

What are my tasks for this assignment?

- (1) **Identify an Educational Psychology issue that is personally relevant**
 - a. The second page provides potential topics
 - b. You may also choose another topic or modify one provided on the second page
- (2) **Locate at least two additional resources in addition to the text and class discussions (i.e. website, empirical articles, books).**
 - a. It is expected that you reference these sources both in the text and in a “Reference” section. See page three for APA reference style.
- (3) **Individually meet with the professor to discuss your topic** (complete the *proposal sheet* on page 5)
- (4) **Write rough drafts that include the following sections:**
 - a. Explain your *issue* in a manner that demonstrates understanding of the key components
 - b. Articulate your *view* on the issue
 - c. Provide a *justification* of your view through appropriate evidence (theory and opinion)
- (5) **Provide and receive peer reviews**
- (6) **Rewrite drafts after peer reviews**
- (7) **Submit final assignment**

Why am I doing this assignment?

The most effective teachers make a commitment to engage in lifelong learning, a process that is emulated in this assignment. You will critically think about a topic that personally interests you in this assignment.

What is an appropriate length and format for my paper?

Roughly 8-10 double-spaced pages, though the length will be contingent on the scope of your chosen topic. Please: use size 12, Times font, double-space, number the pages, put a title in bold on top of the first page, and write the honor pledge on the last page.

What are the deadlines for this assignment?

- **Rough draft due:** May 8th
- **Peer Feedback:** May 10th
- **Final draft due:** May 15th

How will this assignment be evaluated?

- Please see the rubric on page 4

What support sources are available?

- Writing Center: The Writing Center offers opportunities to work with a peer-tutor one-on-one and receive on-the-spot feedback. This peer teaching facility helps clarify your thinking, structure your papers, develop evidence, hone your style, and practice self-editing skills (it is not a place that will only proofread). Please schedule your appointment at www.gustavus.edu/writingcenter (you can make appointments online!). Or, call x6027 for appointments. Tutoring will be available in 232 Confer (the Writing Center), 211 LIB, and the Diversity Center. Please look at the website for schedules.
- Journals: You have been journaling throughout the semester and these entries may serve as a good starting point to identify issues that are personally interesting.
- Professor: The most important aspect of this assignment is that it has personal relevance. In other words, choose a topic that is interesting to you! However, it may be difficult to progress from a broad topic that is personally interesting to a specific topic that is appropriate for the scope of this paper. The professor is more than happy to provide feedback at any point during this assignment, particularly during the initial stage.
- Sample papers: See sample papers on the course website.

Potential Topics:

1. Some have suggested schools' concern for children's moral development and their self-esteem is misplaced, and the business of the school is to teach knowledge and cognitive skills. What is your position regarding this issue? Please provide an overview of at least one theory of morality and evidence that justifies your position.
2. A fundamental goal in the field of educational psychology is to identify how theories can inform pedagogy. How does the field of educational psychology inform your particular domain and/or developmental level? In order to answer this question, please reference at least two theories (cognitive theories and/or motivational theories). For example, you could discuss the implications of Vygotsky's sociocultural theory for effective pedagogy in teaching music. This approach would call for a discussion on the role of scaffolding and fading in teaching music.
3. There are two conflicting arguments on the role of motivation in the classroom:
 - a. *Take care of learning, and motivation will take care of itself*
 - b. *Take care of motivation, and learning will take care of itself*To what extent do you support one or both of these arguments? In order to answer this question, please make sure to discuss: (1) Three different explanations of motivation (for example: attributions, self-efficacy, intrinsic vs. extrinsic motivation) and; (2) how these explanations for motivation may affect teaching within your particular content area and developmental group.
4. There has been a long-time and on-going debate about the relative value of teaching students *content* (e.g., concepts) versus *processes* (e.g., self-regulation, critical thinking, problem solving, metacognitive skills, etc). Which should schools emphasize more? Why? What do you think will be most important for your particular developmental group and content area?
5. How can intelligence theories be used in academic settings? In order to examine this broad issue, consider the following case study and answer the below questions in your paper:

Gavin has more trouble in school than many of his peers, particularly with word problems in math and other areas that are not tangible. In spite of his high motivation, he still struggles, and new situations and problems "throw him" more than they do his classmates. In order to succeed, he needs a lot of practice, and his approach is somewhat more "mechanical" than that of his peers. He comments,

"I need to be able to 'see it' to understand it. Some of these ideas are just too abstract for me. Who cares what caused Columbus to want to go to the Far East? I can get it though, if I get enough practice."

When he gets frustrated, he retreats to his room where he plays guitar; he has even done some of his own arrangements. Gavin is very skilled at working with people, and some of his peers turn to him as an arbitrator when clashes occur in club and other organizational meetings.

