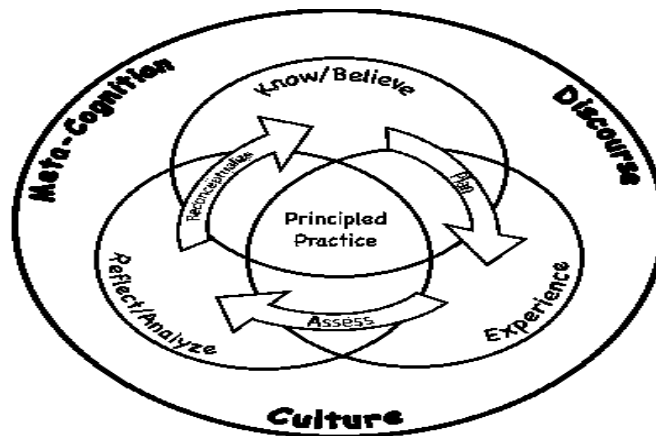


EDU 330: Developmental and Educational Psychology
Course Syllabus
Spring 2012

Professor:	Dr. Daniel C. Moos Office: (507) 933-7448 Email: dmoos@gustavus.edu
Class:	Tuesday & Thursday (Mattson, 102) 9:00 – 9:50; 10:30 – 11:20 (unless otherwise noted in syllabus)
Wednesdays in the Workplace:	Once a week (Wednesdays) Observation times to be discussed
Office Hours:	Mondays: 9:30 – 11:00; 1:30 – 3:30 Fridays: 1:30 – 2:30 Contact the professor to arrange alternative times

Conceptual Framework:

The conceptual framework underlying our program represents an experiential and reflective model that leads to a principled approach to teaching. This cycle applies to a process that continuously changes through experience, reflection, and beliefs.



Required Text:

Snowman, J., & McCown, R. & Biehler, R. (2012). *Psychology Applied to Teaching* (13th ed.), Houghton Mifflin Company.

Recommended Text:

Shorall, C. (2009). *Pass the Praxis II Test: Principles of Learning and Teaching* (3rd ed.), Pearson.

Website:

Students can access class material (including the syllabus, review guides for quizzes, and overview for writing assignments) from the course website:

<http://homepages.gac.edu/~dmoos>

Course Overview

Educational Psychology is a study of prenatal, child, and adolescent development and the principles of psychology as they relate to teaching and learning. The course examines the principles and stages of human development prior to adulthood, as well as their educational implications. Emphasis is also placed on learning theory and design of instruction through identification of learning outcomes, effective teaching strategies, and assessment procedures.

Course Expectations

Actively engage the readings and assignments. Consider the following questions after each reading:

- What implications does the reading provide for my teaching?
- Can I provide a two-minute summary of the reading?
- What concepts from the reading would I like clarified?

Course Policies

Attendance: Students are expected to attend every class, with the exception of illness and/or extenuating circumstances. Absences must be cleared with the professor prior to the class. It is the student's responsibility to make arrangements with another member of the class to keep up-to-date on assignments. Excess absences, determined by the professor, may result in grade deductions.

Academic Integrity: It is assumed that all students understand the consequences of academic dishonesty at Gustavus Adolphus College. Full descriptions of the Academic Honesty Policy and the Honor Code can be found in the catalogue on the web at:

http://gustavus.edu/academics/general_catalog/current/index.cfm?pr=acainfo

Disability Services: Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If a student has a documented disability (or you think you may have a disability of any nature) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then the student should speak with the Disability Services Coordinator for a confidential discussion of needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, students should contact Disability Services as early as possible. Disability Services (<https://gustavus.edu/advising/disability/>) is located in the Advising and Counseling Center.

Help for Students Whose First Language is not English: Support for English Language Learners (ELL) and Multilingual students is available via the College's ELL Support staff person, Andrew Grace (agrace@gustavus.edu or x7395). He can meet with individual students for tutoring in writing, consulting about academic tasks, and helping them connect with the College's support systems. The ELL Support person can also consult with faculty members who have ELL and multilingual students enrolled in their classes. The College's ELL staff person can provide students with a letter to a professor that explains and supports academic accommodations (i.e. additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, ELL and multilingual students can seek help from peer tutors in the Writing Center.

