



**Course Syllabus
SEMESTER
School of Liberal Arts**

Course Name:	Educational Psychology
Course & Section Number:	EDU 280-XXX
Meeting Day(s) & Time(s):	
Credits:	3
Contact Hours:	3
Text:	Santrock, John W. Educational Psychology, 8th Edition, McGraw Hill, 2023. ISBN: 9781266205453. (Earlier editions may also be used but may be slightly different than the 8th edition.)
Instructor's Name:	
Office Hours & Location:	
OCC Phone:	
OCC Email:	
Additional Contact Information:	

Catalog description:

This course deals with the major theories of human development, motivation, and learning. Planning of instruction, teaching strategies, classroom management, and educational assessment are all major components of the course. This course supports the educational psychology content and pedagogical knowledge that are critical to effective teaching and understanding of the teaching and learning process.

Prerequisites: EDU 100 or ECE 100 and PSY 101 with a “C” or better

Corequisites: None

Course Materials:

Santrock, John W. Educational Psychology, 8th Edition, McGraw Hill, 2023. ISBN: 9781266205453 (you may rent the book or buy the loose-leaf edition)

If a print book, e-book, or access code is required for class, you can access the Owens Community College e-Campus Bookstore by accessing the online link, called “Find Books” on the course schedule for each course section. See the example below.

What You Will Learn in the Course

Course Objectives:

By the conclusion of this course, candidates are expected to:

STANDARD 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

STANDARD 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

STANDARD 6: Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

Student Learning Outcomes:

Students will:

Outcome	Where Assessed
1. Recognize the importance of diversity in individuals and communities (e.g., language, socioeconomic status, exceptionalities, etc.) to better understand students. 4c	Research, presentation, and corresponding class activity related to a current educational topic
2. Recognize that all students can learn. 4b	- Group exploration/research/reflection on current topics in Educational Psychology - Research-based presentation and corresponding class activity
3. Explain major theories of human development (including cognitive, social, emotional, and moral development across the lifespan) in the context of teaching and learning. 4b, 5b	Research, presentation, and corresponding class activity related to a current educational topic
4. Explain major theories of learning (cognitive, behavioral, and social). 4b, 5b	Research, presentation, and corresponding class activity related to a current educational topic
5. Explain effective learning strategies (e.g., study strategies). 6c	Group exploration/research/reflection on Educational Psychology topics

Outcome	Where Assessed
	• Test, quiz, and exam questions
6. Explain major theories of motivation. 6c	• Identification and response to current topics in educational journals
7. Explain principles of classroom management. 6d	• Group exploration/research/reflection on Educational Psychology topics • Test, quiz, and exam questions
8. Understand the basic interrelationships and interactions between planning, instruction, and assessment. 4c, 5b	• Research, presentation, and corresponding class activity related to a current educational topic
9. Apply teaching strategies and approaches that address the ways individual students learn. 4b, 4c	• Group exploration/research/reflection on Educational Psychology topics • Research-based presentation and corresponding class activity

Program Outcomes: This course is part of both the Early Childhood Education Technology (ECET) Program and the Education Transfer Concentration. The ECET Program is accredited through the National Association for the Education of Young Children (NAEYC) and is based on the following Conceptual Framework:

ECET Conceptual Framework: The Owens Community College Early Childhood Education Technology (ECET) program prepares competent and caring professionals dedicated to providing quality care and education for young children in our community. The ECET conceptual framework centers on the NAEYC Standards for Early Childhood Professional Preparation and emphasizes:

Strong knowledge base – to inform student work and guide decision making

Reflective practice – to challenge students to be child-centered and open-minded

Practical application – to connect coursework with real-life work with young children

Equity focus – to cultivate culturally and linguistically responsive practices

The following outcomes are assessed in this course:

Outcome	Where Assessed
STANDARD 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.	
4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.	• Students work in groups to explore/research/reflect upon current topics in Educational Psychology • Research, presentation, and corresponding class activity related to a current educational topic
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.	• Research, presentation and corresponding class activity related to a current educational topic
STANDARD 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.	
5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in	• Research, presentation, and corresponding class activity related to a current educational topic

