

ED 5505 Educational Psychology- on-line

Semester: Fall 2009

Credit Hour: 3

Professor: Dr. Jane Benjamin, Retan Center, Room 203B

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Student Office Hours: 11:15am to 1:30pm, T, Th; 4:45pm to 5:15pm, W

Other times by appointment

Course Description:

Educational Psychology focuses upon the application of learning theory principles in educational settings. This is accomplished through demonstrations and observations to enhance the applicability of these principles.

Course Content:

This course focuses on the application of psychological principles in education. The major topics include:

- a) Human Development: cognitive, language, personal, social and emotional development
- b) Individual Differences
- c) Various Learning Theories and their Application
- d) Various Teaching models and their Considerations
- e) Motivation and its Influence on Learning and Teaching

Goals of the Course:

- 1) To acquaint students with basic knowledge concerning the psychological principles.
- 2) To help students gain an understanding and insight into the application of selected principles of learning.
- 3) To help students develop general intellectual skills (acquiring and evaluating knowledge, producing and solving problems and communicating their ideas, both orally and in writing).

Course Objectives:

The course objectives are built around the standards of accreditation agency and University theme.

The National Council for Accreditation of Teacher Education (NCATE) accredits "Mansfield University undergraduate teacher education". The complete NCATE elementary and secondary education standards can be found at www.ncate.org.

The Pennsylvania Department of Education (PDE) also approves the teacher education program at Mansfield University. It is designed to prepare teachers for Pennsylvania teaching

certification. Students in the program gain skills necessary to prepare elementary and secondary students to meet PDE standards. Course-related resources can be found at the American Psychological Association Web site: <http://www.apa.org>

The knowledge base of the teacher education program at Mansfield University is developed around the components of professional practice as described in the ASCD *Enhancing Professional practice: A Framework for Teaching* document authored by Charlotte Danielson. The following course objectives are referenced with this framework.

The Mansfield University theme for teacher education is "**Teacher as a Reflective Educational Leader**" Students in this course will have opportunities to apply their knowledge of psychological principles to an educational setting and evaluate their students learning outcomes and make educational decisions. They will develop professional and interpersonal skills that enable them to take leadership roles in directing the relevant program in their schools.

It is expected that after completing requirements for this course, students will be able to:

1. Understand the theories of human development including cognitive, language, personal, social and emotional development. (Framework #1a & #1d) (PDE standards: EC*, IB, IC; EE* IIA; SPE* IC, IIC; Math IIC**)
2. Understand individual differences and their cultural background. (#1a, #1b, #1d, #2b) (PDE standards: EC*, IB, IIB; EE* IA; SPE*IB, IC, ID, IE, IIC; Math IIC, IID**)
3. Participate in discussion of certain topics. (#1a, #1b, #1d, #1f, #3a~#3e)
4. Work in a group to research an assigned topic related to educational issues. (#3a, #3b, #3e, #4e, #4f) (PDE standards: EC IIIA, IIB, IIC; EE IIIA; SPE IB,IIIE*; Math IIA, IIC, IIIA, IIB, IIC**)
5. Understand various learning theories and their applications. (#1a, #1b, #1c, #1e, #2a~#2e) (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
6. Understand various teaching models and their considerations. (#1a~#1f) (PDE standards: EC IIA, IIB, IIC; EE IIA, B, C, D; SPE IIB, IIC, IID, IIID; Math IIA, IIC**)
7. Understand the theory of motivation and its influence on learning and teaching. (#1a~#1f) (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIB, IIC**)
8. Apply and analyze their knowledge of psychological principle in education through the observation of an educational program or settings. (#1a, #1d, #1f) (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIC**)
9. Justify the importance of theory in education practice. (#1a~#1f) (PDE standards: EC IIA, IIC; EE IA; SPE IIIE*; Math IIA, IIC**)

*EC is Early Childhood; EE is Elementary Education; SPE is Special Education.

