

Course Syllabus

Educational Psychology – Spring 2012

EDUC 221

Mrs. Michelle Faerber, M.Ed, Counseling

mmc00a@acu.edu

T/TH 8:00-9:20

Mission Statements:

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

The mission of the Department of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Course Introduction

This course will explore theories of learning, development, motivation, memory and intelligence. If we are to teach and/or learn effectively it is important to

- Define what it means to learn.
- Know who the learners are.
- Understand how people learn.
- Identify factors that affect the desire and/or ability to learn.

As learners ourselves, we all have intuitive understandings of these issues. However, our understandings are often limited to our personal experiences and we lack the vocabulary to thoroughly describe these experiences. As you go through this course you will have the opportunity to broaden and refine your understanding of these topics as you begin developing a professional vocabulary. Welcome to Educational Psychology!

Course Description:

An introduction to theories of development, learning, motivation, memory and intelligence

Learner Outcomes:

Students in this course will:

1. Identify and describe major theories of development, learning, intelligence and motivation.
2. Identify key issues related to development, learning, intelligence, motivation and assessment.
3. Relate personal and/or observed experience with theories of development, learning, intelligence, motivation and assessment.
4. Analyze developmental theories to identify relationships between theories.

5. Evaluate current educational practices based on theories of development, learning, intelligence, and motivation.
6. Articulate and support personal positions on issues related to teaching and learning.

Note for Teacher Candidates:

This course is required for all teacher candidates certifying in 4-8, 8-12 and EC-12 content fields. In an effort to prepare teacher candidates for the TExES, Texas Examinations of Educator Standards, this course has been designed in alignment with the Teacher Education Competencies. For students completing teacher certification, the following Teacher Education Competencies are relevant for this course:

DOMAIN I – DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

Competency 001

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

Competency 002

The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 004

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

DOMAIN II – CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

Competency 005

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

DOMAIN III--IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

Competency 008

The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 010

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Required Textbooks:

- ❖ Jordan, A. & Porath, M. (2006) *Educational Psychology: A Problem-Based Approach*, Pearson Education, Inc.
- ❖ Medina, John (2008) *Brain Rules 12 Principles for Surviving and Thriving at Work, Home, and School*, Pear Press.

COURSE POLICIES

Late Work

You are expected to turn work in on the due date indicated on the course calendar. Work submitted after the due date will not be accepted if submitted more than one week late. In order to qualify for a C or better in the course no more than two assignments may be submitted late.

Attendance Policy:

You are expected to attend class each time we meet. If it is necessary to miss class, you need to contact the instructor either by email or by phone. No distinctions will be made between excused and unexcused absences. For the purposes of this course, attendance is more than physical presence. Credit will only be given for meaningful attendance, meaning that you are attending to the task at hand. Absences will be assigned for behaviors including, but not limited to, texting, sleeping, or disruptive talking. Meaningful attendance requires that you come to class prepared by completing and bringing reading material and assignments in order to actively participate and share in class discussions, activities and reflections. Three tardies or early dismissals will equal one absence. More than 2 absences will lower the final grade by 5 points for each additional absence. In special situations, exceptions may be granted. More than 6 absences will result in being dropped from the course.

In class assignments, including exams and quizzes, which are missed due to absences, may not be made up, except in extreme cases as approved by the instructor.

Note: The only absences that will not receive a penalty in the attendance portion of your grade are those that are a part of University pre-approved events.

Academic Integrity Policy

Violations of academic integrity and other forms of cheating, as defined in the Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent. Violations will be addressed as described in the policy. The Policy is available to review at the Provost's web site, <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and the department education.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Grade Distribution

Each assignment, large or small, will include a rubric outlining the criteria by which the assignment will be graded. This course is made up of four modules. The total points possible in each module are as follows:

Module One -- Brain Rules	74 points
Module Two -- Developmental Theories	306 points
Module Three -- Learning and Motivation Theories	322 points
Module Four -- Intelligence and Assessment	200 points

For each module your grade will be a percentage of points earned out of the points possible. Your final grade will be calculated by averaging the four module grades. We will apply a 10 point grading scale.