Outcome	Where Assessed
each content area.	
STANDARD 6: Professionalism as an Early Childhood Educator: Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	
6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.	Students work in groups to explore/research/reflect current topics in Educational Psychology (test, quiz, exam questions)
6d: Engage in continuous, collaborative learning to inform practice.	- Students identify and respond to current topics found in educational journals - Students work in groups to explore/research/reflect on current topics in Educational Psychology (test, quiz, exam questions)

Institutional General Education Competencies:

Competency	Where Assessed
Communicate effectively.	- Research, presentation, and corresponding class activity related to a current educational topic - Students work in groups to explore/research/reflect current topics in Educational Psychology (test, quiz, exam questions) - Students identify and respond to current topics found in educational journals
Act with professional responsibility.	Observations, education forum
Demonstrate sensitivity to others' beliefs and values.	Observations, class discussions, articles
Think analytically, critically, and creatively.	Articles, theoretical exploration, exams

As a student at Owens Community College, you will take General Education courses as part of your degree program. While specific to the General Education courses, will be reinforced in

many of your degree program major courses and may be measured in your capstone course(s) and others as identified.

Technology, Lab, and File Requirements: Students must have access to the Internet and be able to use an Internet browser (e.g., Chrome, Explorer, etc.). All non-textbook class materials will be accessible through www.blackboard.owens.edu at the course Blackboard site. Students utilize this site exclusively to communicate with the instructor, submit assignments, and all course-related interactions. If you are experiencing trouble with Blackboard, please call the Owens Help Desk 567-661- 7120.

If you call when the office is closed, stay on the line and you will have a menu option to obtain Blackboard assistance from our 24 X 7 Blackboard support service. More help desk information and additional online technical support resources are available at www.owens.edu/helpdesk/index.html.

Software: Course materials will be delivered in Microsoft Office Word, PowerPoint, and other Microsoft Office files. Students are expected to submit written assignments in a Microsoft compatible format.

Academic and Student Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodation intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodation, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in various subjects including accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services help students experience personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) and online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for alternative recommendations will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu. The policy may be found on the Owens website: 3358:11-2-63 Accommodation for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for various assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or prospective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments, as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you

acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Traditional Course Delivery: students must attend this class in person only. Instructors will not allow a different form of instructional delivery. Traditional classes can be either lectures, labs, or seminars.

Student Expectations:

Attendance Policy: Students enrolled in this course are expected to maintain ongoing course engagement. Students are required to attend class in person for in-person sections and fully participate in class-related activities as described here. Attendance will be documented weekly and reported officially to the college. Your participation in class activities is crucial for gaining knowledge and skills in this course, and active participation in each class is worth 7 points. I expect you to attend all sessions unless you are ill or have a valid reason to miss one. If you cannot participate, please email me in advance. If you're struggling with the course requirements or considering dropping the course, contact me to discuss how I can help you succeed.

- If students decide to stop attending class, but do not officially withdraw from the class, they will still receive a letter grade reflecting work completed that will stay on their permanent record. It is very important that you officially drop any course you are not attending.
- Professional conduct, courtesy, and respect for one another are always expected of ECE students. See the OCC "Student Code of Conduct" for more details, but that includes coming to class on time, staying the whole time, and proper cell phone etiquette. The NAEYC Code of Conduct will be used as a guideline, which includes confidentiality of information observed in lab and discussed in class.
- If a class is canceled due to instructor absence, every effort will be made to contact students prior to class time. Cancellations due to inclement weather will be announced on local radio stations.

Student Learning Activities:

- Textbook and other readings; engaging classmates with content via discussion board and in-person forums
- Personal reflections on concepts, scenarios, and podcasts related to educational psychology
- Critique and reflection of educational psychology-related videos
- Preparing presentations or narrated PowerPoint of researched educational topics to compile in a “EDU 280 Quick Start Guide” final project to be presented with classmates.
- Completing exams

Late Work Policy: Expect to spend at least 9-12 hours per week working on your assignments. Assignments turned in late are assessed a 10% reduction for each day beyond the due date.

