

**Mansfield University**  
**Department of Education and Special Education**  
**ED 2205 Educational Psychology**  
**Summer 2009, 3 Credits**

**Instructor: Dr. Lynne Hammann**  
**Phone: 570-662-4561**  
**Office Hours: W-3-5 and by appt.**

**Office: 203C Retan Center**  
**E-mail: [lhammann@mansfield.edu](mailto:lhammann@mansfield.edu)**

### **COURSE DESCRIPTION**

“A study of the applicability of learning theory principles to the educational and institutional setting. It provides demonstrations and field experiences to enhance the applicability of these principles” (*Mansfield University Undergraduate Catalog*). Prerequisite: PSY 1101.

### **TEACHING PHILOSOPHY**

In accord with Piaget, Vygotsky, Danielson, and other constructivists, I believe that learners should be engaged in meaningful learning activities and actively construct their own knowledge. Moreover, the knowledge base in educational psychology today reflects current research, theories, and their implications for learning and teaching in a variety of contexts. Being guided by this research, I view my responsibility as instructor as providing learning opportunities for students to construct their own understandings of course concepts and to connect their new knowledge with their prior knowledge. In addition, we must remember that individuals function within contexts and in turn are influenced by these contexts. Moreover, these social contexts (e.g., education, workplace, recreation, family, etc.) are made up of individuals and influenced by the people in them. For that reason, I have structured the course so students' learning goals include active engagement and participation, knowledge-sharing, and reflective thinking.

### **COURSE GOALS**

Educational psychology is a special division of social science. Educational psychology has its own set of theories, concepts, and research procedures (e.g., Bruning, Schraw, & Ronning, 1999; Sanrock, 2001, 2004). Research knowledge and practice from both psychology and education are combined in this unique field. Educational psychology focuses on psychological principles which are applied to education for improved learning and practice; and the knowledge base in educational psychology today reflects current research, theories, and their implications for learning and teaching in a variety of contexts.

As early as 1932, Bartlett observed that cognitive science had a responsibility to help people learn: “that efficient learning and high intelligence might involve sophisticated skills that some people have developed and others can develop” (Bransford, 1979, p. 237). The field of educational psychology has provided us with a better understanding of these learning processes, along with the motivational influences and teaching implications which are related to them. The content of this course covers the educational psychology base--and their implications for your future practice as “Teacher as Reflective Decision Maker.”

Therefore, the goals of this course include the following:

- (a) to provide you with both a conceptual and contextual understanding of critical educational psychology topics in the knowledge base: Educational Psychology, Student Development (cognitive, socioemotional, moral, diversity, exceptionalities), Student Learning, Learning Theories and Psychologists, Classroom Instruction and Contexts

- (b) to encourage you to explore implications of these topics in your future role as “Reflective Decision-Maker” in diverse contexts for the 21st Century
- (c) to provide you with the learning opportunity to explore and/or apply an educational psychology topic of individual interest to your own area of study/future practice
- (d) to share this knowledge and thinking with your colleagues

## **COURSE OBJECTIVES**

The course objectives are built around the standards of the 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](http://www.ncate.org) (see link below). 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 (see link below). Course-related resources can be found at the American Psychological Association Web site: <http://www.apa.org>.

NCATE (National Council for Accreditation of Teacher Education): Click on the Program Standards for the professional organization that oversees your program area.

<http://www.ncate.org/institutions/programStandards.asp?ch=90>

PDE (Pennsylvania Department of Education): Click on the Program Standards for the professional organization that oversees your program area.

[http://www.pde.state.pa.us/stateboard\\_ed/cwp/view.asp?a=3&Q=76716&stateboard\\_edNav=|5467|&pde\\_internetNav=|](http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716&stateboard_edNav=|5467|&pde_internetNav=|)

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-Maker."

Mastery of course objectives will be demonstrated by class discussions, group activities, written assignments, and course exams. It is expected that after completing requirements for this course, students will be able to understand and demonstrate mastery of course units following Objectives below:

1. Students will apply course concepts in making reflective decisions for professional practice in written assignments, course exams, class discussions, and a group presentation.
2. Students will demonstrate knowledge of course concepts in written assignments, course exams, class discussions, and a group presentation.
3. Students will demonstrate educational research knowledge in activities requiring problem solving, knowledge-transforming, and critical thinking for professional practice.
4. Students will collaborate as future professionals, using course concepts for reflective decision-making for professional practice and share with their peers.
5. Students will use technology to support their course work, including Blackboard enrollment, course assignments, use of professional resources, and group presentations.

