the right to modify or change any of the items detailed below at any time. The content and requirements of this syllabus are subject to change at the professor’s discretion.

**WEEK OF:**

January 16\(^{th}\) and 18\(^{th}\): Introductions & Chapter 1: Foundations for Teaching
January 23\(^{rd}\) and 25\(^{th}\): Chapter 2 Cognitive Development; **Survey Opportunity**
January 30\(^{th}\) and February 1\(^{st}\): **Quiz 1**, Chapter 3 Social, Moral, Emotional Dev.; Letters
February 6\(^{th}\) and 8\(^{th}\): Chapter 4, Student Diversity, Discuss Journal Critiques; Mindfulness, and **Quiz 2**
February 13\(^{th}\) and 15\(^{th}\): Chapter 5, Theories of Learning, **Sharing of letters**; mailing
February 20\(^{th}\) and 22\(^{nd}\): Chapter 6 Cognitive Theories, **Behavioral Presentations**
February 27 and March 1\(^{st}\): Ch. 7 intro. – Effective Lesson, **Mid-term Thursday**
March 3\(^{rd}\) – March 11\(^{th}\): Spring Break
March 13\(^{th}\) and 15\(^{th}\): Chapter 7 Effective Lessons con’t. **JCs due**
March 20th and 22nd: Chapter 8 Approaches to Instruction, **Quiz 3**, LP format
March 27\(^{th}\) and 29\(^{th}\): Chapter 9 Grouping, Differentiation, and Tech.
April 5\(^{th}\): Chapter 10 Motivation, **Quiz 4**, Chapter 11 Learning, Lessons/Presentations
April 10\(^{th}\) and 12\(^{th}\): Chapter 12 Exceptionalities, Lessons/Present.,
April 17\(^{th}\) and 19\(^{th}\): Chapter 13 Assessing Learning
April 24\(^{th}\) and 26\(^{th}\): Chapter 14 Standardized Tests & Accountability, **Journals due this week to D2L**
May 1\(^{st}\) and 3\(^{rd}\): 
May 7-10, **Finals**, Wed. May 9\(^{th}\) – 8:00 – 10:30 a.m.
Special Needs

Students with disabilities are entitled to *reasonable accommodations*, as determined by the institution, after proper documentation of the disability has been received. At Westminster College, the Office of Disability Resources is responsible for determining necessary supports and accommodations to assist the student, in accordance to IDEA regulations. It is the responsibility of the student to notify the faculty member at the beginning of the school term, if *reasonable accommodations* are needed. Students with documented disabilities must be provided equal educational opportunities, therefore, *reasonable accommodations* will be made with the assistance of the Office of Disability Resources. A student must demonstrate competence in the areas covered within the scope of this course in order for successful completion of this course.