**Math referenced; meets other subject standards in this area.

Input:

The main sources of information are readings (texts), media, discussions, and additional website resources for particular topics. Discussions in blackboard provide students the opportunity to reflect and apply selected learning principles. Relevant videotapes are also used

for discussion. The lecture outlines will be provided, which refer to the text and are designed to provide a framework for the reading, which is the core course activity. It is essential that students plan their reading in advance and complete the required chapters.

Output:

The extent to which students attain the goals of the course will be assessed from their performance on written examinations, case studies, essays, group work and discussions in discussion board.

Required textbook:

Woolfolk, A. E. (2009) Educational Psychology (11th ed.) Pearson, Merrill, Prentice Hall ISBN 0-13-611123-8

Bibliography

1. Eggen, P.D. (2006) Educational Psychology Windows on Classroom (5th ed.) Prentice-Hall, Inc.
2. Greenwood, G. E. & Fillmer H. T. (2003), Educational Psychology Cases for Teacher Decision-Making, Prentice-Hall, Inc.
3. Henson K. T. & Eller B. F. (2006), Educational Psychology for Effective Teaching, Wadsworth Publishing Co.
4. Mayer, R.E. (2003) The Promise of Educational Psychology Learning in the Content Areas Merrill/Prentice-Hall
5. Ormrod, J. E. (2005) Human Learning Merrill/Prentice-Hall
6. Ormrod, J. E. (2005) Educational Psychology – Developing Learners (4th ed.) Merrill/Prentice-Hall
7. Parsons R. D., Hinson S. L., & Sardo-Brown D. (2006) Educational Psychology, Wadsworth Publishing Co.
8. Santrock, J. (2007) Educational Psychology (3rd ed.), McGraw Hill Co.
9. Slavin, R.E. (2005) Educational Psychology -Theory and Practice (8th ed.) Allyn & Bacon
10. Snowman, J & Biehler R. (2005) Psychology Applied to Teaching (11th ed.) Houghton Mifflin Company
11. Willems, P.P. & Gonzalez-DeHass A. R. (2006) Educational Psychology Casebook, Pearson Education Inc.

Software / Computer Skills:

This course has an expectation that all students will have access to a web-connected computer running Windows 2003 (or greater), Internet Explorer, and Microsoft Word. Students must understand the use of these software tools to be successful in this course. You will use Internet Explorer to access the course website and submit online assignments. In addition, your papers must be submitted as **Microsoft Word files**. It is up to you to acquire the skills and software to meet this requirement. Tutoring and assistance with questions can be obtained by going to the Information Desk at the North Hall Library of Mansfield University or calling 570-

662-4671. Assistance is also available at the Learning Center, Mansfield University or contact your university for assistance.

Responsibilities of Online Learners:

As an online learner, you will be responsible for determining the pace and schedule of your work. You can complete the readings and activities at any times that are convenient to you as long as they are submitted before the assignment deadline.

Although you might be completing your work hundreds of miles from Mansfield University, you should expect to have frequent contact with your instructor and classmates via e-mail, electronic document exchange and the online discussion board. All of your assignments will be submitted using these tools and an interactive website. You can also use the online discussion board to ask questions, offer comments, and obtain advice from both your instructor and your fellow students.

Lesson Format:

For each lesson, you will visit the course website to obtain your instructions. You will then complete your work by doing some or all of the tasks listed below.

- Read assigned materials from the textbook.
- Visit recommended websites to read.
- Complete activities designed to apply what you have learned or deepen your understanding (e.g. discussion board).
- Write an essay that summarizes your knowledge (case study).
- Submit all work for that lesson as specified on the course website (e.g. chapter test).

Your instructor will respond to your work a few days after the lesson due date.

Lesson Availability and Due Dates:

All lessons, assignment and due date are posted in the course schedule below. You may begin working on a lesson prior to the scheduled date at your own pace.