 - Consider Gavin's intelligence based on Gardner's Theory of Multiple Intelligences. Assess Gavin's intelligence on this basis.
 - Consider Gavin's intelligence according to Sternberg's Triarchic Theory of Intelligence. Assess Gavin's intelligence on this basis.
 - In your opinion, which theory of theory of intelligence (Sternberg or Gardner's theory) has more educational validity? In other words, which theory do you believe is more effective in explaining intelligence?
6. Is there another area of educational psychology that interests you? Feel free to pick another topic, but just make sure to first touch base with the professor.

APA References:

Book

In reference section:

Author's last name, Author's first initial, Author's middle initial. (date of publication). *Title of book*,
Location of publisher: Publisher's name.

Boekaerts, M., Pintrich, P., & Zeidner, M. (2000). *Handbook of self-regulation*. San Diego, CA: Academic Press.

In Text:

Boekaerts, Pintrich, and Zeidner (2000) suggest that the field of self-regulated learning research consists of many camps and perspectives that sometimes focus on different constructs.

The field of self-regulated research consists of many camps and perspectives that sometimes focus on different constructs (Boekarts, Pintrich, & Zeidner, 2000).

Article

In reference section:

Author's last name, Author's first initial, Author's middle initial. (date of publication). Title of article,
Title of journal, journal number, page numbers.

Moos, D.C., & Azevedo, R. (2009). Learning with computer-based learning environments: A literature review of computer self-efficacy, *Review of Educational Research, 79*(2), 576-601.

In Text:

Research conducted by Moos and Azevedo (2009) suggests that computer self-efficacy is a critical construct to consider when examining learning with emerging technology.

Research suggests that computer self-efficacy is a critical construct to consider when examining learning with emerging technology (Moos & Azevedo, 2009).

Website

In reference section:

Author's last name, Author's first initial, Author's middle initial. (date of publication OR date of retrieval). Title OR description of document. Retrieval date statement, website address.

Bernstein, M. (2002). 10 tips on writing the living Web. A List Apart: For People Who Make Websites, 149. Retrieved May 2, 2006, from <http://www.alistapart.com/articles/writeliving>.

In text:

As suggested by Bernstein (2002), there are 10 important tips to consider when designing a website.

It has been suggested that there are 10 important tips to consider when designing a website (Bernstein, 2002).

Interview:

Name of the person you interviewed, personal communication, date of interview

In text: As noted in an interview (D. Moos, personal communication, May 20, 2011)....

In reference section: D. Moos, personal communication, May 20, 2011

**EDU 330: Educational Psychology
Critical Thinking Assignment Rubric**

	1	2	3	4
Issue	Issue is not related to Educational Psychology.	Issue relates to Educational Psychology, but the description lacks substantial information.	Issue relates to Educational Psychology, but the description lacks minor information.	Issue relates to Educational Psychology, and the description demonstrates a command of the issue.
View	Overall view of the issue is unclear.	Overall view of the issue is clear, but presentation is simplistic.	Overall view is clear and developed. There are clear distinctions among the points within the view, though these distinctions warrant more sophistication.	Overall view is clear and developed. There are clear distinctions among the points within view. These distinctions are well developed with sophistication.
Justification	Views are not supported by valid, reliable evidence from credible sources.	Views are supported by valid, reliable evidence from credible sources, but justification has substantial inaccuracies and/or missing information making the paper less than convincing.	Views are supported by valid, reliable evidence from credible sources, but justification has minor inaccuracies and/or missing details making the paper generally convincing	Views are supported by valid, reliable evidence from credible sources, and justification is presented accurately and completely so the paper is convincing.
Readability & Convention	Paper's meaning is impeded due to many errors in grammar, usage, spelling and punctuation, as well as awkward phrasing and unsophisticated vocabulary.	Paper is readable, though there are several errors in grammar, usage, spelling, and punctuation, as well as the occasional awkward phrasing and unsophisticated vocabulary.	Paper is readable, though there are minor errors in grammar, usage, spelling, and punctuation, as well as a few awkward phrasing and unsophisticated vocabulary.	Paper is inviting; there are very few or no mechanical errors and there is an inviting fluent style created through sophisticated vocabulary.
Overall Impression	The paper does not construct and present a significant position on an issue related to Educational Psychology.	The paper constructs and presents a significant position on an issue related to Educational Psychology, but the position falls short of representing critical thinking.	The paper constructs and presents a significant position on an issue related to Educational Psychology, and the position demonstrates a degree of critical thinking.	The paper constructs and presents a significant position on an issue related to Educational Psychology, and the position demonstrates a sophisticated approach to critical thinking.

Critical Thinking Proposal Sheet

Directions: Please fill out the below questions and bring this sheet to your individual meeting with the professor

1. What is your topic?

2. What are some potential resources?

3. What do you hope to learn from this assignment?

4. What challenges do you foresee in completing this assignment?

5. In the space below, please identify the question that you would like to answer with this assignment:

6. Do you have any other questions, concerns, etc related to this assignment that you would like to discuss with the professor?