Instructor Expectations:

Welcome to EDU 280! I’m genuinely excited for our upcoming sixteen weeks together, and I’m committed to making this course a meaningful and enriching learning experience for you. Educational psychology is the “why” behind good teaching: why students behave the way they do, why certain strategies work, and how to make smart decisions when the classroom gets real.

We’ll learn through a mix of reading, hands-on activities, and minds-on discussion. A big part of becoming a strong teacher is being willing to reflect on your own educational experiences, so you’ll be asked to think back on what shaped you as a learner, what helped, what didn’t, and what you want to do differently for the students you’ll teach.

Quick heads-up: some students find this course challenging at first. The content is very manageable, but it does not lend itself well to last-minute cramming. Plan to check in with the course materials every day or every other day. For a 3-credit course, expect to spend about 9–12 hours per week between class time, reading, and assignments. If you stay steady, you’ll learn more and stress less.

Active participation is crucial. This class is designed to feel less like a passive lecture and more like a gathering of future education leaders, people who are learning to think critically, talk through real issues, and apply best practices in ways that actually matter. My promise to you is to provide constructive feedback, engaging learning experiences, and timely communication, so you always know where you stand and what to do next. I’m here to support you throughout the semester, and I’m looking forward to working with you as you build skills and confidence you’ll carry into your future classroom or childcare setting.

1. Please feel free to contact me via email or text for additional help. There are many resources available to you that will help you succeed (Disabilities Resource Center, Counseling Office, etc.). Please take advantage of them...they are available for your benefit.

2. Assignments are expected on the due dates that appear in Blackboard. Assignments are expected to be submitted through the course Blackboard assignment folder by midnight of the specified due date. If, for some unforeseen reason, your assignment is/will be late, please email me.
3. All electronic submissions must be submitted using either Microsoft Word (.doc, docx) or Adobe Portable Document Format (.pdf). Papers submitted in any other format will not be accepted.
4. When submitting electronic documents, DO NOT assume the paper has been received or opened until you can access instructor comments/feedback on the assignment.
5. Exams must be taken on the specified dates. Make-ups will be given only with an authorized medical excuse or prior approval from the instructor. Make-up exams may have different content and format from the original exam.
6. Final Presentations must be delivered on the specified dates. Make-up will be given only with an authorized medical excuse or prior approval from the instructor.

How Grades are Determined and Major Assignments

Podcast Reflections

Throughout the course, students will listen to a podcast by Dr. Anita Woolfolk, a renowned Ohio author and professor of Educational Psychology, and submit a reflection that includes a summary of the podcast, a critique, and an application of the content.

Discussion Boards

Students will be asked to consider an issue or topic related to the class content and respond thoughtfully to the provided prompt.

In-Class Participation/Assignments

In-class activities and participation are designed to promote active engagement, collaboration, and a deeper understanding of course content. Students are expected to come to class prepared, contribute meaningfully to discussions and activities, and engage in learning experiences that support the application of educational psychology concepts to educational settings.

Video Reflection Paper

Students will review a movie of their choice (with major course-related themes) and connect theories and concepts from the course material to the movie.

Reflective Writing

Students will write and submit an application of a theoretical concept learned through this course. The paper will need to provide an overview of the context in which the concept is applied, a specific application of the concept within that context, and an explanation of how this will help the student as a future educator.

Inventory Project

Students will take three different inventories related to learning styles and multiple intelligences and write a reflection on what they have learned from them, along with a critique of the usefulness of these inventories and the application of the concepts as a future educator.

Exams

Exams are designed to assess students' understanding of major course concepts, theories, and applications drawn from assigned readings, lectures, class discussions, and course activities. Students are expected to demonstrate knowledge of key ideas in educational psychology and the ability to apply that knowledge to the teaching and learning process.

