

ED 2205 - Educational Psychology- on line course

Semester: Fall 2009

Credit Hour: 3

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

Tel: (570) 662-4797 E-Mail: jbenjami@mansfield.edu

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 applications
- 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 Reflective Decision-Makers.**" 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.

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, IIIB, IIIC; EE IIIA; SPE IB,IIIE*; Math IIA, IIC, IIIA, IIIB, IIIC**)
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. Demonstrate their knowledge of psychological principles in education through a group project. (#1a~#1f, #2a~#2e, #3a~#3e, #4a, #4b) (PDE standards: EC IIA, IIB, IIC, IIIA, IIIB, IIIC; EE IA, IIA, B, C, D; SPE IIIA, IIIB, IIIC, IIID, IIIE*; Math IIA, IIC, IIIB, IIIC**)
10. 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. 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 prior to the blackboard discussion.

Output:

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

Required textbook:

Santrock, J. W. (2006) Educational Psychology (3rd ed.). McGraw Hill.
ISBN 0-07-352582-0

Recommended Material

Livertext CD software: maybe purchased in book store.

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. Slavin, R.E. (2005) Educational Psychology -Theory and Practice (8th ed.) Allyn & Bacon
9. Snowman, J & Biehler R. (2005) Psychology Applied to Teaching (11th ed.) Houghton Mifflin Company
10. 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.

- Visit recommended websites to read or obtain data.
- Complete activities designed to apply what you have learned or deepen your understanding.
- Read assigned materials from the textbook.
- Participate in the discussion board and wiki site.
- Submit all work for that lesson as specified on the course syllabus.
- Your instructor will respond to your work a few days after the lesson due date.

Lesson Availability and Due Dates:

All lessons are posted in the “**Lecture**” section. The due dates of the assignment are posted in the course schedule in the course syllabus. Students are required to submit the assignment on time.

Add / Drop / Withdraw / Incompletes:

The policies for adding the course, dropping the course and withdrawing will follow those described in the Mansfield University Undergraduate 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. You are expected to spend between 5 and 10 hours on the typical lesson.

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 may begin working at your own pace. You may also work ahead of the schedule if you like. 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 or emailed through 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.

Evaluation Scheme

Chapter Test	25%	(Objective: #1, #2, #5, #6, #7, #10)
Observation Report	15%	(Objective: #1, #2, #4, #5, #6, #7, #9, #10)
Progress Test	15%	(Objective: #1, #2, #5, #6, #7, #10)
Group Project	20%	(Objective: #1, #2, #4, #5, #6, #7, #9, #10)
Final Exam	20%	(Objective: #1, #2, #5, #6, #7, #10)
Participation	5%	(Objective: #1, #3, #4)

Chapter tests will be posted in the **Test**. Chapter tests are “**open book**” tests. Students should complete their chapter test on the due date listed in the course schedule. The on-line chapter tests will not be available after the due date. Students will have one hour to complete each chapter test. The test is “force completion”. In other words, once you log on to take the test, you must complete and submit it. You will not be able to log on again if you don’t complete the test. The chapter test consists 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.**

The Observation report is a written assignment, which summarizes student’s observation of classroom teaching. The opportunity to observe and participate in classrooms is an important element of the knowledge acquisition desired in an educational psychology class. There are two observation reports. Students are required to contact a K-12 classroom teacher for observation. The minimum length of each observation is 1 hour. After each visit, students are required to submit a summary report. Please note that there are two files containing the information of your observation report. Please read the **Mansfield University Observation and Participation Packet first and then the guidelines of the report. Both files are located in “Assignment” in Blackboard.** The due dates of these reports are shown in the course schedule below. The report should be typed and submitted in “**assignment**” in Blackboard (the same place you access the guidelines). **The report will not be accepted after the due date and time.**

The progress test includes multiple-choice questions only and will be posted in “**test**”. It is similar to chapter test except that the duration of the test is **two** hours and that the progress test is “**close book**” test. There are **NO** provisions for a missed test.

