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COURSE SYLLABUS Revised

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 pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers 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 components of the conceptual framework are the commitments to *diverse learners* and the *use of technology* as an additional *communication* tool to enhance student learning. The following are the three primary components to the Conceptual Framework that serve as a knowledge base for the UTM Teacher Education Program in producing *Teachers as Facilitators of Learning*:

- A. Reflective Practitioner
- B. Pedagogical Skills
- C. Professional and Ethical Behavior

VI. COURSE OBJECTIVES/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).

Cognitive Objectives:

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. Demonstrate an understanding and awareness of cultural diversity in the classroom. (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)

Affective Objectives:

The student will:

1. Acquire insight into the reasons behind teaching decision
2. Appreciate the dignity and worth of students (Standard: 3)

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

Three exams are scheduled for the course. Each test is worth 50 points toward the final point total for the course.

2. Class attendance is an important aspect of this course and involves not only being present but attentive and on-task for each class. **Without prior approval, early departures will be recorded as an absence for that day.** Points are given for good attendance are calculated as a part of the grading scale and will be a factor in one's overall point total. Only absences that are university related will be excused. Please do not ask for excused absences. Persons who receive an excused absence are required to complete the "optional" work for the course. Persons who receive excused absences will not receive perfect attendance points. Excessive absences can affect one's course grade. One can miss class twice with no loss of points. Thereafter points will be lost for each absence

8 points	0-2 absences
6 points	3 absences
4 points	4 absences
0 points	5 or more absences
Bonus: Perfect Attendance 2 additional points	

3. Cooperative Learning Projects

Students working in groups of three or four will complete an annotated bibliographic review of research on one of the topics below. Research guidelines are: 1) Each research entry should consist of at least a one page double spaced, word-processed summary (12 font), followed by at least one-half page reaction to what the group members learned from reading/discussing the article. This amounts to at least one and one-half pages of summary/reaction per article; 2) There shall be a minimum of 12 significant research based articles. **Careful consideration should be given to each article selected.** Each group member should review and approve of each article submitted; 3) While web reference resources such as Proquest are appropriate, reference material from the internet will not count as a reference. However, information obtained from the internet can be used in your class presentation; 4) Books can be used but will not count as one of the 12 references. 5) Newspapers, and popular magazines will not count among the 15 references; 6) No more than two references shall come from the same volume/issue of a journal; 7) Your paper should include a) an introductory paragraph or two that details the organization of your articles and the rationale you have used in completing your research as well as b) a summary page that represents what the group learned, its overall observations regarding the topic selected, and a critique of the collaborative learning experience; 7) Finally, your paper should include a summary of 5 useful internet resources regarding your topic; 9) Research results will be shared orally with the class in a 25 minute class report. Your report should include an overview of relevant information. It would be appropriate to integrate your internet resources into your class presentation. Use overheads, computer technology, and hand-outs as needed. Each person should have an equal role in the presentation. Prior preparation of each person is important.

The written report will earn a maximum of 20 points, depending upon thoroughness and clarity of research. The written report is to be completed as a group and written by the group. The oral report of the research will earn a maximum of 10 points, depending upon evidence of preparation, clarity, and participation of all group members. Group members who do not meet for work completion, planning and dialogue will receive a lower grade. Each person may be asked to submit an evaluation of the contributions of each group member in completing this project. (30 points total)

Topics:

1. Questioning strategies for the classroom
2. Motivation in the classroom
3. Student diversity issues and what teachers need to know about culturally diverse learners, e.g., African American, Hispanic, Asian learners
4. Gender roles/issues
5. Classroom assessment and grading practices
6. Family life issues/trends. Examine the various family compositions (gay, step, single, foster, etc.)
7. Learning styles (Your research should extend beyond auditory, tactile and visual styles.
8. Peer group influences on learning
9. Mental Health Issues in the Classroom: Bullying, personality disorders, gangs, school violence, child abuse. These are separate topics.

NOTE: Topics 3 and 4 must be taken.

4. Optional

1. Students can earn seven additional points by reading Assertive Discipline (3rd edition) by Lee Canter and completing a 3-4 page summary and reaction (12 font, double-spaced). A large group discussion of the text will be held. You must be a participant in this discussion. (7 points)
2. Students can earn three additional points by completing a three page minimum critique of chapter 6 (12 font, double-spaced). Your critique should focus on what you learned from studying this chapter. Be sure to address Bruner's and Ausbel's theories. This critique is due mid-term week.

5. Grading

Points possible (excluding options):

Three tests (50 points each)	150 points
Attendance	8 points
Research	<u>30 points</u>
	188 points

A = 169-188 points
B = 158-168 points
C = 142-157 points
D = 129-141 points
F = 128 and below

IX. TEXTBOOK

Lefrancois, G. R. (2000) *Psychology for Teaching* (10th ed.). Belmont, CA: Wadsworth Publishing Company.

X. OTHER RESOURCES

1. Lefrancois, G. R. (200). *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. (2001). *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. Lorenc, 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. Gene Annaratone

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

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