Add / Drop / Withdraw / Incompletes:

The policies for adding the course, dropping the course and withdrawing will follow those described in the Mansfield University Graduate Catalog or in your school Graduate Catalog.

Incomplete final grades are not possible. Any assignment that is not received by the specified deadline will be scored as a zero. Course deadlines will be strictly maintained and students should work diligently to meet them.

Office Hours:

The fastest way to get assistance at any time is to post a message in the "Helping

Each Other Conference" on the course discussion board. This should be your first approach for asking questions of a general nature. One of your classmates will likely help you within a short period of time and your instructor will read and respond to unanswered questions within 48 hours unless otherwise announced.

For questions about grades or other private matters you should email your instructor at jbenjami@mansfield.edu. Again, she will respond within 48 hours unless otherwise announced. Phone conversations or chat meetings with your instructor can be arranged at times of mutual convenience, however, the instructor is unable to accept collect calls outside of the Mansfield local dialing area.

Your Study Schedule:

If you are coming into this course thinking that online study is a way to "click your way to three credits" then you will be in for a rude awakening. Be prepared to spend a significant amount of time completing this course.

When you take an on-campus course, you spend about 45 hours in the classroom. In addition, you should spend an even larger amount of time reading, going to the library, completing homework, and writing.

The key to success is self-motivation and perseverance. Set some special work hours every week and stick to them. Learning at home requires much greater dedication than learning on-campus. This course allows you great flexibility as long as you meet the inflexible deadlines.

You can begin working as soon as the class starts. Each week you must do enough work to complete one lesson. The amount of time needed to complete a lesson will vary depending upon the length of the lesson, your reading speed, and your writing ability.

Course Website:

All of your assignments will be posted on the Blackboard course management system. This system enables you to post messages for your classmates and instructor, send email to any course participant, and complete your assignments online. Every student should plan for regular and frequent use of personal or university computers to access this website and do these assignments.

Grades:

Evaluation Scheme

Project	25%	(Objective: #1, #2, #5, #6, #7, #10)
Case Study	15%	(Objective: #1, #2, #4, #5, #6, #7, #9, #10)
Chapter Test	40%	(Objective: #1, #2, #5, #6, #7, #10)
Participation	10%	(Objective: #1, #2, #3, #4, #5, #6, #7, #10)
Final Exam	10%	(Objective: #1, #2, #5, #6, #7, #10)

The project requires students to view an educational program from T. V., video tape or DVD, reflect on what they have learned in the course and write an analysis paper. This project will be a group project. Students will form a group in the discussion board and discuss their project through a wiki site, which will be created after the membership is formed in the discussion board. The written project should be submitted as a group. Detail guidelines of the project will be provided in a separate file in “**Project**”. And the procedures of the project will be given during the course. Students should read the announcement daily.

There are 3 chapter case studies to be submitted for grades (these 3 case studies are posted in the “**Case Study**” section of blackboard. Due date for each case study is listed in the course schedule. Each case study should not exceed two pages, double spaced, font 12 in English. **Late submission of this assignment will not be accepted. Please retype the case study questions in single space followed by the answers in double space. The case study should be submitted within the same area (in “Case Study”) in blackboard.** Grades of the case studies will be based on the **reflection** of the chapter reading and **not your own opinions**. Following the guidelines of the assignment format and submitting the assignment procedures will also be taken into consideration for grading.

On-line Chapter tests will be posted in the **Chapter Test**. Students should complete their chapter test on the due date listed in the course schedule. The chapter tests consist of multiple choice questions only. **Please note the availability of the testing time. If any technical problems occurred during the test, please e-mail me immediately. I will respond to your e-mail as soon as I receive it.**

Students are required to participate in the discussion board. The participation grade includes both blackboard orientation assignment and 3 issues posted in “**discussion board issues**”. The five blackboard orientation tasks will be posted in the **Course Assignment** and students should complete this assignment the first day of the class. For the discussion board issues, students should post their answers on the discussion board. Grades will be based on the **reflection** of the clear concept from the readings **and** the **comments** on their peers’ responses. Students are also encouraged to post their comments and suggestions in the discussion board “course feedback forum”.

