

Psy 511 Course Syllabus**I. Psy 511 The Psychological Foundations of Teaching and Learning****II. Academic Credit: 3 Semester Hours****III. Course Description**

The course includes study of selected theories of learning and their implications for the classroom setting. Applications of psychological principles and research will be made to instructional situations with an emphasis on cognitive psychology and biological brain research. The student will apply knowledge of such principles when examining specific instructional methods.

IV. Place of Course in the Curriculum

Psychology 511 is one of the core course requirements for the Master of Education degree programs with an emphasis in School Administration, Literacy, Reading or Early Childhood Education.

V. Goals and Objectives

- A. Goal: The purpose of the course is to promote effective teaching and learning in multiple settings by increasing students' knowledge, appreciation and use of the psychological theories of learning. The core content of the course will be upon the psychological foundations of teaching and learning with an emphasis on cognitive psychology and biological brain research and applications to education, including a critical examination of instructional methodology. Theological and philosophical foundations and practical applications of the course content in instruction and administration will also be considered.
- B. Objectives: The person who completes Psychology 511 will be able to:
 - 1. Demonstrate knowledge of psychological foundations informing instruction and apply learning theory to teaching, including a critical analysis of instructional methodology. (LR-S1, LR-D1) (IRA 1.1) (B-R24)
 - 2. Explain the connections that exist between various psychological structures such as self-concept, developmental stage, and cognition with application to teaching and learning, (T-K1)
 - 3. Articulate how social, emotional, and developmental needs impact student learning, emphasizing the role of teacher disposition in influencing student achievement.. (T-K1, LD-K1) (IRA 5.1)
 - 4. Analyze and make recommendations for the effective nurturing of problem solving, and creativity in light of cognitive learning theory and brain based psychology. (LD-S1)
 - 5. Relate principles of educational and cognitive psychology to the graduate student's learning and behavior. (LR-S1, LR-D1)
 - 6. Design, implement, and summarize a plan of action research. (LD-S1)

7. Continue to pursue the development of professional knowledge and dispositions by identifying, planning, and implementing a professional development presentation. (T-S2, LR-D1) (R2-R24) (B-R24)

VI. Course Content

1. Teaching with the Brain in Mind
 - a. Current brain research applied to teaching and learning
2. History of Cognitive Psychology
 - a. Theories associated with the Associationist and Cognitive Eras
3. Information Processing Theory
 - a. Sensory, Short-Term, Long-Term and Working Memory
 - b. Encoding and Retrieval Process
4. Beliefs and Cognition
 - a. Beliefs about Self
 - b. Beliefs about Intelligence and Knowledge
5. Fostering Cognitive Growth
 - a. Problem Solving and Critical Thinking
 - b. Classroom Contexts for Cognitive Growth
 - c. Technological Contexts for Cognitive Growth
6. Cognition in the Classroom
 - a. Learning to Read
 - b. Reading to Learn
 - c. Writing
 - d. Cognitive Approaches to Mathematics
 - e. Cognitive Approaches to Science
 - f. Analysis of instructional methodology as it pertains to a variety of subject areas

VII. Methodology

1. Reading textbooks, electronic text and applying the knowledge base to instructional methodology. (LD-K1, (LD-D1, and LR-D1)
2. Discussion of topics with others in classroom situation or on Discussion Board online. (LD-K1, LR-S1, LD-D1)
3. Personal reflection in journals and responses. (LT-S2, LR-S1)
4. Researching Weblinks and utilizing technology in presenting. (LR-D1, LR-K1)

VIII. Student Roles

The student will:

- A. Read the textbooks, reflect upon the reading in journals and respond to discussion questions. (LD-D1)
- B. Research, prepare and present a professional development presentation. (R2-R24)
- C. Complete a course project. (T-S2, T-S1, T-K1, LD-D1)

IX. Evaluation

The following will be used to evaluate the quality of the students' work.

- A. Reading and reflection as represented in journaling. (LD-S2, LR-S1)
- B. Discussion of material in on-line or in-class discussions. (LD-K1, LD-S1, LD-D1)
- C. Course Project: The graduate student will describe the purpose, objectives, and methods of a curriculum unit in need of modification. The student will select a minimum of four enhancements that reflect the application of course related material, incorporating a variety of grouping options. The unit will include a rationale for enhancements while citing the research that supports that view. (T-S2, T-S1, T-K1, LD-D1)
- D. Professional Development presentation. Research a variety of methods or a topic negotiated with the instructor and prepare a professional developmental presentation on one method which could be presented to a staff. (T-S2, LR-D1) (R2-R24) (B-R24)

Representative Bibliography

A Practical Guide to Brain-Based Learning. Eric Jensen, National Professional Resources Inc., 2000.

Cognitive Psychology and Instruction, 4th edition, Roger H. Bruning, Gregory J. Schraw, Monica M. Norby, Royce, R. Ronning, Prentice Hall, 2004.

Educational Psychology: Developing Learners, 4th edition, Jeanne Ellis Ormrod, Merrill, Prentice Hall, 2003.

Executive Function in Education: From Theory to Practice. Lynn Meltzer (Editor, Guilford Publications, Inc., 2007.

Experience and Education. John Dewey, Simon & Schuster Adult Publishing Group, 1997.

The Fragile Brain: What Impairs Learning and What We Can Do About It. Eric Jensen, National Professional Resources, Inc., 2000.

Frames Of Mind: The Theory Of Multiple Intelligences. Howard E. Gardner, Howard E. Gardner (Introduction), Basic Books, 1993.

Human Learning. Jeanne Ellis Ormrod, Pearson, 2007.

Learning Theory. Felipe Cucker, Ding-Xuan Zhou, Cambridge University Press, 2007.

Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do. John Bransford (Editor), Linda Darling-Hammond (Editor), Wiley, John & Sons, Incorporated, 2007

Qualities of Effective Teachers, James H. Stronge, Association for Supervision and Curriculum Development, 2002.

Self-Regulated Learning and Academic Achievement: Theoretical Perspectives. Barry J. Zimmerman (Editor), Dale H. Schunk (Editor, Taylor and Francis, Inc.), 2001.

Teaching with the Brain in Mind, 2nd edition, Eric Jensen, Association for Supervision and Curriculum Development, 1998.

The Differentiated Classroom: Responding to the Needs of All Learners. Carol Ann Tomlinson, Association for Supervision & Curriculum Development , 1999.

Tools of Mind: The Vygotskian Approach to Early Childhood Education. *Elena Bodrova, Deborah J. Leong,* Pearson, 2007.

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