## UNIT OUTLINE

We will be covering one unit each week. Reading pages are specified below; and required terms, concepts, and psychologists are found with the Appendix Material following the Schedule. You will also find the weekly reading assignment and Reflective Decision-Making Paper on BB in each Unit.

### ***Week 1: 6/29/09***

#### ***Unit I. Introduction to Educational Psychology and “Teacher as Reflective Decision-Maker”***

- A. The definition, importance, and implications of the field of Educational Psychology for professional practice: ch. 1;  
Bloom’s Taxonomy (p. 413) NCLB (pp. 9-10, 541-542)
- B. Higher-order Thinking: ch. 9, Bloom’s Taxonomy (p. 413)
- C. Motivation and Learning: ch. 13

### ***Week 2: 7/6/09***

#### ***Unit II. Learning Theories & Strategies for Instruction***

- Cognitive Development Theories (ch. 2)  
Piaget  
Vygotsky

### ***Week 3: 7/13/09***

#### ***Unit III: Learning Theories & Self-Regulated Learning***

- Behaviorism (ch. 7)
- Social Cognitive Theory (ch. 7)
- Information Processing Theory (Course Packet)
- Self-Regulated Learning (ch 7 & Course Packet)

### ***Week 4: 7/20/09***

#### ***Unit IV: Developmental Areas & Instruction***

- Socioemotional Development (ch. 3)

### ***Week 5: 7/29/09***

#### ***Unit V: Individual Differences***

- Intelligence (ch 4)
- Diverse Groups (Ch 5)
- Learners With Special Needs (ch 6)

## REQUIRED TEXT

**Santrock, J. W. (2008). *Educational Psychology (3rd ed.)*. New York: McGraw-Hill.**

Each chapter in your textbook has learning tools such as Outline; Learning Goals; Crack the Case; Review, Reflect, and Practice; Terms, etc. You are strongly encouraged to use these features as appropriate to your individual learning needs as you are being active learners in your own knowledge construction.

**Course Packet (also available on Blackboard)**

## STUDENT ACTIVITIES/INSTRUCTIONAL STRATEGIES

An important learning goal for this course is to encourage knowledge sharing and diversity of ideas. Therefore, the activities and assessments are ones to encourage active engagement and participation and reflective thinking. You will be expected to be prepared by reading all assigned materials and be actively involved in activities incorporating the concepts from the readings. You will receive credit toward your participation points for active participation, including evidence of preparation for class. These activities are designed to meet the learning objectives of this course.

**STUDENT ASSESSMENTS & EVALUATION CRITERIA (see Appendix following for detailed information)**

<b>1. Reflective Decision-Making Papers</b> (5 papers @ 20 pts. each)	100
<b>2. Midterm Exam</b>	40
<b>3. Observation</b>	60
<b>4. Professional Discussion &amp; Participation</b> (5 posts @ 10 pts. each)	50
<b>5. Final: Lesson Plan</b>	30

---

**Total** **250 points**

Grading Scale:

	A	95%-100%	A-	90%-94%	
B+	87%-89%	B	84%-86%	B-	80%-83%
C+	77%-79%	C	74%-76%	C-	70%-73%
D+	67-69%	D	64-66%	D-	60-63%
F	59% and below				

**CLEARANCES**

All education majors must have appropriate clearances for meeting program requirements and for going into schools. It is your responsibility to make sure that your Clearance information is correct and documented. Therefore, you need to start immediately so that you can have all required Clearance information is on file with the Office of Education and Field Experiences.

Information about clearances and necessary forms may be found in the Office of Education and Field Experiences, as well as their website: <http://www.mansfield.edu/~teacher/>. Required forms are available on BB under Course Documents. Information about Program requirements can be found at <http://edspeced.mansfield.edu/>.

Current Clearance information for Mansfield University is on BB & in Appendix of your Course Packet. Updates/changes will be announced and posted on BB if necessary.

