

**The University of Tennessee at Martin-Department of Educational Studies
Course Syllabus HL 325 (Revised Fall 2009)**

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Office Hours: Posted on office door; I will also be happy to see you at the beginning or end of each class.

Email is the best way to contact the instructor; I respond in 12 hours or sooner.

Instructor's ADHD webpage <http://www.utm.edu/departments/adhd/>

I. COURSE TITLE AND NUMBER

Human Learning 325

Educational Psychology

II. SEMESTER CREDIT HOURS

3 semester credit hours

III. CATALOG DESCRIPTION/PURPOSE

Introduction to the psychology of learning, motivation and social development. Focus on the development of learning theory, psychological and environmental factors that influence learning, and the validity of various learning paradigms.

IV. RATIONALE

Our knowledge of the behavior and development of youth is rapidly expanding. For a person to be an effective teacher, it is necessary not only to be caring, but also to be knowledgeable. The purpose of this course is to examine the major principles of Educational Psychology, and to glean from them practical knowledge and techniques that can increase one's effectiveness in understanding youth, relating to youth, and teaching them.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who **facilitate learning** by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase knowledge, skills, and dispositions in working with students of culturally diverse backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among the components of the conceptual framework are the commitments to **diverse learners** and the use of **technology** and **assessment** as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three primary components represent a compilation of expectations an "**Educator as a Facilitator of Learning**" is expected to develop.

- A. Knowledge, Skills, and Application
- B. Reflective Practice
- C. Professional and Ethical Behavior

VI. PERFORMANCE-BASED OUTCOMES/LEARNING ACTIVITIES

This course meets the Professional Education Matrix (Professional Standard 2) for Endorsement in K-8, and for Endorsement in Secondary Education (Professional Standards 2, 3, 6).

Knowledge:

The student will:

1. Understand that science is the principal means of discovery and of knowing for behavioral sciences
2. Recognize goals and objectives of education
3. Understand the unifying role of the teacher as a facilitator of learning (Standards: 2, 3, 6)
4. Identify the decisions an effective teacher must make in analyzing the teaching process (Standards: 3, 6)
5. Understand human growth and development issues and concepts for childhood and adolescence (Standard: 2).
6. Recognize the educational implications of the theories of Piaget, Vygotsky, Erikson, and Kohlberg (Standard: 2)
7. Investigate theories of learning and their instructional applications in educational settings (Standard: 2)
8. Identify behavioral viewpoints and applications regarding the teaching/learning process including Pavlov, Watson, Guthrie, Skinner, Thorndike, and Bandura (Standard: 2)
9. Identify cognitive viewpoints and applications regarding the teaching/learning process including Bruner and Ausubel (Standard: 2)
10. Recognize characteristics of culturally diverse learners (Standard: 3)
11. Identify concepts and procedures that enable students to process and store information (Standards: 2, 6)
12. Identify principles of motivational theory including the behavioral, humanistic, and cognitive approaches (Standard: 2)
13. Consider diversity when planning and implementing instruction.
14. Understand how the culture of race affects learning,
15. Understand the unique needs of children of poverty.
16. Understand strategies to address differentiated instruction and make accommodations in the classroom.

Skills:

The student will:

1. Apply the concepts of classical, operant, and observational learning to the classroom
2. Work cooperatively with peers in completing an educational psychology research project

Dispositions:

The student will display:

1. Insight into the reasons behind teaching/decision-making
2. Appreciation for the dignity and worth of students (Standard: 3)
3. A recognition of the need to provide success opportunities for students
4. Become comfortable with classroom discussions on diversity issues.
5. Increase personal tolerance for students of different sexual orientations.

VII. COURSE CONTENT

1. A brief overview of the origins and fields of psychology.
2. Why study educational psychology
 - a. Psychology's contribution to teaching
 - b. Science and teaching
 - c. Teaching: Problem solving empowering students
 - d. A teaching model
3. Human Development
 - a. Concepts
 - b. Issues
 - c. Piaget, Vygotsky and cognitive development
 - d. Kohlberg & moral development
 - e. Erikson & psychosocial development
 - f. Gender roles
4. Learning
 - a. Behaviorism and cognitivism
 - b. Kinds of learning
 - c. Classical conditioning and related principles
 - d. Thorndike's Laws
 - e. Operant conditioning and related principles
 - f. Reinforcement and punishment in the classroom
 - g. Social learning theory

5. Cognition and memory
 - a. Cognitivism and behaviorism
 - b. A memory model
 - c. Metacognition
 - d. Forgetting
 - e. Implications for teaching
6. Cognitive learning
 - a. Bruner's Theory and application
 - b. Ausubel's Theory and application
7. Intelligence and Creativity
 - a. Definitions of intelligence: Binet, Piaget, Wechsler, Gardner, Sternberg
 - b. Correlation
 - c. Assessment of intelligence

VIII. EVALUATION

NOTE: Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or the Student Academic Support Center within the first two weeks of the semester.