Paper Submission: Writing assignments will be accepted in hard copy at the beginning of the class on the assigned due date. Email submission of writing assignments will *not* be accepted, unless extenuating circumstances require special arrangements. Such arrangements must be made prior to the assignment due date.

Late Assignments and Make-up Quizzes: Assignments will be automatically marked down ten percentage points for each weekday that they are handed in late. Make-up quizzes will be given at the discretion of the professor. An automatic grade of zero will be given for a missed quiz unless the absence is due to extenuating circumstances.

Email: The professor will be readily accessible via email and it is expected that students regularly check and respond to their Gustavus email account for communication relevant to this course.

Course Requirements

More detailed description of each assignment will be provided prior to the due date.

(1) Thought Questions (Throughout the semester)

In order to facilitate class discussions, students will provide a thought question at several points throughout the semester (see the syllabus for your assigned dates). These questions should extend beyond the information provided in the readings. Please turn in your thought questions immediately prior to the class. Each question will be graded on the following scale: 2 points (*question reflects both the content of the reading AND an extension of the reading*); 1 point (*question reflects the content of the reading, but does not extend beyond the content*); 0 points (*question does not reflect the reading or is not turned in on time*). The professor will provide the first thought question so that students have a model for the expected format. Cumulatively, the thought questions will represent 5% of the final grade.

(2) Quizzes (#1: Feb 23rd #2: March 13th; #3: March 27th; #4: April 24th)

This course will cover an extremely wide variety of topics related to educational and developmental psychology. The quizzes will provide an opportunity to review this material. Students will take a total of four quizzes throughout the semester. The format for each quiz will be discussed prior to the examination date. Cumulatively, the quizzes will represent 40% of the final grade.

(3) Critical Thinking Assignment (Rough Draft: May 8th; Final Draft: May 15th)

This assignment will ask students to critically examine a topic related to educational psychology. Students will be presented with several different topics and will have the opportunity to write the paper on the one they find most interesting. Additionally, students will meet with the professor on an individual basis so that they can receive feedback on their topic. Sample papers can be found on the professor's website. This assignment will represent 20% of the final grade.

(4) Wednesdays in the Workplace (Once a week throughout the semester)

In addition to the Tuesday and Thursday class, students will observe assigned classrooms in local schools once a week. It is the student's responsibility to schedule this weekly observation during a time and day that works for both the student and cooperating teacher. It is also the student's responsible to supply their own transportation for these field experiences. Students may have to pay for a background check. Students are to think deeply about what they observe in relation to the weekly questions posed by the professor (see Moodle, EDU 330). This assignment will represent 15% of the final grade. **One of the observations and reflections will meet Standard 5F** (Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help student become self-motivated).

(5) Final Exam (Date to be announced)

The final exam will provide students with the opportunity to demonstrate what they have learned over the semester. The format and content of the final exam will be discussed closer to the date of examination. The final exam will represent 20% of the final grade.

(6) In-class activity

EDU 330 will involve a myriad of in-class activities, one of which will provide students with the opportunity to interpret standardized test scores so that they can better understand data practices. This activity will meet **Standard 10F** (understand data practices).

Summary of Assignments

Assignment:	Date:	Percentage of Final Grade:
Thought Questions	Throughout the semester	5%
Quizzes	Throughout the semester	40%
Critical Thinking Paper	May 15 th	20%
Wednesdays in the Workplace	Throughout the semester	15%
Final Exam	To Be Announced	20%

Grading System:							
A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

Course Outline

Note: Schedule subject to change
Schedule does NOT include Wednesdays in the Workplace

