

Loyola College
Department of Education
ED 301.01: Educational Psychology
Spring, 2002

Instructor: Victor R. Delclos, Ph.D.
Time: Tuesday & Thursday, 9:25-10:40 AM
Room: Knott Hall 005

Office: 116A Beatty Hall
Office Hours: Immediately after class
and by appointment
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TEXT: Woolfolk, Anita M. (2001). *Educational Psychology 8th Ed.* Boston: Allyn & Bacon.

WEBSITE: <http://blackboard.loyola.edu/>

RATIONALE: This course is designed to provide you with an overview of contemporary Educational Psychology as it applies to instruction in American schools. The emphasis is on secondary level (7-12) schooling. Specific topics include learning, motivation, development, individual differences, and assessment.

OBJECTIVES:

- To recognize the complexity of teaching and learning and to develop conceptual tools for working with students as an educator
- To think critically about and discuss various issues related to learning in and out of schools
- To develop skills related to professional reading, reflection, observation, decision-making, and self-evaluation
- To know and understand various behavioral and cognitive learning theories
- To know and understand behavioral, cognitive, and humanistic views of motivation and strategies used to motivate students
- To begin to understand the role of various individual differences (e.g. intelligence, culture, disability) as they relate to teaching and learning
- To articulate a clear theory of learning and motivation based on current research and theory and to apply it to your own area of teaching
- To know and recognize appropriate uses of educational psychology principles in order to plan more effectively for classroom teaching
- To know and understand the development and use of standardized tests in education and to critically evaluate their use

REQUIREMENTS: You are required to read all assigned materials in advance of the designated class session, attend class sessions, participate in class discussions and activities, and complete all exams and projects as described in the syllabus and other handouts. All work must be typed and turned in on time. Points will be allocated according to the following guidelines:

50 Points

Attendance and Participation — 2 points will be given for attendance and participation in each class session. You are expected to read required materials before class and to come to class prepared to ask questions and take part in discussions. You may not make up these points in any way if you miss a class, no matter what the reason. Class is part of the shared learning experience for everyone in the class and your absence or failure to participate detracts from that experience.

- 25 Points Quizzes — You will take 5 very brief quizzes (5 points each) on Tuesday of each week before the Spring Break that we do not have an exam or other significant project (see Course Outline for dates). Quizzes will be objective in nature. You must be present at the beginning of class in order to take the quiz. No make-up quizzes will be given.
- 30 Points Brief Research Paper — You will choose either one of the topics below, complete a library search for journal articles on that topic, read at least 4 articles, and summarize your findings in a 3 - 5 page paper typed using APA citation format. Your articles must be published in professional journals or ERIC documents. You must describe exactly how you found your articles in an appendix to your paper. The topics are: (a) learning styles; (b) multiple intelligences.
- 50 Points Learning Journal — Throughout this semester you will participate in a variety of learning and assessment experiences in this class. These include such things as class discussions, group work, lectures, videos, quizzes, exams, and papers. The purpose of this Learning Journal is to help you **focus on your own efforts as a learner**. For this assignment, take time to reflect on your experiences in this class, in other classes, and in your life outside of formal classes and write about those experiences as learning events. You will describe the task or event, tell what you did and how that worked, and analyze the experience from the perspective of the APA's Learner-Centered Principles. Each entry should be carefully and clearly handwritten or typed. Your first entry should include your reaction to this syllabus and the first class.
You will turn in the journal approximately every three weeks, on the assigned Tuesday, and it will be returned to you with comments at the following class session . You are encouraged, but not required, to submit the Journal via the Drop Box on the Blackboard site. Journal entries will be evaluated based on the thoroughness of the description, the level of detail in description and analysis, and the quality of the analysis.
- 50 Points Theory of Learning Paper — As you prepare to teach others, you will have underlying assumptions about how learning occurs. In order to be most effective, you must be able to articulate those assumptions. Up to now you probably have not thought much about your own learning. This exercise is an opportunity for you to articulate your assumptions about human learning. You will turn in two versions of this paper. The first is due at the second meeting of the class (Jan. 17). It should be your personal answer to the question, “How do people learn?” and it should present your own personal theory of learning. You should not do any research for this version. Expected length is 2 - 3 pages typed double-spaced.
You will receive your first version back with comments and suggestions for reading and research. The final version should reflect a combination of your original thoughts, your learning about learning over the semester, and your outside reading on the topic. This paper should be a clear statement, supported by theory and research, of the theory of learning that will guide you as you begin your teaching career. The final version must be typed, double-spaced, using APA citation format, and should be at least 5 pages long. You must turn in your commented first draft with your final draft.

150 Points Examinations — You will take three examinations (50 points each) on the basic content of the course. Each exam will be cumulative in nature, i.e., questions will draw on any and all material covered up to that point in class. The first two exams will be taken in class and oriented toward testing your basic knowledge of important topics covered in the course such as stages of development, parts of the human information processing system, and categories of knowledge. The third exam (Final) will be given out in the last class session and turned in on the assigned examination date. It will require application and synthesis of course concepts.

