

EDP 304 EDUCATIONAL PSYCHOLOGY

Summer 2011
Tues./Thurs. 4-7pm
3 credit hours

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Educational Psychology is a survey course that is intended to provide you with a greater understanding of learning processes, motivation, teacher and student characteristics, and instructional techniques. Given this knowledge, the primary goal for the course is for you to have developed an informed personal teaching philosophy based upon knowledge you have gained throughout the course.

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Ormrod, J.E. (2010). *Educational psychology: Developing Learners* (7th ed.). Upper Saddle River, NJ: Merrill.

The logo for LEAD & SERVE features the word "LEAD" in a large, bold, black serif font, with the word "&" in a smaller, black serif font to its right. Below "LEAD" is the word "SERVE" in a large, bold, black serif font. The "S" in "SERVE" is red, and the "E" is also red. The "R" and "V" are black. The "E" at the end of "SERVE" is black.

LEARN | **EDUCATE** | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the content of education, including foundations, historical perspectives and school settings.

- ❖ **SERVE**: elements that show the range of dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Course Overview

This course objectives address the following elements of the conceptual framework:

- ❖ **L**: Learn general pedagogy
- ❖ **E**: Educate with content specific strategies for teaching, may include technology
- ❖ **A**: Apply discipline or content specific knowledge
 - Compare and contrast cognitive and behavioral theories of learning and discuss their implications for teaching and learning.
 - Learn to integrate and synthesize research findings on teaching and learning to generate new, more effective teaching activities
 - Compare and contrast theories of motivation and discuss their implications for teaching and learning.
- ❖ **D**: Demonstrate understanding the educational context, i.e., school culture, societal issues
- ❖ **S**: Scholarly knowledge base to guide educational decisions
 - Define educational psychology and explain its significance for teaching and learning.
 - Develop a knowledge base about the role of the teacher and cite current research findings on effective teaching and student achievement
 - Identify strategies for encouraging the achievement of all students.
 - Identify effective classroom management strategies.
- ❖ **E**: Ethical disposition for behaving with respect, integrity, personal responsibility
- ❖ **R**: Reflective and self-evaluative
- ❖ **V**: Value diversity with a sensitivity to cultural, economic, developmental, ethnic, racial, gender, religious and sexual orientation differences
- ❖ **E**: Experienced in practical application of knowledge

Teaching strategies: Class discussions, group work, reflection, case study discussions, electronic communication, inquiry activities, lecture

Major Assignments

Class Format	Points
Midterm Exam	100
Final Exam	100
Focus Groups	20
Czech Immersion	
Video Documentary	40
Micro Teaching Lesson	20
Prague Pursuit	15
Weekly Blog	15
Educational visits	10

Grading Scale

Letter Grade	% Correct Needed	What this grade means
A+	97 %	Demonstrated the highest level of mastery of concepts, including the ability to apply these concepts to real situations
A	93 %	
A-	90 %	
B+	87 %	Demonstrated mastery and ability to apply at least some of these concepts to real situations
B	83 %	
B-	80 %	
C+	77 %	Demonstrated mastery of basic concepts
C	73 %	
C-	70 %	
D+	67 %	Demonstrated minimal mastery of topics
D	63 %	
D-	60 %	
F	< 60 %	Failed to demonstrate mastery of any topics

Exams

The midterm and final exam are tentatively scheduled for the dates given on the last page of this handout. Each exam will consist of 50 multiple-choice questions. The final is not comprehensive.

If you are absent or late to class the day of a scheduled exam you will not be able to take the exam. If an emergency arises the day of an exam please contact me as soon as possible. For any other conflicts regarding these dates please contact me ahead of time.

Focus Group Participation

We will be watching video segments and discussing various materials during the course that pertain to contemporary educational issues related to the class. Individual participation in structured classroom discussion in the form of focus groups will be recorded during *ten* class periods worth 2 points each. The routine for these sessions will involve watching a segment from a video or reading a short article and then discussing them in groups. You must be in class and actively participating to get credit! If you miss a focus group for medical reasons you can make it up if you contact me.

Czech Immersion

During the course you will be involved in a number of activities that introduces you to Czech education and culture.