You are not allowed to observe in a school unless you have ALL appropriate Clearances on file with the Field Experience Office. You will receive an Incomplete for the course if you do not have your Clearances on file in the Field Experience Office and have not completed your Observation reports. You may also have points deducted from your Observation reports for late Clearances.

**Observation Report: Field Experience Observations**

Only after you have your required Clearances on file with the Student Teaching & Field Experience Office, you will schedule your field observation visits. You are NOT allowed to visit a school without these clearances according to Mansfield University policy. Please see Course Documents on Blackboard for required documents.

**Reading and Participation**

The content in this course covers a wide range of topics related to educational psychology and its importance in the “Teacher as Reflective Decision-Maker”: theories, physical/cognitive/socioemotional development, social influences, and educational implications. You will find keeping up with text reading assignments to be critical for understanding the material and doing well on assessments. Because we are learning to interact as professional teachers do, professional behavior is required and counts toward participation points.

Learning is an *active process, not a passive one*. As lifelong learners, we are always trying to add to our knowledge about our students, our subject areas, and ourselves. We learn much of our knowledge from reading texts and other resources. Therefore, we must always strive to be self-regulated learners: we must use active reading and reading strategies. Self-regulation is broadly described as an active, goal-directed process (Pintrich, 2000). This complex process integrates learning behaviors (strategies), motivation, and metacognition (e.g., Pintrich, 2000; Schunk & Ertmer, 2000; Winne, 1995). You should use specific learning strategies as you read and learn from text material—see Appendix for a list.

Each chapter in your textbook has learning tools such as Outline; Learning Goals; Crack the Case; Review, Reflect, and Practice; Terms, etc. You are strongly encouraged to use these features as appropriate to your individual learning needs as you are being active learners in your own individual knowledge construction.

Mansfield University's attendance policy is quoted below, with the website address immediately following.

#### "Attendance Policy

Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabus."

<http://catalog.mansfield.edu/content.php?catoid=1&navoid=14>

Furthermore, misrepresentation of attendance (e.g., signing someone else's name, having someone sign your name to an attendance/assignment/participation document) will be considered academic dishonesty and handled as such according to Mansfield University policies.

#### Late Work

You may lose points for late work unless you have documentation for an excused absence or instructor approval.

### **STUDENT ETHICS AND OTHER POLICY INFORMATION**

**Academic Integrity:** You are expected to behave in a professional, ethical manner in this class, including being responsible for your own work and use of references. Students are expected to submit their own original work. Resources and other references must be appropriately cited. When you refer to/use/discuss concepts, ideas, suggestions, etc., from ALL sources, you will cite the reference you are using APA style. When you are quoting this reference directly, you will put quotation marks (“ ”) and a page number after the quotation. When you are writing about information that you have read in another source, you will cite the name(s) and year in parentheses. Other sources include your textbooks, class handouts, lectures, personal communications, etc.

Plagiarism is using someone else's words and/or ideas as your own, to include minor changes in wording, as below:

Original passage: “A recent editorial in the *Journal of Educational Psychology* identified plagiarism (the direct lifting of other's words for use in one's own publications) as an ethical issue of growing concern” (Gall, Borg, & Gall, 1996, p. 100).

Example of plagiarism passage: A current editorial in the *Journal of Educational Psychology* says that plagiarism (direct use of someone else's writing for use in one's own work) is an ethical issue of increasing concern.

Cheating in any form may result in failure for this course.

The 2006 Mansfield University Undergraduate Catalog states the following policies regarding academic integrity:

*Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. The student handbook, The Mountie Manual for upperclassmen, or The Student Planner for freshmen, outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty (p. 53) (italics mine).*

The following statement is sent from the Dean of Faculty and specifies the policy regarding exceptionalities:

*Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work with Mr. William Chabala in our Counseling Center (100a Hemlock Manor, Phone: 662-4798; e-mail [wchabala@mansfield.edu](mailto:wchabala@mansfield.edu)) to provide me with an appropriate letter so that I may serve their particular needs more effectively. If you have an exceptionality that requires class or testing accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.*

