



“Developing a World of Learners Through Knowledge, Leadership and Life-long Learning”

COURSE NUMBERS: EPSY 5130.02	COURSE TITLES: EDUCATIONAL PSYCHOLOGY	TERM: Summer 2006
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EPSY 5130

Students explore the nature of human growth and development from the perspective of learning, examine how individuals function within schools, and consider the manner on which self-image impacts on the learning process. Theoretical knowledge and practical applications are stressed.

In this course you will explore the answers to four questions:

1. How do your previous school experiences compare with those of students in 2006?

2. What is the relationship between intellectual ability and academic success?
3. What do you believe about human nature, classroom relationships, and discipline problems?
4. What can you learn from observing and interviewing educators?

COURSE OBJECTIVES:

This course will enable participants to:

1. Develop a working knowledge of several psychological theories and educational psychology research studies.
2. Develop self-awareness and compassion for the social, emotional, and intellectual needs of diverse students.
3. Work collaboratively and cooperatively while preparing delivering professional presentations.
4. Evaluate the usefulness/applicability of the various theories and related research to teaching.

Course outcomes:

Students will demonstrate accomplishments in the following areas:	Accomplishments assessed during these assignments, activities, and discussions:	Missouri Standards for Teacher Education Programs addressed:	SOE Goals and SOE Dispositions addressed:
1. Develop a working knowledge of several psychological theories and educational psychology research studies.	Class discussions, course activities, readings, oral presentations, final paper, in-class essay	Understands how children learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. Develop self-awareness and compassion for the social, emotional, and intellectual needs of diverse students.	Class discussions, course activities, readings, in class essay	Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences. Connects instruction to students' prior experience and family, culture, and community.	Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
3. Work collaboratively	Final paper, oral presentations,	The program gives candidates	Education candidates will

and cooperatively while preparing and delivering professional presentations.	In class essay	opportunity to develop an identity as a professional educator. "Knows motivation theories and behavior management strategies and techniques" "Uses a variety of instructional strategies"	reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. Evaluate the usefulness/applicability of the various theories and related research to teaching.	Class discussions, course activities, readings, textbooks, final paper, oral presentations, in class essay	"Opportunities to relate theory and principles to actual practice" Provides learning opportunities that support the intellectual, social, and personal development of all students.	Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

EDUCATIONAL PSYCHOLOGY

1st class 6/5 Remembering your own school experiences

2nd class 6/7 The Lives of Children and Adolescents in 2006

ASSIGNMENTS DUE TODAY

READ: One of Elkind books

Either:

Elkind, D. Miseducation: Preschoolers at risk

Or Elkind, D. The hurried child

Or Elkind, D. All grown up and no place to go: Teenagers in crisis

Prepare and rehearse oral presentations: – 5 minutes

Presentations on one chapter from Elkind, an article from 2006, or a conversation with a child, adolescent, or parent of a young child

3rd class 6/12 What is the relationship between intellectual ability and academic success?

What have most American educational psychologists thought about intellectual ability? What are the beliefs about effort versus ability in China, Japan, Singapore compared with the USA? The measurement of intelligence, labeling, ability grouping, malleability of intelligence, testing in schools, IQ and the IQ myth
READ: selected articles

4th class 6/14 What is the relationship between intellectual ability and academic success?

What are other perspectives on the nature of intelligence?

Howard Gardner's theory

Robert Sternberg's theory

ASSIGNMENTS DUE TODAY :

READ: either Gardner (Frames of Mind or other book/article by Gardner), or Sternberg (Thinking Styles or other book/article by Sternberg)

Prepare and rehearse oral presentations: – 5 minutes

Multiple Intelligences, cognitive styles, triarchic theory presentations

Chapter or article by Gardner or Sternberg and an article from 2006, or a conversation with an educator/psychologist

5th class 6/19 Classroom Discipline and Atmosphere

Assumptions and theories behind different discipline approaches. Behavioral, humanistic, and psychoanalytic psychology. Lectures on Skinner, Rogers, and Adler.

ASSIGNMENTS DUE TODAY :

READ: Canter & Canter, OR Gordon OR Dreikurs

Meet with group to prepare presentation

6th class 6/21 Classroom Discipline and Atmosphere

ASSIGNMENTS DUE TODAY:

Prepare and rehearse oral presentations: – 25-30 minutes

Group Presentations on Canter & Canter, OR Gordon OR Dreikurs

READ: continue reading about discipline

What do these educational psychologists believe about human nature, classroom relationships, and discipline problems?

7th class 6/26 Observations and Interviews with Teachers

ASSIGNMENTS DUE TODAY:

Spend approximately 4 hours observing and interviewing educators (at least 3)

READ: Elkind, Stigler & Stevenson, Walberg, Belenky et al., Flanders, Sprinthall, Sprinthall, & Oja, Dreikurs, Gordon, Canter & Canter, Sternberg, Gardner, Ryan and Brown,

PAPER DUE TODAY

8th class 6/28 The Answers to the Four Questions:

In class essay and discussion

1. How do your previous school experiences compare with those of students in 2006?
2. What is the relationship between intellectual ability and academic success?
3. What do you believe about human nature, classroom relationships, and discipline problems?
4. What can you learn from observing and interviewing educators?

Evaluation:

20% Presentation on Elkind chapter and 2006 students or article

20% Presentation on Sternberg or Gardner and educator/psychologist and/or article

20% Group presentation on Classroom Atmosphere and Discipline

30% Paper on Educator Observations and Interviews

5% Class Participation

5% In class essay on four questions

ATTENDANCE MANDATORY. LATE ASSIGNMENTS PENALIZED. IF YOU MISS A CLASS, YOU MUST MAKE ARRANGEMENTS TO MAKE UP THE WORK.

Final Projects:

Final projects/papers will be returned during the last meeting period.

This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.