Final Project

The Final Project is designed as a culminating opportunity for students to synthesize and apply the major concepts, theories, and practices explored in the course. Through this project, students will demonstrate their understanding of educational psychology and their ability to connect course learning to effective teaching and the teaching and learning process. Students will develop an Education Psychology Quick Start Guide and present it to their peers.

DISCUSSION BOARDS

6 discussion boards @ 20 points each = 120 points

Each week, a discussion board is assigned, and you will engage with an issue connected to that chapter's topic using the Discussion Board tool in Blackboard. For each discussion board, you must:

1. **Post one Original Post**
2. **Reply to TWO classmates' posts**

Each discussion board is worth **20 total points**.

1) Original Post (10 points)

- **Minimum 150 words**
- **Due before class** on the date listed on the course calendar.
- Your original post should be an **insightful personal reflection** that:
 - directly answers the discussion question,
 - includes **textbook references** when appropriate,
 - and clearly explains your reasoning (not just your opinion).

Think of this as your chance to show your thinking as a future educator. Be honest, specific, and reflective. "Surface-level" posts tend to earn surface-level points.

2) Response Posts (5 points each, 10 points total)

- **Two responses required** (to two different classmates)
- **Minimum 75 words each**
- **Due by DATE at TIME**

Your responses should add value. That can mean extending a peer's idea, offering a respectful counterpoint, connecting to the textbook, citing an online resource, or sharing a personal story or experience from life, family, friends, work, or prior adventures that supports your thinking.

Put thought into it: Good vs. Poor Examples

Sample Discussion Board Question:

Should students be rewarded for their learning? Why or why not? Justify your answer.

Poor Original Post (example):

No...students earn a grade. That should be reward enough. If they choose an F, that is their choice, so there is no reward for them.

Good Original Post (example):

To answer this question, I have thought about rewards in my own life. My viewpoint has changed over time. Of course, when I was younger, I enjoyed being paid \$20 for every A I earned on the grade card. But, now that I'm older, I believe rewards actually punish students because it is actually applied behaviorism, which amounts to saying, "Do this, and you'll get that." Essentially, I firmly believe it is a technique for controlling people. Unfortunately, in the classroom, it's more about doing things TO children than working WITH them. If you work WITH them, I believe intrinsic motivation would be cultivated and enhanced. Isn't that what we really want? After analyzing 128 studies of extrinsic rewards, Deci, Koestner, & Ryan (1999) concluded that tangible rewards "typically decrease intrinsic motivation for interesting activities." (158 words)

Poor Response Post (example):

Mr. B. — you can find research to prove anything you want. Admit it — we all need rewards in life (your paycheck is one, right?), and so do students.

Good Response Post (example):

Hi Mr. B. — I enjoyed reading your post. However, I must say that I'm only 50% in agreement with it. While teachers should strive to build intrinsic motivation, one way to do that is to identify what interests students and connect learning to goals that are meaningful to them. Great teachers find ways to make content engaging and relevant, so motivation grows from within, not just from external rewards. (75 words)

DISCUSSION BOARD PROMPTS

DISCUSSION BOARD 1: WHAT MAKES GOOD TEACHING?

DISCUSSION BOARD 2: PARENTING STYLES:

DISCUSSION BOARD 3: MULTICULTURAL EDUCATION

DISCUSSION BOARD 4: COOPERATIVE LEARNING:

DISCUSSION BOARD 5: WEBB'S DEPTH OF KNOWLEDGE

DISCUSSION BOARD 6: RESTORATIVE PRACTICES

LEARNING STYLES/MULTIPLE INTELLIGENCES INVENTORY

25 points

Overview:

Briefly summarize, then critique and compare/contrast the results from a total of 3 surveys.

Guiding Questions:

What are your test results? Do you agree with the tests' results? Why or why not? How are they the same? Different? Did the tests confirm or refute what you thought you knew about yourself? Why and/or how? Are these types of inventories important for students? Why or why not? For teachers? Why or why not? Reflect on how the scores or your knowledge from the inventories might affect, influence, or be applicable to your future as a teacher.

