

## EDUC 503 Educational Psychology

### I. EDUC 503: Educational Psychology

### II. 3 Credit Hours

### III. Course Rationale and Overview:

Pedagogy is the art and science of teaching. It is constantly evolving based on theorizing and psychological research that examines how learners learn and how teachers apply that knowledge to their teaching.

Educational psychology seeks to understand learning and teaching and to develop ways to improve these processes. The purpose of this course is to examine research, theory, and practice pertaining to important aspects of learning and teaching, including the nature of learners, perception, memory, cognition, problem solving, and motivation.

This course fulfills part of the Nebraska Department of Education's requirements for secondary education majors. This course will fulfill the educational psychology component and developmental psychology component for the secondary education major.

Computer technology is integrated throughout this course and an emphasis is placed on the teacher as a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. The student continues to develop their professional portfolio.

This course is a required component of the secondary teacher education certification curriculum and precedes the specific methods courses in the student's subject area or field endorsement and the student teaching experience.

### IV. Course Description:

EDUC 503 explores the psychology of learning. As an interdisciplinary blend of psychology and education, it addresses both theoretical and practical issues. As a branch of psychology, it investigates the science of human behavior, especially the behaviors connected to development and learning. This course will focus on how theoretical and empirical knowledge about human cognition and learning can be applied in middle and high schools.

### V. Place of Course in the Curriculum:

This is the second course in the secondary level professional education sequence.

### VI. Goals and Objectives of the Course:

1. To define educational psychology and state its main purpose. (LD-K1, T-D1)
2. To understand key concepts in the areas of development, learning theory, motivation and teaching. (T-S3, T-D1, LR-S1)

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3. To become familiar with contemporary issues in educational psychology and to consider those issues from various viewpoints (e.g. teacher, student, parent, and administrator).(T-S4, LD-S3, T-D1)
4. To develop critical and creative thinking skills necessary for being able to examine important educational issues from various viewpoints. (T-S3, T-D1, LR-K1)
5. Discover as much as possible about your own learning style
6. To understand student motivation (T-K1, LD-S2)
7. To recognize different learning styles (T-S3, T-D1, LR-K1)
8. To understand the impact culture, ethnicity, race and language differences have on learning (T-S1, LD-S3, LD-S2)
9. Develop your personal philosophy of education. (LD-K1, T-D1, LR-S1)

Students who successfully complete this course will:

- a. List characteristics of a good teacher and provide examples of research findings in Educational Psychology that contribute to effective teaching. (LD-K1, T-D1)
- b. Explain and critique developmental theory including Piaget, Kohlberg and Erickson (T-S3, LR-S1)
- c. Define Vygotsky's zone of proximal development, and scaffolding. (T-K1, T-S2, LR-D1)
- d. Describe the physical, cognitive, and socio-emotional changes that occur during adolescence (T-K1, T-D1, LR-S1)
- e. Summarize research on the impact of culture on student learning. (T-K1, LR-S1)
- f. Explain how low socio-economic status may place students at risk for school failure. (T-K1, T-D1, LR-D1)
- g. Discuss the impact of language differences on teaching and learning (T-S3, T-D1, LR-K1)
- h. Discuss the impact of gender differences on school experiences and achievement (T-S1, LD-S3, LD-S2).
- i. Compare and contrast the different theories of intelligence. (T-S3, T-D1, LR-K1).
- j. Define learning. (T-S3, T-D1, LR-K1).
- k. Summarize Pavlov's experiments and the process of classical conditioning. (T-S3, T-D1, LR-K1)
- j. Describe and give examples of operant conditioning. (T-S3, T-D1, LR-K1)
- k. Outline the major principles of social learning theory. (T-S4, T-D1, LR-S1)
- l. Define short-term or working memory and summarize major research on information processing and identify factors that lead to forgetting and to retaining information. (T-S3, T-D1, LR-K1)
- m. Identify and define metacognitive skills and explain how to teach self-questioning strategies to students as an example of how metacognitive skills can be directly taught. (T-S3T-D1, LR-K1)
- n. Define "cognitive teaching" and give examples of classroom strategies teachers can use to make learning relevant to students' prior experience. (T-S3, T-D1, LR-S1)
- o. Describe the constructivist revolution in education and illustrate its basic principles and methods of teaching. (T-S3, T-D1, LR-S1)

- p. Define the term "motivation" as it applies to education. (T-K1, LD-S2)
- q. State the characteristics of gifted and talented children and summarize both sides of the acceleration versus enrichment debate. (T-S3, T-D1, LR-K1)
- r. Identify the six levels of Bloom's taxonomy and develop a learning objective for each based on a topic of your choice (T-S3, T-D1, LR-K1)

## VII. Course Content

### **Part 1 – Educational Psychology a Foundation for Teaching and Development During Adolescence**

#### **Topics:**

- 1. Views of human development
- 2. Piaget's "Stages of Development"
- 3. Vygotsky's "Zone of Proximal Development"
- 4. Erickson's "Stages of Psychosocial Development"
- 5. How children develop during the middle school and high school years