## **CLEARANCE POLICY**

### **Mansfield University Clearance Policy for ALL Teacher Education Majors**

It is the policy of Mansfield University of Pennsylvania (MU) that all Teacher Education Majors (TEM) must possess a current Pennsylvania Criminal Record Check (Act 34), Child Abuse History clearance (Act 151), a valid TB tine test, and a current FBI check (regardless of the state from which the student comes) to be eligible to take courses that have a field component (observations or any type of participation with children). Under NO circumstances may a student go into the field unless current clearances (receipt of mailing is not acceptable) are on file in The Field Experience Office in 207 Retan. Mansfield University will not allow a student into the field whose background checks reflect a felony offense. To that end, the following guidelines are provided for clarification regarding this issue:

1. All students of education are required to secure the aforementioned documents, Act 34, Act 151, a negative TB tine test, and a current FBI check through Cogent Systems (<http://www.pa.cogentid.com/>) PRIOR to beginning course work as a TEM, Teacher Education Major. These documents are necessary to establish eligibility for observation and participation.
2. All Teacher Education Certification Candidates (TECC) planning to student teach are required to secure UPDATED Act 34, Act 151, a negative TB tine test, a current FBI check, and liability insurance within the established guidelines below:

Fall Student Teachers – Clearances must be dated between February and June of the intended year of student teaching. Copies MUST be on file in The Field Experience Office by the end of June.

Spring Student Teachers – Clearances must be dated between June 15<sup>th</sup> and the end of September of the intended year of student teaching. Copies MUST be on file in The Field Experience Office by the end of September.

\*\*\*NOTE\*\*\* Clearance information is available at [www.mansfield.edu/~teacher](http://www.mansfield.edu/~teacher). Student teaching will be delayed if a student does not adhere to the above deadlines.

3. Students must plan appropriately as there may be a delay of up to 8 weeks for some clearances to be returned to the student. Students must apply for clearances prior to beginning course work to ensure that these documents will be back in time to meet course requirements in the field.
4. If a TEM does not maintain on-going, continuous enrollment at Mansfield University, he/she must have update clearances upon entrance into any courses with field components. If a student is continuously enrolled at Mansfield University, then that student need only update clearances prior to student teaching (after obtaining initial clearances as a Teacher Education Major).
5. The task of securing clearances, TB tine test, FBI check, and liability insurance\* is the responsibility of the student. All above mentioned guidelines apply to graduate education students as well. \*(liability insurance is for student teachers only)

**Professor Notification:** The Field Experience Office will provide professors with clearance rosters at the beginning of each semester. After this notification, professors may request updated clearance rosters on a need basis. Please allow 2 – 4 days for The Field Experience Office to run the updated clearance roster. Thank you.

Effective date: July 1, 2007

## ED 2205 Schedule

Week	Assignments	<b>Due Date: All Work is Due NLT (no later than) the dates/times specified below. You may post work earlier, of course.</b>
1--6/29/09	<ul style="list-style-type: none"> <li>• Read Unit I pages as specified in Course Packet</li> <li>• Reflection Decision-Making Paper 1</li> <li>• Discussion Board Topic 1</li> </ul>	Saturday, 7/4/09 by Noon
2--7/6/09	<ul style="list-style-type: none"> <li>• Read Unit II pages as specified in Course Packet</li> <li>• Reflection Decision-Making Paper 2</li> <li>• Discussion Board Topic 2</li> </ul>	Saturday, 7/11/09 by Noon
3--7/13/09	<ul style="list-style-type: none"> <li>• Read Unit III pages as specified in Course Packet</li> <li>• Reflection Decision-Making Paper 3</li> <li>• Discussion Board Response 1</li> <li>• Midterm Exam</li> </ul>	Saturday, 7/18/09 by Noon  Midterm TBA
4--7/20/09	<ul style="list-style-type: none"> <li>• Read Unit IV pages as specified in Course Packet</li> <li>• Reflection Decision-Making Paper 4</li> <li>• Discussion Board Topics 3</li> <li>• Discussion Board Response 2</li> <li>• Observation</li> </ul>	Saturday, 7/25/09 by Noon
5—7/27/09	<ul style="list-style-type: none"> <li>• Read Unit V pages as specified in Course Packet</li> <li>• Reflection Decision-Making Paper 5</li> <li>• Lesson Plan</li> </ul>	Sunday, 8/2/09 by 12:01 a.m.