Submit this ONE 400-word minimum document to Blackboard via the Assignment function. You will need to show physical proof of completing all three inventories. You may accomplish this requirement by using a screen capture or JPG photo of your survey results and embedding them in your written reflection. Include ALL three inventories' results in the ONE Word document for submission - please do NOT attach more than one file.

#1: Learning Styles Test I:

<https://www.webtools.ncsu.edu/learningstyles/>

You will respond to each question, and at the end, you will see your results and an explanation.

#2: Learning Styles Test II

<http://www.learning-styles-online.com/inventory/#Online> (click on the link that says, "New Users: Start the free online learning styles inventory.")

The Learning Styles Test II results summary descriptions will be provided when you click on "submit."

*****Note: If, for some reason, one of the two links above do NOT work, try using a different browser program.***

#3: Multiple Intelligences Survey

<https://www.literacynet.org/mi/assessment/findyourstrengths.html>

(Click on “Here is an interactive form” to find the assessment)

You will respond to each item on the survey, and when you click “Find my strengths!”, your results will appear.

PODCAST REFLECTIONS

3 reflections @ 15 points each = 45 points total

PODCAST REQUIREMENTS: Throughout the academic term, you will listen to a podcast from Dr. Anita Woolfolk, a renowned Ohio author and professor of Educational Psychology. You will submit a 250-word minimum reflection to Blackboard that contains the following three components using a minimum of THREE paragraphs. *(Please be sure to have the length of each element be commensurate with its point value.)*

1. SUMMARY – *a brief overview and summary of the podcast topic with a specific accompanying connection to the textbook and/or a connection you made to your own personal life experience. (3 points)*

2. CRITIQUE – *evaluation, rating, and/or assessment of the podcast’s content and its message. (5 points)*

3. APPLICATIONS, REVELATIONS, and EPIPHANIES – *share the following: a) a lesson or knowledge gained that can be applied to your professional growth or future career as a person working with children & youth; b) information that you newly discovered or is especially surprising or valuable to you; and/or c) some “aha!” moments or intuitive leaps of understanding (7 points)*

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Podcast 1 – The Importance of Teachers (4:12)

https://media.pearsoncmg.com/ab/ab_podcasts_2/Teachers.mp3

Podcast 2 – Self-Concepts in Learning & Teaching (7:48)

https://media.pearsoncmg.com/ab/ab_podcasts_2/Selves.mp3

Podcast 3 – The Three Approaches to Learning (3:42)

https://media.pearsoncmg.com/ab/ab_podcasts_2/Learning.mp3

+Extra Credit Podcast 4 – Beliefs About Classroom Management (6:40)

https://media.pearsoncmg.com/ab/ab_podcasts_2/Classroom_Management.mp3

REFLECTIVE WRITING

30 points

One of the goals of this course is to help you apply theoretical concepts to practical classroom or real-life situations. For this assignment, you will submit a Reflective Writing Paper to Blackboard

during the semester via the Assignment function. This entry should be a 500-word minimum Word document and specifically include the following three components in 3 separate paragraphs:

- 1) A ***SUMMARY/OVERVIEW*** of an observation made of a behavior, experience, or learned concept from a three-week time period. It could be a primary source observation made with a recent child or youth in an educational setting, an in-class epiphany, or a textbook revelation. It could also be a secondary source of observation from a variety of media sources, including television, the internet, radio, magazines, etc. Be very specific in describing this behavior and/or experience, including gender, age, situation, etc., if applicable. You may also RECALL an experience or observation made earlier in your life that relates to the topic you have chosen – but make every attempt to notice something recently.
- 2) A specific ***CONNECTION*** of the experience to a concept or theory from our required textbook's chapter OR a topic/concept/issue discussed/covered in class.
- 3) An ***APPLICATION/INTERPRETATION*** section describing how what you have learned about this topic will impact or be an applicable factor in your future work as an educator.

