Dixie State College of Utah

EDUC 3110-03
Education Psychology
Spring 2012

SYLLABUS

Credit: 3.0 Semester Hours
Times: Tuesday, 4:00-6:30 PM
Location: Education and Family Studies Building (EFS), Room 119

Instructor Information

Dr. Roy Hoyt
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D-Diversity (DM1): Teacher candidates understand that diversity differences (i.e., race, gender, ethnicity, culture, exceptionalities, individual differences, etc.) affect learning and, know how to provide educational opportunities that meet the needs of all students (TEAC Q.1.2, Q. 1.3; INTASC 2, 3, 4, 9).

E-Effective Pedagogy (D): Teacher candidates can create effective instruction and meaningful assessments for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology (TEAC Q.1.2; INTASC 4, 6, 7).

S-Subject Matter (DM3): Teacher candidates have a strong knowledge of the subject matter they will teach and can facilitate the acquisition of that knowledge in their students (TEAC Q.1.1; INTASC 1).

E-Environment (DM4): Teacher candidates can create physically and emotionally safe classroom environments that encourage active learning, self-motivation, and cooperative interaction among students (TEAC Q. 1.2, 1.3; INTASC 5).

R-Reflective (DM5): Teacher candidates will be active learners and reflective practitioners, individually and with their colleagues (TEAC Q.1.3; INTASC 9, 10).

T-Teaching Dispositions (DM6): Teacher candidates will foster a caring and professional relationship with students that focus on acceptance and their educational needs. (TEAC Q.1.2, 1.3; INTASC 2-8).

Program Standards: D.E.S.E.R.T. (DM) http://new.dixie.edu/education/program_philosophy.php
INTASC Standards: http://www.ccsso.org/intascst.html
Teacher Accreditation Education Council (TEAC) http://www.teac.org/accreditation/goals/index.asp\

Course Description

Educational Psychology is about learning, what influences it, and how we as teachers can contribute to it. This course is designed to provide prospective teachers with an overview of the relationship of psychology to teaching and learning. Participants will learn about the nature of learning, human brain growth, the impact of brain research, development, and how the brain processes information. In Addition, participants will learn how to apply the theories and practices of educational psychology into day-to-day teaching practices.

Course Objectives

To successfully complete this course, each student must know, understand, and be able to:

1. Identify key researchers and their contributions to education and/or educational psychology.
2. Describe characteristics and stages of cognitive, physical, and emotional development.
3. Understand how to design instruction and assessments that are appropriate for social, cognitive, and emotional development.
4. Reflect upon course content and its applications to future professional learning, classroom practice, and career goals.
5. Identify and utilize school and community resources to support learner's cognitive, physical, social, and emotional growth and development.

Enduring Understanding and Essential Questions

Enduring Understanding

Educational Psychology is the application of psychological principles in educational settings and these principles can assist a teacher's understanding of classroom learning and activity. Our ability to increase student learning strongly depends on our professional knowledge, knowledge that occurs in a variety of forms.

Essential Questions:

How do students learn?
How can the theories and research of educational psychologists be "unwrapped" and "demystified" so that they can be utilized by teachers?
Why should teachers care about brain research?
Why are some instructional strategies more effective for learning?
What role should assessment have in learning?

Prerequisites

Students must have successfully completed either PSYCH 1010 or FS 1010.

Required Textbook

Eggen, P.D., Kauchak, D.P. (2010). *Educational Psychology: Windows on Classroom. Allyn and Bacon.*
ISBN-10: 0136101100
ISBN-13: 9780136101109

Course Assignments & Assessments

Assignments/Assessments:

Attendance/participation = 70

Weekly quizzes = 5 points each

Read, Think, Respond = 4 points each

Research Response Assignments = 30 points (15 x 2)

Midterm Exam = 30 points

Final Exam = 50 points

Details on the Course Assignments/Assessments:

Quizzes

Many of the classes will begin with a quiz. As this is the case, you would be strongly encouraged to read the assigned chapter(s) each week.

Read, Think, Respond

RTR exercises require students to engage in a preliminary exploration of the topic for the upcoming lesson before the topic is covered in class. For some students, this is an unfamiliar task, especially if your previous educational experience has simply been one of accumulating information and replicating that information on quizzes and exams. With RTR, you are expected to explore the upcoming chapter or other resources on your own and respond to the questions in the RTR exercise, drawing on previous experience from your life, prior coursework, textbook, article, video, or some other activity.