Final exam is a comprehensive exam which includes all of the chapters covered in this course. A review guideline will be provided later in the course.

Letter grades and their percentage equivalents are as follows:

A 95%-100%	A- 90%-94%	
B+87%-89%	B84%-86%	B-80%-83%
C+ 77%-79%	C74%-76%	C-70%-73%
D+67%-69%	D64%-66%	D-60%-63%
F 59% and below		

Planned Schedule for Course Topics

Week	Topic	Chap	Due Date	Chap. (PDE Standards)
08/31 to 09/06	Blackboard Orientation Learning, Teaching and Educational Psychology	1	Blackboard Assignment Due: 9/03 at 11:59pm Chapter 1 test and Case study #1 Due: 9/06 at 11:59pm	1(PDE standards: EC IIIA, IIIB, IIIC; EE IIIA; SPE IB,IIIE*; Math IIA, IIC, IIIA, IIIB, IIIC**)
09/07 to 09/13	Cognitive Development and Language	2	Chapter 2 test and Case study#2 Due: 09/13at 11:59pm	2 (PDE standards: EC*, IB, IC; EE* IIA; SPE* IC, IIC; Math IIC**)
09/14 to 09/20	The Self, Social, and Moral Development	3	Chapter 3 test and discussion board, issue #1 Due: 09/20at 11:59pm	3 (PDE standards: EC*, IB, IC; EE* IIA; SPE* IC, IIC; Math IIC**)
09/21 to 09/27	Learner Differences and Learning Needs	4	Chapter 4 test Due: 09/27at 11:59pm ** group membership for project, due in discussion board: 09/27 at 11:59pm	4 (PDE standards: EC*, IB, IIB; EE* IA; SPE*IB, IC, ID, IE, IIC; Math IIC, IID**)
09/28 to 10/04	Culture and Diversity	5	Chapter 5 test and discussion board, issue #2 Due: 10/04 at 11:59pm	5 (PDE standards: EC*, IB, IIB; EE* IA; SPE*IB, IC, ID, IE, IIC; Math IIC, IID**)
10/05 to 10/11	Behavioral Views of Learning	6	Chapter 6 test Due: 10/11at 11:59pm	6 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
10/12 to 10/18	Cognitive Views of Learning	7	Chapter 7 test Due: 10/18 at 11:59pm	7 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
10/19 to 10/25	Cognitive Views of Learning	7		7 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
10/26 to 11/01	Complex Cognitive Processes	8	Chapter 8 test and Case study#3 Due: 11/01 at 11:59pm	8 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
11/02 to 11/08	The Learning Sciences and Constructivism	9	Chapter 9 test Due: 11/08 at 11:59pm	9 (PDE standards: EC IIA, IIB, IIC; EE IIA, B, C, D; SPE IIB, IIC, IID, IIID; Math IIA, IIC**)
11/09 to 11/15	Social Cognitive Views of Learning and Motivation	10	Chapter 10 test and discussion board issue #3 Due: 11/15 at 11:59pm	10 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIB, IIC**)
11/16 to 11/22	Motivation in Learning and teaching	11	Chapter 11 test Due: 11/22 at 11:59pm	11 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIC**)
11/23 to 11/29	Motivation in Learning and teaching	11	Video tape Project due 11/29 at 11:59pm	11 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIC**)
11/30 to 12/06	Creating Learning Environment	12	Chapter 12 test Due: 12/06 at 11:59pm	12 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE

				III E*; Math IIA, IIC**)
12/07 to 12/11	Teaching Every Student	13	Chapter 13 test Due: 12/11 at 11:59pm Final Exam due: 12/14 at 11:59pm	13 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE III E*; Math IIA, IIC**)