REFLECTIVE WRITING RUBRIC

<u>Advanced</u> <i>(27-30 pts.)</i>	• Entries demonstrate a critical analysis of observed behaviors depicted in the media or personally experienced. • Entries include appropriate application of developmentally related concepts and principles. • Insights and suppositions provided that extend beyond immediate experience. • Specific incidents cited and described as examples of some principle, concept, or unique learning/motivational experience. • Self-reflection shows challenges to preconceived ideas. • Writing skills and style are exceptional.
<u>Proficient</u> <i>(24-26 pts.)</i>	• Reflection is complete with sufficient detail. • Strong effort to interpret/analyze may be present, but inappropriate principles, concepts, or conclusions are used. • Generally, makes limited suppositions beyond observations personally experienced or in the media. • Writing skills and style are adequate.
<u>Basic</u> <i>(19-23 pts.)</i>	• Reflection is complete but superficial in several areas. • Some attempt is made to interpret events but in a limited and or inappropriate manner. • Entry provides few specific examples. • Writing skills and style are lacking.

<u>Advanced</u> (27-30 pts.)	• Entries demonstrate a critical analysis of observed behaviors depicted in the media or personally experienced. • Entries include appropriate application of developmentally related concepts and principles. • Insights and suppositions provided that extend beyond immediate experience. • Specific incidents cited and described as examples of some principle, concept, or unique learning/motivational experience. • Self-reflection shows challenges to preconceived ideas. • Writing skills and style are exceptional.
<u>Below Basic</u> (18 pts. & lower)	• Reflection is brief and descriptive only. • Demonstrates either little effort or extreme limitation in interpretative skills and/or pedagogical knowledge. • Entry shows little or no evidence of self-reflection. • Writing skills and style are unacceptable.

VIDEO REFLECTION **25 points**

VIDEO 1 Choose one of the video choices below from PBS and write a 400-word minimum reflection paper (*meeting the three required components noted below*) in Microsoft Word and submit it to Blackboard via the Assignment function. Use the following links to access the movies:

“The Medicated Child” (56:34, 2008)

<http://www.pbs.org/wgbh/pages/frontline/medicatedchild/>

Ten years ago, stimulants like Ritalin and Adderall were the drugs of choice to treat behavioral issues in children. Today, children as young as four years old are being prescribed more powerful anti-psychotic medications that are much less understood. The drugs can cause serious side effects, and virtually nothing is known about their long-term impact. As the debate over medicating children continues to grow, FRONTLINE confronts psychiatrists, researchers, and big pharma about the risks and benefits of prescription drugs for troubled children.

OR

“A Class Divided” (55:17, 1985)

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

The day after Martin Luther King, Jr. was killed, a teacher in a small town in Iowa tried a daring classroom experiment. She decided to treat children with blue eyes as superior to children with brown eyes. FRONTLINE explores what those children learned about discrimination and how it still affects them today.

OR

“Poor Kids” (54:37, 2017)

<https://www.pbs.org/wgbh/frontline/film/poor-kids/>

Through the stories of three families told over the course of half a decade, FRONTLINE explores what poverty means to children in America.

OR

Watch the following two videos (Both videos are required & add up to an equitable # of minutes as the videos above): “Separate and Unequal” (27:14, 2014)

<http://www.pbs.org/wgbh/pages/frontline/separate-and-unequal/>

Sixty years after the Supreme Court declared separate schools for black and white children unconstitutional, school segregation is making a comeback. What’s behind the growing racial divide in American schools — and what’s the legacy of Brown v. Board of Education?

AND

“Middle School Movement” (13:34, 2012)

<https://www.pbs.org/wgbh/frontline/film/educationdropout-nationmiddle-school-moment/>

Nationwide, 7,000 students drop out every school day. In Middle School Moment, FRONTLINE reports on new evidence that suggests the make-or-break moment for high school dropouts may actually occur in middle school. The film explores how one Bronx school is using a novel form of data collection and analysis to predict and prevent dropouts before they happen.

OR

Watch the following two videos (Both videos are required & add up to an equitable # of minutes as the videos above): “Omarina’s Story” (23:07, 2014)

<http://www.pbs.org/wgbh/pages/frontline/omarinas-story/>

When FRONTLINE first met Omarina Cabrera in 2012 for the documentary Middle School Moment, she was a struggling student at Middle School 244 in the Bronx. Today, she excels at an elite prep school in New England. In part two of our July 15 hour on education, class, and race in America, FRONTLINE revisits Omarina as part of our continued examination of a groundbreaking program to stem the dropout crisis in America’s high-poverty schools.

