

WEBSTER UNIVERSITY

COURSE SYLLABUS

SOCS 5130.01

Course Number and Section

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Instructor

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EDUCATIONAL PSYCHOLOGY

Course Title

SU 2003

Term

SITE 50 St. Louis

1. Course Description:

This course explores the nature of human growth and development from the perspective of learning. Participants examine how individuals function within schools and the manner in which self-image impacts upon the learning process. Theoretical knowledge and practical applications are stressed in the course.

2. Learning Outcomes

1. To gain an understanding of student development and diversity.
2. To compare, contrast, and when possible synthesize various psychological perspectives on how students learn.
3. To understand how the instructional process intersects with student learning, growth, and development.
4. To discover classroom applications for psychological theories.
5. To develop a teaching philosophy, which integrates psychological and philosophical perspectives on student learning, growth, and development.

3. Schedule

(see *Course Outline* – attached)

4. Resources

Required Texts

- 1) Freire, Paulo. (1998). *Teachers as Cultural Workers*. Westview Press. ISBN: 0813323045
- 2) Gardner, Howard. (2000). *The Disciplined Mind*. Penguin. ISBN: 0140296247.
- 3) Hirsch, E.D., Jr. (1999). *The Schools We Need*. HarperCollins Books. ISBN: 0385495242
- 4) Santrock, John W. (2004). *Educational Psychology*. McGraw-Hill. ISBN: 0072500069

Supplemental Readings may also be distributed in class.

5. Evaluation

Grades will be based primarily on individual learning portfolios. Portfolios should demonstrate mastery of each of the five learning outcomes. Students will determine the weight given to each learning outcome.

Final grades may be lowered for any of the following: 1) more than one absence, 2) not submitting written assignments, 3) lack of preparation for in class discussions or presentations.

6. Supplements

Handout Packet

7. 3 Hour Courses:

- a) Lab: None
- b) Curriculum Project: Student may choose to create an appropriate curriculum project as part of their learning portfolio.
- c) Paper(s): Students may choose to write a research paper, literature review, or essay as part of their learning portfolio.
- d) AV Project
- e) Other: This course requires extensive critical reading of primary source texts.

8. Final Project(s):

The completed Learning Portfolio is due by the final week of class. Students should provide a stamped, self-addressed envelope (of the appropriate size) to the instructor for portfolio return.

NOTE: Papers will not be available for pick up from the Education Office.

Note: This syllabus is subject to change at the discretion of the instructor.

Course Outline

Week 1

Topics: Teaching Philosophy, Introductions, Course Overview, What is Educational Psychology

Reading Due: Santrock, Chapter 1

Week 2

Topics: Freire, Piaget & Vygotsky

Reading Due: Freire (complete), Santrock, Chapters 2 & 3

Assignments Due: Reading Logs
Teaching Philosophy (via email before class meets)
Week 2 5-minute presentations
Freire Discussion Leaders

Week 3

Topics: Responses to Week 2, Intelligence & Diversity

Reading Due: Santrock, Chapters 4 & 5

Assignments Due: Reading Logs
Week 3 5-minute presentations
Response Paper

Week 4

Topics: Responses to Week 3, Gardner & “The Exceptional Child”

Reading Due: Gardner (complete) & Santrock, Chapter 6

Assignments Due: Reading Logs
Week 4 5-minute presentations
Response Paper
Gardner Discussion Leaders

Week 5

Topics: Responses to Week 4 & Cognitive Focus

Reading Due: Santrock, Chapters 8, 9, & 10

Assignments Due: Reading Logs
Week 5 5-minute presentations
Response Paper

Week 6

Topics: Responses to Week 5, Behaviorism & Hirsch

Reading Due: Hirsch (complete), Santrock, Chapter 7

Assignments Due: Reading Logs
Week 6 5-minute presentations
Response Paper
Hirsch Discussion Leaders

Week 7

Topics: Responses to Week 6 & Applications

Reading Due: Santrock, Chapters 12, 13 & 14

Assignments Due: Reading Logs
Response Paper

Week 8

Topics: Portfolio Presentations -- **NOTE: Class will begin at 7pm**

Assignments Due: Learning Portfolio

Personal Teaching Philosophy

Description: A statement of your beliefs about how education happens most effectively. It should include your best understanding of how students learn, as well as the type(s) of environment and teacher attitudes most conducive to learning. (It is not a list of techniques. Techniques reflect the philosophy, but are not part of it.)