1. Course Exams

Two exams are scheduled for the course, a mid term and final (consult the exam schedule). Each test is worth 50 points toward the final point total for the course.

Class Attendance

2. **Class attendance is an important aspect of this course and involves not only being present but attentive and on-task for each class. Only absences that are university-related or health-related will be excused. Without prior approval, early departures will be recorded as an absence for that class. Bonus: Perfect Attendance: 5 additional points. Excessive absences or unexcused absences (over 2) will lower one's course grade by one letter. Doctor's excuse/letter is required for more than 2 unexcused absences.**

3. Cooperative Learning Projects

Students working in groups of four to five will complete power point presentations for each chapter that group is assigned. Each group shall elect a lead teacher for their group, this person's job is to work with the group to divide up equitably each chapter so the work load is as evenly distributed as is possible. Again, it is anticipated that for each chapter presented, the group shall elect a lead teacher. Each member of the group will prepare and teach their assigned part of that chapter. No one person is allowed to teach the whole chapter. I envision groups preparing chapters over the term of the semester. Each chapter presentation is for one entire class period for the dates assigned. If we need to adapt or modify, we can do that together.

Each student is expected to do their share, organize their portion of the slides, and to make a professional presentation the same as if you were a teacher in front of your class. You will be discussing and pointing out what you think is most important on your power point slides. This will also serve as a valuable experience for when you become a teacher. Our textbook is very good in its organizational structure and resources. The power point slides will draw on the material in the chapter assigned to that group. Due to the design of the course and its structure, there can be no make-up sessions. You are all in with this course just like a practicing teacher. In fact, you will gain confidence in becoming a teacher with this course and its presentations.

The class schedule/presentations will be developed at our first class meeting and passed out to each class member.

4. Grading

Points possible (excluding optional points earned):

Two tests mid-term & final (50 points each)	100 points
Chapter PP presentations	75 points
Total points possible	175 points

A = 90% of total points
 B = 80% of total points
 C = 70% of total points
 D = 60% of total points
 F = below 60% of total points

IX. TEXTBOOK

Educational Psychology: Windows on Classrooms (2007). Paul Eggen & Don Kauchak. Merrill Prentice Hall. Upper Saddle River, NJ: Merrill Prentice Hall. The textbook is required.

X. OTHER RESOURCES

1. Lefrancois, G. R. (2000). *Psychology for teaching* (10th ed.). Belmont, CA: Wadsworth Publishing Company.
2. Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd ed.). Alexandria, Va: Association for Supervision and Curriculum Development.
3. Aspy, D. N., & Roebuck, F. N. (1977). *Kids don't learn from people they don't like*. Human Resources Development Press.
4. Bacon, E. H. (1990). Using negative consequences effectively. *Academic Therapy*, 25, 599-611.
5. Ausubel, D. P. (1963). *The psychology of meaningful verbal learning*. New York: Grune and Stratton.
6. Baxter, S. (1994). The last word on gender differences. *Psychology Today*, 27(2), 51-53.
7. Bees, H., & Boyd, D. (2002). *Lifespan development* (3rd ed.). Boston: Allyn & Bacon
8. Banks, J. A., & Banks, L. A. (1997). *Multicultural education: issues and perspectives* (3rd ed.). Boston: Allyn & Bacon.
9. Brophy, J. E. (1981). Teacher praise: A functional analysis. *Review of Educational Research*, 51(1), 5-32.
10. Bruner, J. P. (1966). *Toward a theory of instruction*. New York: Norton.
11. Burden, P. R. (2000). *Powerful classroom management strategies: Motivating students to learn*. Thousand Oaks, Calif.: Corwin Press/Sage Publications.
12. Dembo, M. H. (1994). *Applying educational psychology in the classroom*. New York: Longman.
13. Eggen, P., & Kauchak, D. (2000). *Educational psychology, windows on classrooms* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
14. Erickson, E. H. (1963). *Childhood and society* (2nd ed.). New York: Norton.
15. Feldman, R. S. (2000). *Development across the lifespan* (2nd ed.). New Jersey: Prentice Hall.
16. Glaser, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.). Fort Worth: Harcourt Brace Jovanovich.
17. Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