AND

“The Education of Omarina” (23:25, 2016)

<https://www.pbs.org/wgbh/frontline/film/the-education-of-omarina/>

The Education of Omarina continues a story FRONTLINE has been following since 2012 — showing how an innovative program to stem the high school dropout crisis has affected one girl’s journey from a public middle school in the Bronx to an elite New England private school and now on to college.

VIDEO REFLECTION RUBRIC

<u>Advanced</u> <i>25 pts.</i>	• Entries demonstrate critical analysis of the video with educational psychology connections. • Entries include appropriate application of developmentally related concepts and principles. • Insights and suppositions provided that extend beyond immediate experience. • Specific incidents cited and described as examples of some principle, concept, or unique learning/motivational experience. • Self-reflection shows challenges to preconceived ideas. • Writing skills and style are exceptional.
<u>Proficient</u> <i>22 pts.</i>	• Reflection is complete with sufficient detail. • Strong effort to interpret/analyze may be present, but inappropriate principles, concepts, or conclusions are used. • In general, makes limited suppositions beyond observations personally experienced or in the media. • Writing skill and style are adequate.
<u>Basic</u> <i>19 pts.</i>	• Reflection is complete but superficial in several areas. • Some attempt is made to critique the film, but in a limited and or vague manner. • Entry provides few specific examples. • Writing skills and style are lacking.
<u>Below Basic</u> <i>16 pts. & lower</i>	• Reflection is brief and descriptive only. • Demonstrates either little effort or extreme limitation in critiquing video components related to educational psychology. • Entry shows little or no evidence of self-reflection. • Writing skills and style are unacceptable.

Evaluation Measure	Student Learning Outcome Assessed	Value
Podcasts	1, 2, 5, 6, 7, 8, 9	45
Discussion Boards	1-9	120
In-Class Activities & Participation	1-9	196
Video Reflection	1-5	25
Reflective Writing	1-9	30
Inventory Project	1, 2, 4, 9	25
Exam 1	1-9	50

Evaluation Measure	Student Learning Outcome Assessed	Value
Exam 2	1-9	50
Final Project Organizer	1-9	20
Final Project Checkpoint	1-9	14
Final Project	1-9	70
Total		645

The final course grade is to be computed using the following weights:

Evaluation Measure	Value	Student Outcomes Assessed
Podcasts	7%	1, 2, 5, 6, 7, 8, 9
Discussion Boards	19%	1-9
In-class Activities & Participation	30%	1-9
Video Reflection	4%	1-5
Reflective Writing	5%	1-9
Inventory Project	4%	1, 2, 4, 9
Exams	16%	1-9
Final Project	16%	1-9
Total Points	100%	

Grading Scale:

Grade	Points
A	581-645
B	516-580
C	452-515
D	387-451
F	0-386

Grading Procedure:

Grades will be calculated on the following scale.

90% and Above	A
80% to Less than 90%	B
70% to Less than 80%	C
60% to Less than 70%	D
Less than 60%	F

Tentative Class Assignment Calendar: *(Please follow ALL due dates in the Blackboard Ultra)*