In Class

Exercise: In groups of 4: (Instructor will serve as time keeper)

- 1) Spend 5 minutes writing your own Personal Teaching Philosophy as you currently understand it – this may be just bullet points of short notes
- 2) Spend 5 minutes each talking about what you have written. First, read what you have written or talk from your notes. Other group members may ask clarifying questions. (This is not a time to debate. As a group member your role is to understand, not necessarily agree with, the philosophy of the other group members.)
- 3) After each person has shared, spend another 5 minutes revising or adding to your Personal Teaching Philosophy

After Class

Assignment: AS SOON AS POSSIBLE after class:

- 1) Edit and revise the notes on your Personal Teaching Philosophy into a short statement (1 typed page maximum). The goal is a grammatically correct statement of your CURRENT views on the teaching/learning process.
- 2) Email a copy of this statement to the instructor in the body of the email - no attachments, please. Your name and the date should be in the body of the email as well. Email address: hworth@webster.edu

Notes:

- 1) The goal is to get me a copy of your statement ASAP, but absolutely BEFORE you have done the first reading assignment.
- 2) The email you use to send me your statement to me should be one you check regularly. I may send emails to the whole class during the term. You should check your email at least once during the weekend. (If I send anything out, it will be sent by Friday.)
- 3) You will be asked to submit another Personal Teaching Philosophy on the last night of class. You may choose to make revisions (if any) as we go along or just start from scratch and write a new statement for the last week.

Reading Log

Reading Logs are due weeks 2 – 7. They do not have to be typed, but they **MUST** be legible. (If the only way to make your handwriting legible is to type, then the logs have to be typed.) You must submit 4 out of 5 reading logs. (If you are absent, then that is your one missed log.) Because the reading logs are the foundation of the class discussion, late reading logs are **NOT** accepted.

You should do a separate reading log for each chapter due in the Santrock text. For the primary source texts, you should do a reading log for the work as a whole, but you may obviously have more than one response to each item.

Instructions: At the top of the page put your name, the text, and the date. Then give your responses to as many of the following questions as possible:

1. What questions would you like to ask? Indicate something from the reading assignment that was confusing or unclear – cite page numbers and specific paragraphs. Alternatively, is there something you would like to know more about because the authors stimulated your interest?
2. Positive Comments. Discuss a passage that you really liked from the week's readings – cite page numbers and specific paragraphs. It could be something you strongly agree with or something that contributed to a positive emotional reaction. Speaking from your own experience, intellectually and personally, why did you like this passage?
3. Negative Comments. Discuss a passage that you really disliked from the readings – cite page numbers and specific paragraphs. It could be something you strongly disagree with or something that contributed to a negative emotional response. Speaking from your own experience, intellectually and personally, why did you dislike this passage?
4. Application. Discuss a passage that you could immediately apply to teaching – cite page numbers and specific paragraphs. It could be an actual technique or strategy discussed in the text that you could apply in your content area or it could be something stated in the text that suggests a technique or strategy to you.

Notes:

- 1) Reading logs are the primary source material for class discussions. Your comments in the reading log should be connected to specific passages in the text. In class, we will usually take the time to reread that passage before we discuss it. By making the citation clear in your log, you will be able to communicate it clearly to the class.
- 2) Reading logs may be useful in developing your response papers. You may want to make a copy of your reading log to keep as well as one to turn in for grading.
- 3) There is an enormous amount of reading for this class. It is suggested that you do your reading log as you read rather than trying to go back and reconstruct it.

Response Papers

Response papers are due weeks 3 – 7. They must be typed, double-spaced. Ideally, they should take the form of a classic five-paragraph essay. You must submit 4 out of 5 response papers. The response paper assignment is designed to assist you in synthesizing your learning and to provide feedback to the instructor on the learning happening in the class.