18. Gilligan, C., & Attanucci, J. (1998). Two moral orientations: Gender differences and similarities. *Merrill-Palmer Quarterly*, 34, 233-237.
19. Glassman, M. (1994). All things being equal: The two roads of Piaget & Vygotsky. *Developmental Review*, 14 (2), 186-214.
20. Gredler, M. (2009). *Learning and instruction, theory and practice* (4th ed.). New Jersey: Prentice Hall.
21. Greer, R. G., Herson. (1995). *Motivation: A social psychological approach*. Pacific Grove, CA: Brooks/Cole.
22. Grounland, N. E. (2000). *How to write instructional objectives* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
23. Hill, W. F. (1990). *Learning: A survey of psychological interpretations* (5th ed.). New York: Harper & Row.
24. Inhelder, B., & Piaget, J. (1958). *The growth of logical thinking from childhood to adolescence*. New York: Basic Books.
25. Johnson, D. W., & Johnson, R. T. (1994). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Boston: Allyn & Bacon.
26. Jones, V. F., & Jones, L. S. (1998). *Comprehensive classroom management* (5th ed.). Boston: Allyn & Bacon.
27. Kaufman, J. M., & Burbach, H. J. (1997). On creating a climate of classroom civility. *Phi Delta Kappa*, 79 (4), 320-325.
28. Kohn, A. (1993). *Punished by rewards, the trouble with gold stars, incentive plans, A's, praise and other bribes*. Boston: Houghton Mifflin.
29. Lorencio, O., & Mochado, A. (1996). In defense of Piaget's theory: A reply to common criticism. *Psychology Review*, 103, (1), 143-164.
30. Mager, R. F. (1997). *Preparing instructional objectives* (3rd ed.). Atlanta, GA: The Center for Effective Performance.
31. Marzano, R. J. (1993). How classroom teachers approach the teaching of thinking. *Theory Into Practice*, 32, 154-160.
32. Mayer, R. (2003). *Learning and instruction*. N. J.: Prentice Hall.
33. McCain, G., & Segal, E. M. (1982). *The game of science* (4th ed.). Monterey, CA: Brooks/Cole.
34. Parsons, R. D., & Hinson, S. L. & Sardo-Brown, D. (2001). *Educational psychology*. Canada: Wadsworth.
35. Perez, S. A. (1994). Responding differently to diversity. *Childhood Education*, 70, 151-153.
36. Piaget, J., & Inhelder, B. (1969). *The psychology of the child*. New York: Basic Books.
37. Purkey, W. W., & Novak, J. M. (1996). *Inviting school success: A self-concept approach to teaching, learning and democratic practice* (3rd ed.). Belmont, CA: Wadsworth.
38. Rofini, J. P. (1996). *150 ways to increase intrinsic motivation in the classroom*. Boston: Allyn & Bacon.
39. Rogers, C., & Freiberg, H. J. (1994). *Freedom to learn* (3rd ed.). New York: Merrill.
40. Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66(2), 181-221.
41. Sapon-Shevin, M. (2001). Schools fit for all. *Educational Leadership*, 58, 381-409.

42. Skinner, B. F. (1971). *Beyond freedom and dignity*. New York: Knopf.
43. Skinner, B. F. (1981). *The technology of teaching*. New York: Appleton-Century-Crafts.
44. Slavin, R. E. (2003). *Educational psychology* (7th ed.). Boston: Allyn & Bacon.
45. Smith, L., Dockrell, J., & Tomlinson, P. (1997). *Piaget, Vygotsky & beyond: Future issues for developmental psychology & education*. New York: Routledge.
46. Sternberg, R. (1998). Principles of teaching for successful intelligence. *Educational Psychologist*, 33(1), 65-72.
47. Sternberg, R. J. (1997). The concepts of intelligence and its role in lifelong learning and success. *American Psychologist*, 52, (10), 30–1037, 1997.
48. Stipek, D. (1998). *Motivation to learn: From theory to practice* (2nd ed.). Boston: Allyn & Bacon.
49. Thomas, R. M. (2000). *Recent theories of human development*. California: Sage Publications, Inc.
50. Wadsworth, B. (1996). *Piaget's theory of cognitive and affective development* (5th ed.). New York: Longman.
51. Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychology Review*, 12(1), 1-14.
52. Wittmer, J., & Myrick, R. D. (1980). *Facilitative teaching: Theory and practice* (2nd ed.). Minneapolis, MN: Educational Media Corporation.
53. Wynne, E. A., & Ryan, K. (1997). *Reclaiming our schools: Teaching character, academics and discipline* (2nd ed.). New Jersey: Prentice Hall.

XI. PREREQUISITES

NONE

XII. FACULTY FREQUENTLY TEACHING COURSE

Dr, Robert Erk; Dr. Gene Annaratone; Mr, Jeffrey Hewitt

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Secondary Education 7-12, and Human Learning K-8.

Note: The instructor reserves the right to modify the course and/or course syllabus should circumstances warrant.

Thanks for your hard work in our course!