

EDP 304 EDUCATIONAL PSYCHOLOGY

Fall 2011
Tues. 4:20 – 7:05 pm
2229 SAS Hall
3 credit hours

INSTRUCTOR INFORMATION

Name: John Nietfeld, Ph.D.
Email: john_nietfeld@ncsu.edu
Website: www4.ncsu.edu/~jlnietfe
Office location: 602D Poe Hall
Office phone: 919.513.7444
Office fax: 919.513.1687
Office Hours: Tues./Thurs. 1-3pm and by appointment

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. (2011). *Educational psychology: Developing Learners* (7th ed.). Upper Saddle River, NJ: Merrill.

The logo for LEAD & SERVE features the word "LEAD" in a large, bold, red 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 entire logo is centered above a horizontal line.

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	
3 Quizzes (50 points each, drop 1)	100 points
Comprehensive final (can't drop)	100 points
Schema Representation	100 points
Focus group participation	40 points
Research Component	Pass/Fail

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

QUIZZES

Three quizzes will be given with the tentative dates given on the schedule in this handout. Each will consist of 25 multiple-choice questions and you will be given approximately 30 minutes to finish. You may use one side of a 3 X 5 index card with notes for each quiz. If you are late to class or miss class without contacting me *beforehand*, you will not be allowed to take the quiz. If you have an emergency on a quiz day, please call my office and notify me beforehand. Quizzes will be returned and discussed at the beginning of the following class period.

COMPREHENSIVE FINAL

The comprehensive final will consist of 50 multiple-choice items covering information discussed in class or provided in your text over the course of the semester. You will *not* be able to use notes for the final exam.

FOCUS GROUP PARTICIPATION

We will be watching video segments and discussing various materials during the semester 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 *four* points each. The routine for these sessions will involve watching a segment from a video or reading a short article and then forming small groups to discuss particular questions raised in the video or article. Attendance and participation are essential to achieving your four points for each of these sessions. You must be in class to get credit! If you miss a

focus group for medical reasons you can make it up if you contact me and complete it the following week.

SCHEMA REPRESENTATION

As a summary exercise to synthesize the information in the class you will create a personal visual representation of effective instruction in the form of a schema representation. The primary purpose of this activity is for you to draw together all that you have learned about instruction and learning and attempt to represent the most important aspects of this knowledge in an organized pictorial. Your representation should resemble your personal schema (a word you will learn more about during class) for effective instruction. Therefore, key elements to include will be personalization, important concepts, interconnections, a clear layout, and all the creativity you can muster. This is a project you could use as evidence to show future employers that you have an understanding of teaching and learning in your particular area. The representation will be done on a poster board that you supply. In the middle of the semester you will receive a handout that goes into more detail about this project---so don't worry about the fine points yet.

PARTICIPATION IN RESEARCH

In order to pass this course you must pass the research component that has two options. The first option is to participate in a research study to be described to you in class. The second option is the completion of a six-page typed research critique of an article from the *Journal of Educational Psychology*.

Research Critiques

Critiques should be six typed, double-spaced pages long describing one article. All articles should be taken from the *Journal of Educational Psychology* that can be found at the NC State library. *Critiques are due by Tuesday November 29th*. The critiques will be graded on a satisfactory/unsatisfactory basis. They should be completed with 1-inch margins and in APA style. You must hand in a photocopy of the journal article with your critique.

Length: 6 pages typed, double-spaced

3 page *review* of article

1. Purpose of study, competing hypotheses
2. Description of the experiment(s)
3. Results of experiment(s)
4. Conclusions; implications for theory/practice

3 page *response* to article

5. Discuss the quality of the article from your viewpoint
6. Discuss theoretical implications of findings with respect to class topics
7. Discuss instructional implications of findings from your viewpoint

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 Schedule

Aug. 17	Chapter 1 Teaching and Educational Psychology Class Overview, Research Methods	
Aug. 24	Chapter 2 Cognitive and Linguistic Development	
Aug. 31	Chapter 6 Learning and Cognitive Processes	
Sept. 7	Chapter 6 Learning and Cognitive Processes	
Sept. 14	Conference – no class!	
Sept. 21	Chapter 7 Knowledge Construction	Quiz 1
Sept. 28	Chapter 8 Complex Cognitive Processes	
Oct. 5	Chapter 9 Behaviorist Views of Learning	
Oct. 12	Chapter 13 Creating a Productive Learning Environment	
Oct. 19	Chapter 10 Social Cognitive Views of Learning	Quiz 2
Oct. 26	Chapter 11 Motivation & Affect	
Nov. 2	Chapter 12 Instructional Strategies	
Nov. 9	Chapter 14 Classroom Assessment Strategies	Quiz 3
Nov. 16	Schema Representations Due Chapter 15 Summarizing Student Achievement and Abilities	
Nov. 23	Thanksgiving Break – No Class!	
Nov. 30	Class Review	
Dec. 7	Comprehensive Final	