Instructions:

- 1) Consider the class session that has just ended. Reflect on the class discussions, exercises, presentations, and readings. What is the idea, concept, statement, or experience that holds the most energy (positive or negative) for you?
- 2) Develop an essay that explores your response to this stimulus. Examples: It could be why you believe, based on previous learning and experience, that the idea or statement is wrong. It could be the applications to your teaching or some other aspect of your life that you see for an experience or concept. It could be the connections that you make among this idea or experience and your past learning.
- 3) If appropriate, write your essay in the five-paragraph style. If not using this style, make sure that you have an interesting title, a specific thesis, and a clear conclusion.

Notes:

- 1) The response papers are your opportunity to create knowledge – to be clear on what you know and what you don't know. While the essays are useful for the instructor to gauge the learning happening in the class, the audience is not the instructor, but rather yourself as a learner.
- 2) As you may want to include the Week 7 response paper in your learning portfolio, you should keep a copy for yourself.
- 3) Generally, no additional research should be necessary to complete the response paper, but, if you do use additional sources, please cite using APA style.

5-Minute Presentations

Each student will prepare one 5-minute presentation on a concept in educational psychology. This time limit is absolute! You are to present the basic information about the concept and why it is important in educational psychology

Week 2

Assimilation/accommodation _____
Zone of proximal development _____
Moral reasoning _____
Self-esteem _____

Week 3

IQ _____
Theories of Gender _____
“Big 5” Personality Factors _____
Individualism/collectivism _____

Week 4

Least restrictive environment _____
Learning Disabilities _____
IEP _____
Mental Retardation _____

Week 5

Scaffolding _____
Transfer _____
Algorithm/heuristic _____
Metacognition _____
Reciprocal teaching _____

Week 6

Classical conditioning _____
Operant conditioning _____
Observational Learning _____
Shaping _____

Week 7

Taxonomy _____
Discovery learning _____
Attribution theory _____
Active Listening _____

Discussion Leaders

For each of the 3 primary source texts, we will have a group of discussion leaders. It will be their job to do a little research on the authors and place them within a context.

For the week, you are a discussion leader, coordinate with the other discussion leaders to answer the following questions about the week's author before the class:

- 1) What is the cultural, educational, and occupational background of the author?
- 2) What role does the author play in educational psychology, specifically, and teacher training, in general?
- 3) How do the major supporters of the author describe his work and his influence?
- 4) How do the major critics of the author describe his work and his influence?
- 5) If other students in the class were interested in learning more about this author, what other books, films, or experiences could they explore?

During the class discussion on the text, each of the discussion leaders should take an active role in leading the discussion, offering information from their background research when appropriate.

Circle your text

Freire

Gardner

Hirsch

List your co-discussion leaders and contact information:

Learning Portfolio

Each student will submit a learning portfolio on the last night of class. The course grade will be based on this portfolio. The portfolio should demonstrate the manner in which the student has met each of the five learning objectives:

1. To gain an understanding of student development and diversity.
2. To compare, contrast, and when possible synthesize various psychological perspectives on how students learn.
3. To understand how the instructional process intersects with student learning, growth, and development.
4. To discover classroom applications for psychological theories.
5. To develop a teaching philosophy, which integrates psychological and philosophical perspectives on student learning, growth, and development.

For the first four objectives, students should organize work from reading logs, response papers, presentations, or outside research to demonstrate mastery of that objective. For the final objective, students should submit the teaching philosophy developed on the first night and a revised version prepared for the final class meeting.

The portfolio should have 5 sections, one for each objective, and in an introductory statement the student should assign the weight to be given to each section.

Suggestions for each objective (there are many more possibilities):

- Objective 1: A response paper or a synthesis of reading logs from various chapters in the Ormrod text
- Objective 2: A synthesis of reading logs from the 4 primary source texts, a response paper, or a chart comparing various psychological perspectives
- Objective 3: A synthesis of reading logs from chapters 13 – 16 in the Ormrod text, a response paper, or a statement of teaching goals.
- Objective 4: A synthesis of the ‘applications’ answers in each of the reading logs, a lesson plan applying a specific perspective, or a course design from a specific perspective.

Time permitting, you may choose to have a presentation as part of your portfolio. The presentation would demonstrate your mastery of one of the first four objectives. (Most common would be a teaching application that demonstrates Objective 4.) Obviously there is not time for everyone to do a presentation. Please contact the instructor as soon as you decide you want to do a presentation, but do not start preparing your presentation until you have received confirmation that there will be enough time.