Class #	Date:	Class Topics	Readings/Assignment
1	T (Feb 7)	Introduction	
2	Th (Feb 9)	Psychosocial Development Thought Question: Professor	Chapter 2: pp. 27 – 35
3	T (Feb 14)	Cognitive Development (Piaget)	Chapter 2: pp. 36 - 47
4	Th (Feb 16)	Cognitive Development (Vygotsky) Thought Questions: Hannah, Kelly, Meghan, Liz	Chapter 2: pp. 48 - 56
5	T (Feb 21)	Moral Development Thought Questions: Megan, Josh, Cassie, Sophie, Erica	Chapter 2: 56 - 71
6	Th (Feb 23)	Age-Level Characteristics <i>Peer Discussions on Age-Level Characteristics</i> Quiz 1: Cognitive Development & Moral Development	Chapter 3: <i>Assigned Readings</i> Quiz #1
7	T (Feb 28)	Intelligence Thought Questions: Jessica, Emily, Jessie, Bailey	Chapter 4: pp. 111 – 122
8	Th (March 1)	Learning Styles Thought Questions: Derek, Vang, Meredith, Aurie <i>Introduction to Critical Thinking Paper</i> <i>Brainstorming: Critical Thinking Paper</i> <i>Sign up to meet with professor (Critical Thinking Paper meeting #1)</i>	Chapter 4: pp. 123 – 140
9	T (March 6)	Behaviorism	Chapter 7: pp. 225 - 247
10	Th (March 8)	Social Cognitive Theory (I) Thought Questions: Hannah, Natalie, Lauren, Mariah	Chapter 9: pp. 279 - 289

Class #	Date:	Class Topics	Readings/Assignment
11	T (March 13)	Quiz 2: Behaviorism Independent work time for Critical Thinking paper	Quiz #2
12	Th (March 15)	Social Cognitive Theory (II) & Epistemology Thought Questions: Kelly, Megan, Jessica, Bailey, Erica	Chapter 9: 289 – 305
13	T (March 20)	Constructivism	Chapter 10: pp. 327 - 353
14	Th (March 22)	Transfer of Learning	Chapter 10: pp. 354 - 364
15	T (March 27)	Quiz #3: Constructivism & Transfer of Learning DVD: Gender Differences? Assign and introduce readings for next class	Quiz #3
16	Th (March 29)	Approaches to Instruction <i>Preparation for experiential activity (next class)</i> <i>(paired with Wednesdays in the Workplace partner)</i> Thought Questions: Liz, Jessie, Derek, Emily	<i>Assigned Readings for Approaches to Instruction</i>
	T (April 3)	No Class: Spring break	
	Th (April 5)	No Class: Spring break	
17	T (April 10)	<i>Experiential Activity</i>	
18	Th (April 12)	Information Processing Theory	Chapter 8: pp. 250 – 265
	T (April 17)	No Class: Professor presenting at a conference (Vancouver, Canada) Suggestion: Work on your Critical Thinking Assignment during class time (the rough draft is due on Tuesday, May 8th)	
19	Th (April 19)	Metacognition	Chapter 8: pp. 266 - 276
20	T (April 24)	Motivation (I) Quiz #4: Information Processing Theory & Metacognition	Chapter 11: 368 - 380 Quiz #4
21	Th (April 26)	Motivation (II) Thought Questions: Meghan, Meredith, Cassie, Sophie, Vang	Chapter 11: 390 - 400

Class #	Date:	Class Topics	Readings/Assignment
22	T (May 1)	Motivation (III) Work Day for entering your Wednesdays in the Workplace reflection for Standard 5f <i>(know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated)</i> Work Day for Critical Thinking Paper	
22	Th (May 3)	Classroom Assessment Thought Questions: Josh, Aurie, Natalie, Lauren, Mariah	Chapter 14: pp. 484 – 520
23	T (May 8)	Standardized Testing (I) Introduce in-class activity (standardized testing)	Chapter 15: 523 - 535 Critical Thinking Assignment Rough Draft
24	Th (May 10)	Standardized Testing (II) * Peer Feedback on Critical Thinking Assignment (9:00) * Finish In-class activity (standardized testing) during first half of class (9:15 – 9:50) * Final review guide administered and prepare for Final Review game (10:30 – 11:20) * Sign up for optional meeting with professor (Critical Thinking Paper meeting #2)	Chapter 15: 535 – 550 Peer Feedback (Critical Thinking Assignment)
25	T (May 15)	Final Review Game	Finish in-class activity (standardized testing) Critical Thinking Paper Due