Educational Visits

This summer the plan is for you to observe one university course and one K-12 class taught in English. This will include a visit to Charles University (if possible). Your K-12 school visit will be arranged outside of class time or during our visit to Cesky Krumlov (depending upon our schedule). Each of your observations will be worth 5 points.

Weekly Blog

We have created a blog for our Prague Institute experience located at <http://ncsuprague.blogspot.com/?spref=fb>. You will be asked to provide at least one blog per week for you to comment on your experiences both in class and in the Czech Republic. We hope that this activity becomes an enjoyable way for you to document your experiences while on your trip. The blog activities will be worth 15 points for full participation. You should make specific references to educational psychology concepts that we talk about . . . and it is ok to be creative (or even humorous) with this!

Prague Pursuit

You will also have an opportunity to compete in the Prague Pursuit, an adventurous Prague scavenger hunt that will involve you deciphering clues related to class content and various Prague locations. This will be a fun activity that will be spread out over most of the day so be prepared! Participation in the Pursuit will be worth 15 points.

Micro Teaching Activity:

You will be asked to develop one micro teaching activity (approximately 30 min.) for students in a Czech school. During the activity you should include a basic lesson plan that considers cognitive strategies and motivation because for the course you will be asked to reflect on how successful you're your teaching was from a learning perspective. This activity will be worth 20 points and you will be provided guidelines for your written reflection.

Video Documentary

Finally, you will document your activities: academic, social, and travel with short video clips and pictures using your digital camera. Before the end of the session you will produce a video with at least five minutes of footage arranged in an iMovie file (or different software if you have the expertise). This media will provide a valuable archive for your experiences for the summer 2011 term. See <http://www.youtube.com/watch?v=JYRNLTneIR4&feature=youtu.be> for an example from last year (however, the course content will be slightly different). This activity will be worth a total of 40 points towards your grade. You should integrate concepts related to cognitive theories of learning, behavioral theories of learning, and motivation with your summer experiences. Be creative and have some fun with this! Here are some guidelines to keep in mind:

- Include an introduction of the contributors
- Include personal pictures and video

- Add titles (with concepts)
- Make explicit connections between your experiences with course concepts
- Include the major topics from class including 1) cognitive theories of learning and 2) motivation. Other topics are also encouraged (e.g., development, behavioral theories, instructional strategies, diversity)

Class Discussion

I strongly encourage you to participate in classroom discussion and to ask questions when you do not understand something. I hope to encourage the class with a relaxed atmosphere in which all students feel comfortable participating. The class will be more interesting and thought provoking if the whole class is engaged in the discussion. Therefore, it is very important that you read the chapter to be discussed *before* class. Daily attendance and participation are not graded but I reserve the right to reward students with extra credit points for all-around contributions to the class. Finally, I hope that this class is enjoyable and rewarding for you and useful to your future career. Feel free along the way to bring interesting materials to class to share and do not hesitate to ask me questions concerning the course or educational psychology.

Important Information

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.

http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Help for taking and passing PRAXIS I and II is available in the College of Education Learning Technology Resource Center located in room 400 of Poe Hall. PRAXIS registration information, study guides, etc. are found at www.ets.org/praxis Information on CED Teacher Education is found at <http://ced.ncsu.edu/teachered>

The College of Education's Conceptual Framework may be found in its entirety at http://ced.ncsu.edu/about/conceptual_framework.htm

Tentative agenda of class meetings – Dates, class descriptors, assignments given and due.

Date:	TOPIC & ASSIGNMENT
5/26	Introductory Information Chapter 1: Teaching and Educational Psychology Chapter 2: Cognitive and Linguistic Development
5/31	Chapter 6: Learning and Cognitive Processes
6/2	Chapter 6: Learning and Cognitive Processes
6/7	Chapter 7: Knowledge Construction
6/9	Chapter 8: Complex Cognitive Processes
6/14	Midterm Exam Chapter 9: Behaviorist Views of Learning
6/16	Prague Pursuit – All Day!
6/21	Chapter 9: Behaviorist Views of Learning Chapter 13: Creating a Productive Learning Environment
6/23	Chapter 10: Social Cognitive Views of Learning Chapter 11: Motivation & Affect
6/28	Chapter 12: Instructional Strategies
6/30	Class Review Final Exam