**Required Readings:** Text Chapters 1 (pp. 3-5, 22-25), 2 and 3 (pp. 83-99)

### **Part 2 – Behavioral, Information Processing and Cognitive Theories of Learning**

#### **Topics:**

- 1. Behavioral Learning Theories (Pavlov and Classical Conditioning, Thorndike, and Skinner and Operant Conditioning)
- 2. Social Learning Theory (Bandura Modeling, Observation and Self Efficacy)
- 3. Information-Processing Model
- 4. Memory and Metacognition

**Required Readings:** Text Chapters 5 and 6

### **Part 3 – Accommodating Instruction to Meet Individual Needs and Student Diversity**

#### **Topics:**

- 1. What is the impact of culture on teaching and learning?
- 2. How do ethnicity and race affect students?
- 3. How do language differences and bilingual programs affect student achievement?
- 4. Intelligence and learning styles
  - a. Howard Gardner Multiple Intelligences
  - b. Bloom's Taxonomy
- 5. Grouping students to accommodate achievement differences
- 6. Individualized instruction
- 7. Technology in education

**Required Readings:** Text Chapters 4 and 9

### **Part 4 – Student-Centered and Constructivist Approaches to Learning and Effective**

**Learning Environments**

**Topics:**

1. The constructivist view of learning
2. Scaffolding and self-regulation
3. Cooperative learning in instruction
4. Teaching problem-based thinking skills
5. Effective learning environment
6. Effective classroom management

**Required Readings:** Text Chapters 8 and 11

**Part 5 – The Effective Lesson and Motivation**

**Topics:**

1. Direct instruction
2. Transfer of concepts
3. Discussions in instruction
4. Theories of motivation

**Required Readings:** Text Chapters 7 and 10

**VIII. Recommended Methodology: (T1-3, T-D1, LR-S1)**

1. E-Lecture
2. Small group discussion on discussion board and live conferencing tool
3. Large group discussion on discussion board and live conferencing tool
4. Readings
5. Written Assignments
6. Presentations
7. Teaching Demonstration
8. Videos
9. Case Studies
10. Debate
11. Journaling
12. Guest Speakers

**IX. Suggested Student Roles and Course Requirements: (T-D1, LR-K1)**

1. Read assigned chapters and be prepared to participate in online discussions and debates each week in both large and small groups. Must be able to support positions with additional and relevant research on topics covered.
2. Written assignments.
3. Complete research project to share with class (paper, Power Point presentation, video, podcast, wiki, blog or other electronic form approved by instructor).
4. Maintain Del-icio-us account to store and share research information (<http://delicious.com/>)
5. Maintain a weekly journal to reflect on professional growth and development
6. Teaching demonstrations

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7. Complete 10 hours of field work to become acquainted with educational settings (see schedule)
8. Continuing development of online professional teaching portfolio (Live Text <https://www.livetext.com/>)

### X. Suggested Evaluation: (T-D1, LR-K1)

Weekly Discussion	20%
Weekly Journal	10%
Reading Reaction/Reflection Papers	20%
Research Project	20%
Field Experience	20%
Final	<u>10%</u>
	100%

### XI. Recommended Resource Materials:

#### **Required Textbook**

Educational Psychology: Theory and Practice, 8<sup>th</sup> Edition 2006  
Author: Robert E Slavin  
ISBN: 0-205-45531-X

#### **Supplementary Text (Suggested but not required)**

Learning and Instruction: Theory Into Practice, 6<sup>th</sup> Edition 2009  
Author: Margaret E. Gredler  
ISBN: 0-13-159123-1

#### **Reference/Resource Materials**

Pavlov's Dogs

<http://www.youtube.com/watch?v=BB7CWfGYucs>

Classical Conditioning

<http://www.youtube.com/watch?v=cP5lCleK-PM&feature=related>

Skinner's Modelagem (Skinner Box)

<http://www.youtube.com/watch?v=mm5FGrQEYBY&feature=related>

Operant Conditioning

[http://www.youtube.com/watch?v=I\\_ctJqjlrHA&feature=related](http://www.youtube.com/watch?v=I_ctJqjlrHA&feature=related)

Overview of Social Cognitive Theory and of Self-Efficacy by Frank Pajares Emory University

<http://des.emory.edu/mfp/eff.html>

Understanding Memory

[http://www.youtube.com/watch?v=grZuwo\\_YlY0&feature=related](http://www.youtube.com/watch?v=grZuwo_YlY0&feature=related)

Metacognition “Thinking About Thinking”

<http://www.stumbleupon.com/toolbar/#topic=Cognitive%20Science&url=http%253A%252F%252Fcoe.sdsu.edu%252Fet%252Farticles%252Fmetacognition%252Fstart.htm>

Howard Gardner Multiple Intelligences and Education

<http://www.infed.org/thinkers/gardner.htm>

Benjamin Bloom and the Taxonomy of Learning

<http://oaks.nvg.org/taxonomy-bloom.html>

## XII. Bibliography

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