There is a group project in this course. This group project requires that the students apply their knowledge of “various **teaching approach**” learned in the course to a classroom setting. Students are required to form a group in discussion board. Once the group is formed, I will create a wiki site for the group to discuss their project. The guideline of this project is posted on the Blackboard “**Project**”. Once the project is

complete, one of the group members should submit it in the same area of Project on time. Only one submission per group! **Late submission of assignments will not be accepted. All of the assignments must be typed.**

Students are required to participate in the discussion board. The participation grade includes both **blackboard orientation assignment**, which is located in **Assignment**, and the **participation** in the group project in wiki site. There are five blackboard orientation tasks that students must complete to obtain the participation grade. There will be also **discussion issues** posted in discussion board for students to earn bonus points for their participation. Students are also encouraged to post their comments and suggestions in the discussion board regarding other issues.

The final examination will consist of multiple choice questions only and will be based on all material covered in the course. The duration of the final exam is 2 and ½ hours. Please note that there will be **NO** supplemental examination in this 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	Ch ap.	Due Date	Chap./PDE standards
08/31 to 09/06	Blackboard Orientation Introduction to the course A tool for effective teaching	1	Blackboard Assignment, Task 1 through 5; Due: 09/03 at 11:59pm Chapter 1 test; Due: 09/06 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 and Language Development	2	Chapter 2 test Due: 09/13 at 11:59pm	2 (PDE standards: EC*, IB, IC; EE* IIA; SPE* IC, IIC; Math IIC**)
09/14 to 09/20	Social Contexts and Socio- emotional Development	3	Chapter 3 test; Due: 09/20 at 11:59pm	3 (PDE standards: EC*, IB, IC; EE* IIA; SPE* IC, IIC; Math IIC**)
09/21 to 09/27	Behavioral and Social Cognitive Approaches	7	Progress test #1(Ch 1-3); Due: 09/27 at 11:59pm	7 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
09/28 to 10/04	Behavioral and Social Cognitive Approaches	7	Chapter 7 test; Due: 10/04 at 11:59pm	7 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
10/05 to 10/11	Information Processing Approach	8	Chapter 8 test; Due: 10/11 at 11:59pm	8 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
10/12 to 10/18	Complex Cognitive Processes	9	Chapter 9 test; Due: 10/18 at 11:59pm	9 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
10/19 to 10/25	Complex Cognitive Processes	9	First Observation Report; Due: 10/25 at 11:59pm	9 (PDE standards: EC IC; EE IIB; SPE IIIE*; Math IIB, IID**)
10/26 to 11/01	Social Constructive Approaches	10	Chapter 10 test; Due: 11/01 at 11:59pm	10 (PDE standards: EC IIA, IIB, IIC; EE IIA, B, C, D; SPE IIB, IIC, IID, IIID; Math IIA, IIC**)
11/02 to 11/08	Social Constructive Approaches	10	Progress test #2 (7,8,9,10); Due: 11/08 at 11:59pm	10 (PDE standards: EC IIA, IIB, IIC; EE IIA, B, C, D; SPE IIB, IIC, IID, IIID; Math IIA, IIC**)
11/09 to 11/15	Planning, Instruction, and Technology	12	Chapter 12 test Due: 11/15 at 11:59pm	12 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIC**)
11/16 to 11/22	Motivation, Teaching, and Learning	13	Chapter 13 test Due: 11/22 at 11:59pm	13 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIB, IIC**)

11/23 to 11/29	Motivation, Teaching, and Learning	13	Second Observation Report; Due: 11/29 at 11:59pm	13 (PDE standards: EC IIA, IIB, IIC; EE IA; SPE IIIE*; Math IIA, IIB, IIC**)
11/30 to 12/06	Managing the Classroom	14	Group project Due: 12/06 at 11:59pm	14 (PDE standards: EC IIA, IIB, IIC, IIIA, IIIB, IIIC; EE IA, IIA, B, C, D; SPE IIIA, IIIB, IIIC, IIID, IIIE*; Math IIA, IIC, IIIB, IIIC**)
12/07 to 12/11	Managing the Classroom	14	Chapter 14 test Due: 12/11 at 11:59pm	14 (PDE standards: EC IIA, IIB, IIC, IIIA, IIIB, IIIC; EE IA, IIA, B, C, D; SPE IIIA, IIIB, IIIC, IIID, IIIE*; Math IIA, IIC, IIIB, IIIC**)
12/14	Final exam		Final Exam due: 12/14 at 11:59pm	