Week	SLO	Topic	Assignment/Due Date
1 DATES	2	CH 1: Ed. Psych: A Tool for Effective Teachers Welcome! Syllabus What is Effective Teaching? Research in Educational Psychology	Read CHAPTER 1 DB 1 OP due DATE (before class) DB 1 RP due DATE
2 DATES	2,3	CH 2: Cognitive & Language Development Child & Cognitive Development Jean Piaget & Lev Vygotsky's Theories	Read CHAPTER 2 Podcast 1 due DATE
3 DATES	2,3,4	CH 3: Social Contexts & Socioemotional Development Urie Bronfenbrenner & Erik Erikson Theories Families/Peers/Schools The Self & Identity	Read CHAPTER 3 DB 2 OP due Tuesday (before class) DB 2 RPs due Thursday Video Reflection 1 due DATE
4 DATES	1,2,3	CH 4: Individual Variations Intelligence/Learning & Thinking Styles Personality & Temperament *Note- We will cover CH 6 next week	Read CHAPTER 4 LS/MI project due DATE
5 DATES	1,2,9	CH 6: Learners Who Are Exceptional Children with Disabilities/Gifted - Educational Issues involving children with/ disabilities	Read CHAPTER 6 Podcast 2 due DATE Prep for Exam 1 (Covers Chapters 1, 2, 3, 4, & 6)
6 DATES	1,2,9	Exam 1: 2/17 CH 5: Sociocultural Diversity Culture & Ethnicity/Multicultural Ed. Implicit Bias Gender Issues in Education	Exam 1: 2/17 Read CHAPTER 5 DB 3 OP due DATE (before class) DB 3 RPs due DATE
7 DATES	4	CH 7: Behavioral & Social Cognitive Approaches Classical & Operant Conditioning	Read CHAPTER 7 Reflective Paper 1 due DATE
8 DATES	6,5	CH 8: The Information Processing Approach Attention & Cognitive Resources Working, Long-term, & Short-term Memory Metacognition	Read CHAPTER 8 Podcast 3 DATE

Week	SLO	Topic	Assignment/Due Date
9 DATES	5,6,9	CH 9: Complex Cognitive Processes Metacognition & Learning Strategies/Problem Solving Creativity/Critical Thinking/Argumentation/ Transfer CH 10: Social Constructivist Approaches Situated Cognition/Scaffolding/ Cooperative Learning Cognitive Apprenticeship/Structuring Small Groups	Read CHAPTER 9 Read CHAPTER 10 Prep for Exam 2 (Covers Chapters 5, 7, 8, 9,10)
10 DATES	5,8,9	Exam 2: 3/24 CH 11: Social Learning and Cognition in the Content Areas Expert V. Content Knowledge Reading/Math/Writing/Science/ Social Studies Development	Exam 2: DATE Read CHAPTER 11 DB 4 OP due DATE (before class) DB 4 RPs due DATE
11 DATES	8,9	CH 12: Planning, Instruction, & Technology Teacher-Centered & Learner Centered Instruction Bloom's Taxonomy DOK Differentiated Instruction Introduce Final Project	Read CHAPTER 12 DB 5 OP due DATE (before class) DB 5 RPs due DATE *Brainstorm ideas for your final project/presentation
12 DATES	2,6	CH 13: Motivation, Teaching, and Learning Five Approaches to Motivation Extrinsic vs Intrinsic Maslow's Hierarchy of Needs Goal Orientations & Attribution Theory Student Goal Setting	Read CHAPTER 13 *Submit final project organizer by DATE
13 DATES	7,8,9	CH 14: Managing the Classroom Creating/Maintaining a Positive Learning Environment Discipline Problems & Violence in Schools Positive Behavior Support Systems Restorative Practices	Read CHAPTER 14 DB 6 OP due DATE DB 6 RPs due DATE *Work on Final Project

Week	SLO	Topic	Assignment/Due Date
14 DATES	8	CH 15: Standardized Tests & Teaching Standardized/Aptitude/Achievement Tests Teacher's Roles/Issues in Standardized Tests	Read CHAPTERS 15 ONE Part of Final project due DATE * Finish Final Project: DUE DATE at TIME PRESENT DATE
15 DATES	8	CH 16: Classroom Assessment & Grading Assessment Trends/Alternative Assessments Grading & Reporting Performance FINAL PROJECT DUE DATE FINAL PRESENTATIONS DUE DATE	Final Project DUE DATE at TIME Final Presentation DATE at TIME
Exam Week		We will not meet in person during finals week.	

Disclaimer: "The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendments to the students in the course."

While every effort has been made to provide a thorough syllabus, the instructor reserves the right to make changes during the semester to fulfill the course objectives and best meet the students' needs.