Standards met by EDU 330: Developmental and Educational Psychology

Note: Blank spaces = does not apply

Standard	Knowledge	Assessment
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1B. understand how students' conceptual frameworks and misconceptions for an area of knowledge can influence the student's learning	Class discussions, class activities, readings, peer interactions,	
1D. Understand that subject matter knowledge is not a fixed body of facts, but is complex and ever developing	Class discussions, class activities, readings, peer interactions,	
1E. use multiple represents and explanations of subject matter concepts to capture key ideas and link them to students' prior knowledge	Class discussions, class activities, readings, peer interactions	Quiz, final exam, classroom observations, thought questions,
1F. use varied viewpoints, theories, ways of knowing, and methods of inquiry in teaching subject concepts	Class discussions, class activities, readings, peer interactions, classroom observations	
1J. Design interdisciplinary learning experiences that allow students to understand, analyze, interpret, and apply ideas from varied perspectives	Class discussions, class activities, readings, peer interactions,	
2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions, critical thinking paper
2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
2 D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;	Class discussions, class activities, readings, peer interactions,	
2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
3A Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
3E Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values	Class discussions, class activities, readings, peer interactions,	
3I Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success	Class discussions, class activities, readings, peer interactions,	
3K Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs	Class discussions, class activities, readings, peer interactions,	
3L Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes	Class discussions, class activities, readings, peer interactions,	
3M Accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes	Class discussions, class activities, readings, peer interactions,	
3Q Develop a learning community in which individual differences are respected.	Class discussions, class activities, readings, peer interactions,	
4A Understand Minnesota's academic (graduation) standards and how to implement them	Class discussions, class activities,	

	readings, peer interactions,	
4B Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated.	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
4C Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies	Class discussions, class activities, readings, peer interactions,	
4D Nurture the development of student critical thinking, independent problem solving, and performance capabilities.	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
4E Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.	Class discussions, class activities, readings, peer interactions,	
4F Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests.	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
5A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
5C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
5D. know how to help people work productively and cooperatively with each other in complex social settings;	Class discussions, class activities, readings, peer interactions,	
5E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;	Class discussions, class activities, readings, peer interactions,	
5F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
5J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
5K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
5M engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are <u>meaningful to them and the learning</u> ;	Class discussions, class activities, readings, peer interactions,	
5Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work	Class discussions, class activities, readings, peer interactions,	
6A. understand communication theory, language development, and the role of language in learning;	Class discussions, class activities, readings, peer interactions,	
6B. understand how cultural and gender differences can affect communication in the classroom;	Class discussions, class activities, readings, peer interactions,	
6C. understand the importance of nonverbal as well as verbal communication	Class discussions, class activities, readings, peer interactions,	
6D. know effective verbal, nonverbal, and media communication techniques;	Class discussions, class activities, readings, peer interactions,	
6E. understand the power of language for <u>fostering self-expression, identity development, and learning</u> ;	Class discussions, class activities, readings, peer interactions,	

6F. use effective listening techniques;	Class discussions, class activities, readings, peer interactions,	
6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
7A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
7B. plan instruction using contextual considerations that bridge curriculum and student experiences;	Class discussions, class activities, readings, peer interactions,	
7C. plan instructional programs that accommodate individual student learning styles and performance modes;	Class discussions, class activities, readings, peer interactions,	
7E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;	Class discussions, class activities, readings, peer interactions,	
7F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and	Class discussions, class activities, readings, peer interactions,	
8B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
8C. understand the purpose of and differences between assessment and evaluation	Class discussions, class activities, readings, peer interactions,	
8D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
8E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;	Class discussions, class activities, readings, peer interactions,	
9C. understand the influences of the teacher's behavior on student growth and learning;	Class discussions, class activities, readings, peer interactions,	
9D. know major areas of research on teaching and of resources available for professional development;	Class discussions, class activities, readings, peer interactions,	
9F. understand the value of critical thinking and self-directed learning;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
9H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,
10B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;	Class discussions, class activities, readings, peer interactions,	
10D. understand the concept of addressing the needs of the whole learner;	Class discussions, class activities, readings, peer interactions,	
10F. understand data practices;	Class discussions, class activities, readings, peer interactions,	Quiz, final exam, classroom observations, thought questions,