You must have thought about the reading – that you have identified and understood the primary ideas and that you have generated your own ideas. Articulating the status of your knowledge or thinking processes at the preliminary point helps the instructor conduct a meaningful interactive classroom discussion or activity, with extensive student participation.

You RTR will be posted on Blackboard Vista no later than Monday, 8:00 am. This gives the instructor time to read and organize the information for class on Tuesday. You are highly encouraged to not wait until the last minute to post your response as the quality of this assignment is dependent on taking time to read and think.

The rubric for scoring this assignment is as follows: (1 point) Student says he/she doesn't know how to answer the RTR questions. (2 points) Student tries to answer the RTR questions but does not show evidence of any previous knowledge to assist in answering. Student does not use any information from lecture notes or textbook to answer the questions. (3 points) Student shows some prior knowledge and may use terminology to answer the RTR questions but does not provide a complete answer. Student does not use appropriate information from the text or lecture notes to answer the questions. (4 points) Student answers the RTR questions with complete explanation. Student incorporates information from the text or class notes into the answer. Student may look for answer outside the class (web, etc.)

Research Response Assignments

One of the objectives of Educational Psychology is to continually study the valid and reliable research base in education. In addition, effective teachers stay abreast in regards to research-based best practices in student developmental issues, curriculum, instruction, and assessment. **Using Google to find an article will not be acceptable.** You are required to access the database through the Browning Library for search engines such as ERIC to find acceptable scholarly research articles.

You will complete three (2) Research Response assignments. Each Research Response will include the following elements:

- A copy of the journal article is included
- Who is the intended audience?
- Briefly describe the author/author's ideas
- What are the applications to the classroom?
- Did you agree or disagree with the author/authors? Why?
- Double-spaced and no more than three pages

Research Response #1 is due

You must choose from the following topics for Research Response #1:

- Anxiety
- Bullying/Aggression
- Character Education
- Emotional Intelligence
- Moral Development
- Punishment
- School Discipline
- Self-concept
- Social Development
- Zone of Proximal Development (ZPD)
- Engagement
- Fixed Mindset vs. Growth Mindset
- Grading Practices
- Intelligence Testing (IQ)

- Service Learning

Research Response #2 is due
You must choose from the following topics for Research Response #2:

- Ability Grouping
- Behavior Modification
- Constructivism
- Effort-based Learning
- Intrinsic/Extrinsic Motivation
- Invitational Education
- Metacognition
- Mnemonic Devices
- Multiple Intelligences
- Problem-based Learning
- Resilience
- Aptitude Testing

- Attention Deficit Hyperactivity Disorder (ADHD)
- The "Bell Curve"
- The Brain's Executive Function
- Criterion Referenced Assessments vs. Norm Referenced Assessments

Group Project
Every student will be required to participate in a group project. The groups will be designated by the instructor and all members of the group are expected to contribute to the project equally. The topic and date of presentation will also be determined by the instructor. A scoring rubric will be provided to assist preparation.

Midterm Exam
The midterm exam is worth 30 points and will cover chapters 1, 2, 3, 4, 6, 7 and 8 of the text.

Final Exam
The final exam is worth 50 points. A study guide will be provided.

Grading Scale
This course is graded using the criterion-referenced (standards-based) approach. To get the grade percentage, take the total points possible and divide by the total points earned. The grade breakdown is as follows:

100 – 95:	A
94 – 90:	A-
89 – 87:	B+
86 – 83:	B
82 – 80:	B-

79 – 77: C+
76 – 73: C
72 – 70: C-
69 - 0: F

Semester Calendar: http://www.dixie.edu/reg/spring2012.html

Important Dates to Remember

Dates	DSC Calendar Dates
1/9/12	Class begins
1/11/12	Last day to add without instructors permission
1/31/12	Pell grant census date
1/31/12	Last day for refund of tuition and fees
1/24/12	Late registration/payment fee
1/31/12	Last day for complete withdrawal from all classes
5/3/12	Last day of classes

Date & Time of Final Exam
May 1 during regular class time

DSC D-Mail

Important class and college information will be sent to your D-mail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. If you don't know your user name and password, go to http://dmail.dixie.edu for complete instructions. You will be responsible for information sent to your D-mail, so please check it often

Disability Accommodations
If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your Professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the Center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973.