75 Points Portfolio — You will develop a portfolio of your coursework and other learning activities during the semester. The portfolio will be centered on what you have learned during the semester. It must be organized using the APA's 14 Learner-centered principles, which will be discussed throughout the course. You will be expected to integrate what you have learned in readings, lectures, and course projects and through other experiences outside of the course into a focused presentation. The portfolio should be a purposeful collection of work that shows growth, reflection, and achievement. You may select what goes into your portfolio, but it should be organized in a three-ring binder with the following sections: (1) cover page; (2) table of contents; (3) introduction (rationale for your choices and process for developing your presentation); and (4) sections on what you have learned about learning in terms of the 4 major groups of the 14 Learner Centered Principles: (a) cognitive and metacognitive factors, (b) motivational and affective factors, (c) developmental and social factors, and (d) individual difference and assessment factors. Each of the 4 parts of section 4 should include a reflective statement that connects your learning to tangible references such as a specific reading, a class exercise, an observation you made, etc. You will be provided with the rubric that will be used to evaluate your portfolio early in the semester and you will be shown examples of effective portfolios from former students in this course.

COURSE OUTLINE

DATE	TOPIC	READING
(1) Jan. 15	Introductions: Course Overview; A look into a 10th grade biology classroom	Chap. 1, pp. 5-6, Ken, Ellen, Randy
(2) Jan. 17	Educational Psychology & Classroom Instruction: What does research in learning and cognition have to offer teachers? APA's 14 Learner-Centered Principles Theory of Learning Paper, Version 1, due	Chap. 1, pp. 12-16; APA Learner Centered Principles
(3) Jan. 22	Cognitive Development: The work of Piaget; Implications for instruction QUIZ 1	Chap. 2, pp. 27-43
(4) Jan. 24	Cognitive Development: Vygotsky's "Zone of Proximal Development;" Implications for instruction	Chap. 2, pp. 43-51

DATE	TOPIC	READING
(5) Jan. 29	Social and Moral Development: Erickson's social developmental stages; Marcia's identity statuses; Kohlberg's moral developmental stages Learning Journal due QUIZ 2	Chap. 3, pp. 64-74, 77-85
(6) Jan. 31	Individual Differences: Intelligence and learning styles; Culture and gender as correlates of learning differences	Chap. 4, pp. 106-117, 126-129 Chap. 5, pp. 160-165, 174-184
(7) Feb. 5	Teaching all children: Banks' dimensions of multicultural teaching; Tharp's culturally compatible classrooms	Chap. 5, pp. 156-159; 186-192
(8) Feb. 7	Exam 1	
(9) Feb. 12	An exercise in Anchored Instruction: The Jasper Woodbury Series	
(10) Feb. 14	Behavioral Learning Theories: Classical and Operant, Theories; Social Learning Theory	Chap. 6, pp. 203-212 Chap. 9, pp. 323-326
(11) Feb. 19	Cognitive Learning Theories: Perception; Information Processing Models of Human Memory QUIZ 3	Chap. 7, pp. 240-250
(12) Feb. 21	Cognitive Learning Theories: Long-term storage and retrieval Learning Journal due	Chap. 7, pp. 250-259
(13) Feb. 26	Cognitive Learning Theories: Metacognition and expertise QUIZ 4	Chap. 7, pp. 260-271
(14) Feb. 28	Applications of Cognitive Learning Theories to teaching: Concept learning and problem solving	Chap. 8, pp. 278-302; 314-327
(15) Mar. 12	Learning and instruction: Behavioral Models; Mastery learning and direct instruction	Chap. 6, pp. 220-222 Chap. 13, pp. 496-500
(16) Mar. 14	Learning and instruction: Constructivist approaches Brief Research Report due	Chap. 9, pp. 329-357
(17) Mar. 19	Theories of Human Motivation: Definitions and comparison of approaches QUIZ 5	Chap. 10, pp. 366-377

DATE	TOPIC	READING
(18) Mar. 21	Theories of Human Motivation: Goals, Interests, and Beliefs	Chap. 10, pp. 377-395
(19) Mar. 26	Applied Educational Research: The Jasper Woodbury Series in Mathematics; Bereiter & Scardemalia's work with CSILE; Delclos & Zittle's work in dynamic assessment Learning Journal due	Handouts
(20) Apr. 2	Exam 2	
(21) Apr. 4	<i>Testing, Testing, Testing: The Merrow Report</i> video	
(22) Apr. 9	Applied Educational Research: The Jasper Woodbury Series in Mathematics; Bereiter & Scardemalia's work with CSILE; Delclos & Zittle's work in dynamic assessment Theory of Learning Paper, Version 2, due	Handouts
(23) Apr. 11	Review of Cognitive/ Constructivist Models and APA Learner-Centered Principles - Organizing your portfolio	
(24) Apr. 16	Issues in Student Assessment	
(25) Apr. 18	Principles of Educational Measurement; Interpreting Test Scores; Standardized Tests	Chap. 14
(26) Apr. 22	Issues in the uses of Standardized Testing; Alternative Assessment	
(27) Apr. 25	Formative and Summative Assessment; Objectives and Testing; Basic Issues in Test construction	Chap. 15, pp. 556-563
(28) Apr. 28	Authentic Assessment; Using test results for evaluation, grading, and reporting Portfolio due	Chap. 15, pp. 564-585
May 7	1 PM — Final Exam	

ALL STUDENTS ARE REMINDED OF THEIR PLEDGE TO ABIDE BY THE LOYOLA COLLEGE STUDENT HONOR CODE. ACADEMIC HONESTY AND INTEGRITY ARE EXPECTED IN THIS COURSE AND VIOLATIONS OF THE HONOR CODE WILL BE REPORTED.