90-100	A
80-89	B
70-79	C
60-69	D

You can expect that I will give you clear and timely information about requirements. I will also make it a priority to give timely feedback on assignments. It is also expected that as a developing professional, you will take the initiative to communicate any questions, concerns and challenges.

Contact Information

Mrs. Michelle Faerber

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Email: mmc00a@acu.edu

Office Hours:

MW: 10:00-12:00

T/TH: 9:30-12:00

Fri.: by appointment only

Course Calendar: Educational Psychology

- January 17** **Welcome/Syllabus**
Introduce and Assign Learning/Homework teams
- January 19** **Brain Rules**
Assignment: Who are you as a learner?
- January 24** **Brain Rules**
Attention
Activity: When did you stop paying attention?
Read Vision, pgs. 221-240
- January 26** **Brain Rules**
Vision – character test(s)
Learning Teams Assignment: “Most Powerful” PowerPoint
Read Gender, pgs. 241-260
- January 31** **Brain Rules**
Learning Teams Assignment: Boys vs. Girls
Read Exploration, pgs. 261-280
- February 2** **Brain Rules**
Learning Teams Assignment: What do I believe? Why?
Read pgs. 152-155 on Erikson in your textbook
- February 7** **Erikson**
That’s Your Life! Erikson pgs. 152-155
Assignment: Compare stages of Erikson to each movie clip posted in iTunes U

- February 9** **Erikson vs. Freud**
 Assignment: Erikson's Stages of Life and Faith – How might a life of faith affect an individual's psychosocial development as described by Erikson?
 Read pgs. 183-198 on Bronfenbrenner in your textbook
- February 14** **Urie Bronfenbrenner**
 The 5 systems of his Ecological Theory: How do they affect you professionally and personally?
 Assignment: Reflection on how the 5 systems have helped shape you personally.
- February 16** **Urie Bronfenbrenner**
 Assignment: "The Hypothetical Student" project
- February 21** **Urie Bronfenbrenner**
 Assignment: The Hypothetical Student" presentations
- February 23** **Erikson and Bronfenbrenner**
 "Oglala Lakota", in class discussion
 Assignment: Effects of Context on Passage
- February 28** **Right and Wrong, Good and Bad**
 Assignment: iMovie on Right and Wrong, Good and Bad in 4 Academic Stages of Life (DUE March 6th)
- March 1** **Class will not meet – Meet with Learning Group to complete iMovie project.**
 Submit final project by March 6th
- March 6** **Jeopardy**
 Study for Mid-Term Exam
- March 8** **Mid-Term Exam**
- March 12-16** **Spring Break**
- March 20** **Kohlberg's Theory**
 Kohlberg vs. Gilligan
 Assignment: Kohlberg vs. Gilligan: With whom do you align and why?
- March 22** **Moral Development – Kohlberg and Gilligan Continued**
 John 8:1-11
 Faith Integration Assignment: Woman Caught in Adultery Partner Project
- March 27** **Introduction: Learning Theories**
- March 29** **Work Day with your Learning Group**
 Learning Group Assignment: Bad Learning vs. Good Learning -- What I Remember
- April 3** **Learning Theories Continued**
- April 5** **What Does It Mean To Learn?**
 Assignment: Summary and Reflection
- April 10** **Work Day**
 Assignment: Formal Paper Due Next Class, April 12th
- April 12** **Intelligence and IQ**

What do assessments really measure?
Read pgs. 215-235 in your textbook on intelligence

- April 17** ***Intelligence, IQ and Assessments***
The Harvard professor vs. *The Breakfast Club*
Assignment: Reaction Paper
- April 19** ***Are Assessments Needed/Applicable to Learning?***
Assignment: Reflection question – How is this information applicable to my future personal and professional life?
- April 24** ***The Importance of Reflection and Comprehension, (Zull)***
Assignment: Journals 1-5
DUE at your individual meeting with Mrs. Faerber
- April 26** ***Reflection and Comprehension***
- May 1** ***No Class: individual meetings with Mrs. Faerber***
- May 3** ***No Class: individual meetings with Mrs. Faerber***
- May 10** ***Final Exam: 8-10am***