Tutoring	Writing Center	Testing Center	Computer Center	Library
Tutoring services are provided for all registered DSC students and is available for all subjects. http://dsc.dixie.edu/tutoring/index.htm	The writing center is in the Browning Learning Center. The online writing center can be accessed at http://dsc.dixie.edu/owl/	The hours are posted online at http://new.dixie.edu/testing/index.php Location: Browning Learning Center	The Smith Computer Center is available for students who need technology services to complete homework assignments and	Online help for the Browning Library can be accessed at http://new.dixie.edu/library/index.php

			research for any course on campus. Check the facility for time schedule. Location: Avenna Center	

Academic Honesty – As stated in the DSC Student Handbook; "Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)" including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Personal Responsibility

One of the main purposes of this course is to help you realize your motivations for learning and the power of those motivations. You must take responsibility for your own learning in this course and make a sincere effort to understand the material in order to better help your future students. This means that you must complete all of the reading for the course, complete all assignments on time, and put forth your best effort at all times. Attendance is required, and students are expected to participate in each class session. Points will be deducted for late work - 10% the first week, 20% thereafter. In some cases as noted by the instructor, late work will not be accepted. If you need individual assistance in preparing assignments or studying for an exam, please contact the instructor for an appointment well in advance of the due date of the assignment/exam.
Also, please note that there is not sufficient time in class to cover every topic that you will need to be familiar with for the Praxis exam or in your future career as a teacher. Therefore, you are responsible for knowing and understanding the content in the assigned chapters and will be tested on that content whether it is discussed in class or not.

Make-up Work: Students that miss class for legitimate reasons may make up missed assignments within 2 weeks of missing class.

Exams: Exams are scheduled on specific dates (please see course calendar) and must be taken on the scheduled date.

General Policies

- **Attendance and Participation:** The design of this course makes it necessary for students to *fully* participate in classroom discussions, presentations, guest presentations and cooperative structures. Thus attendance and participation are required for this course. I will allow one absences during the semester. Please speak to me in the case of extenuating circumstances.
- **Cell phones *always* disrupt learning,** so please turn them off before class begins.
- **Text messaging *always* disrupts learning,** so please complete your texting before or after class.
- **Re-do's:** My goal for each of you is to learn as much as possible and to achieve proficiency of the course content. Therefore, I allow re-do's of all assignments (does not apply to exams). Re-do's must be completed within three days after the graded assignment is returned.

Disruptive Behavior- DSC disruptive behavior policy states, "Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers

may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses."

Tentative Schedule

- ***This is subject to change. However, you will always be given prior notice.***
- ***Please read the textbook assignments before class.***

Jan 10	Overview of the course; What is educational psychology? What does good teaching look like? Assignment: **Read, Think, Respond (RTR)**
Jan 17	Text: Chapters 1,2 (*The Learner, Cognitive development: Piaget and Vygotsky*) Assignment: RTR
Jan 24	Text: Chapter 3 (*Social and Moral Development*) Assignment: **Research Response #1**, RTR
Jan 31	Text: Chapter 6 (*Classical and Operant Conditioning, Social Cognitive Theory*) Assignment: RTR Due: **Research Response #1**
Feb 7	Text: Chapter 7 (Cognitive Learning Theory) Assignment: RTR
Feb 14	Text: Chapter 8 (Constructivist Learning Theory) Group Presentation #1
Feb 21	Mid-Term Test Assignment: RTR
Feb 28	No Class **MV accred: 28**
Mar 6	Text: Chapter 9 (Concept Learning Theory, Study Strategies) Assignment: RTR Group presentation #2
Mar 13	**Spring Break – No Class**
Mar 20	Text: Chapter 10 (Theories of Motivation) Group Presentation #3 Assignment: **Research Response #2,** RTR
Mar 27	Text: Chapter 11 (Increasing students' motivation to learn) Group Presentation #4 **Due: Research Response #2,** RTR
April 3	Text: Chapter 12 (Classroom management) Assignment: RTR Group Presentation #5
April 10	Text: Chapter 13 (Creating a productive learning environment) Assignment: RTR Group Presentation #6 **CHS accred: 11,12**
April 17	Text: Chapter 14: (Classroom assessment) Assignment: RTR Group Presentation: #7
April 24	Text: Chapter 15: (Standardized testing and accountability) Review for Final Test **GCHS accred: 25, 26**
May 1	**Final Exam**