

FOUN 7400

*Summer 2003
Educational Psychology
And Educational Implications
Dr. Jill Salisbury-Glennon*

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Course outline:

UNIT I:	BRIEF INTRODUCTION TO DEVELOPMENT
UNIT II:	INTELLIGENCE, CREATIVITY AND LEARNING STYLES
UNIT III:	THEORIES OF LEARNING
UNIT IV:	VIEWS OF SELF-REGULATED LEARNING

General Purpose:

The general purpose of this course is to provide a graduate-level investigation into the applications of educational psychological theory and research to addressing critical problems, challenges and opportunities in the field of education.

Objectives:

Three general objectives of this course are to:

- Foster a learner-centered approach to learning and instruction
- Provide experiences that will assist you in your professional development
- Foster a collaborative learning community

Required Text:

Santrock, J. W. (2004). *Educational Psychology*. Second edition. Boston, MA: McGraw-Hill.

In addition to the aforementioned text, a collection of readings will be assigned.

Grade Requirements:

A= 90 percent of possible points and excellent attendance and participation

B= 80 percent of possible points and at least good participation

C= 70 percent of possible points

D= 60 percent of possible points

A final grade of "A" in the course represents excellent quality work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level conceptual understanding on the part of the learner. It is possible to earn 90% or above mathematically, and receive a B due to less than excellent attendance and participation.

Attendance Policy

You are strongly encouraged to attend each class and to actively participate throughout the course. I realize that situations may arise that are beyond your control, such as funerals, illness, family emergencies etc. Therefore to accommodate these emergencies, everyone in the class is excused from *one* class with no questions asked. However, due to the condensed timeline of the 5-week summer session, additional absences beyond one may negatively impact your final grade in the course.

Evaluation Criteria:

30% Unit Reflections

Personal reflection #1	Due Wednesday May 28	Piaget and Vygotsky
Personal reflection #2	Due Wednesday June 4	Intelligence, Creativity and Learning Styles
Personal reflection #3	Due Monday June 16	Behavioral, Cognitive and Learner-centered Constructivist Theories

25% Presentation Based on the Readings

Starting with Class 2- Wednesday May 21, there are readings assigned for each class. While you are expected to read the assigned readings for each class, you will also choose *one* class and develop expertise on the readings for that class so that you can facilitate a class discussion based on these readings. Depending on the final number of students enrolled in the course, you will do this presentation in groups of 1-2.

Your goal is to engage the class in an active discussion (this part is not a lecture-based presentation) of the readings assigned to the class. You may want to develop discussion questions to help you to facilitate the class discussion. Your objective is to make sure that the class develops a deep-level understanding of the readings through active participation and discussion. Please try to actively involve all of your classmates in your discussion. You may want to use role-plays, debates, activities, discussions, projects etc. to actively engage your classmates in your lesson.

In addition to engaging the class in a discussion about the assigned reading(s), you will also choose 2 additional articles from the reference section of your assigned reading(s), or other articles that are related to your topic. You will present this information to the class following the discussion that you facilitate to help the class to further develop their knowledge base on this topic. Please type and distribute an annotated bibliography (one page summary) of each of these chosen articles to the class.

15% Jigsaw Presentation

On Wednesday June 18, we will be covering Academic Self-Regulated Learning. We will start the class with a discussion of the required reading(s). Then, to further supplement this information, small groups of students will be responsible for presenting a related article from the list of additional readings. We will decide early in the course who is presenting each article. Please be prepared to engage the class in a discussion based on your article (discussion questions might be

helpful), and please plan to type and distribute an annotated bibliography (one page summary) based on your article to the class. Depending on the final number of students enrolled in the course, these presentations will be done in groups of 1-2.

30% Final Research Paper and Presentation

You will be required to write a 10-15 page research paper on a topic that is of interest to you and relevant to the course material. Your paper should include both references that were covered in the course, as well as references that were not covered in the course. Your references should include at least 10 journal articles. If you are currently working on a thesis or dissertation, you are encouraged to write a research paper that is related to your thesis or dissertation research. You may not turn in a research paper that you have written for a grade in another class. Your paper should be written in APA format. Please clear your topic with the instructor. Your final research paper is due on Wednesday June 18.

Additional Notes:

Late work will not be accepted.

This syllabus was typed on Thursday May 15. The dates on the syllabus may need to be adjusted due to unforeseen circumstances, such as in the event that the class is getting behind etc.

Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact Dr. Kelly Haynes, Director, Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-5943.

All portions of the Auburn University Honesty Code found in the Tiger Cub (Title XII) will apply in this class.

Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely no work for the course will be accepted as an e-mail and/or as an e-mail attachment, or on a disk. All graded work must be printed off by you and delivered to me in hard copy format.

Class 1- Monday May 19 Introduction

- Syllabus/ course overview
- Introductions

Class 2- Wednesday May 21

UNIT I: BRIEF INTRODUCTION TO DEVELOPMENT

- 1) Santrock Chapter 2- Physical and Cognitive Development
- 2) Santrock Chapter 3- Social Contexts and Socioemotional Development

Class 3- Monday May 26

No class - Memorial Day Holiday

Class 4 – Wednesday May 28

1) Flavell, J. H. (1998). Piaget's legacy. In Woolfolk, A. (1998). *Readings in Educational Psychology*. Second Edition (pp. 3-35). Boston, MA: Allyn and Bacon.

2) Chapter 10. Lev S. Vygotsky's cultural-historical theory of psychological development. In Gredler, M. E. (2001). *Learning and instruction: Theory into practice*. (pp. 275-312). Upper Saddle River, NJ: Prentice Hall.

3) Berk, L. (1994). Why children talk to themselves. *Scientific American*. In Child Growth and Development Annual Editions, 00/01 (pp. 54-58). Guilford, CT: Dushkin/McGraw-Hill.

Personal Reflection #1 Due - Compare and contrast the theories of Piaget and Vygotsky along with their applications for instruction

Please note, there is a lot due on this date, so try not to put everything off until the last minute☺

UNIT II: INTELLIGENCE, CREATIVITY AND LEARNING STYLES

Class 5 –Monday June 2

Santrock Chapter 4- Individual Variations

Class 6 –Wednesday June 4

- 1) Csikszentmihalyi, M. (1996). The creative personality. *Psychology Today*, July/August, 1996, (pp.36-40). Reprinted in Educational Psychology Annual Editions 98/99. Guilford, CT: Dushkin/McGraw-Hill.
- 2) Grigorenko, E. L., and Sternberg, R. J. Styles of thinking, abilities, and academic performance. *Exceptional Children*, Spring 1997, 295-312. Reprinted in Educational Psychology Annual Editions 98/99. Guilford, CT: Dushkin/McGraw-Hill.
- 3) Gardner, H. (1998). Reflections on multiple intelligences: Myths and messages. In Woolfolk, A. *Readings in Educational Psychology*, 61-67. Boston, MA: Allyn and Bacon.

Personal Reflection #2 Due - Discuss multiple intelligences, creativity and learning styles along with the implications of each of these for instruction

UNIT III: THEORIES OF LEARNING

Class 7- Monday June 9

Theories of Learning: An Overview...

1) Chapter 1. Bredo, E. (1997). The social construction of learning. In Phye, G. D. (Ed.), *Handbook of academic learning: Construction of knowledge* (pp. 3-45), San Diego, CA: Academic Press.

[This chapter covers some of the prominent learning theorists of the 20th century along with the implications of their works: James, Dewey, Mead, Watson, Skinner, Chomsky, Bruner, Simon, Dreyfus, Vygotsky, and Lave].

Please don't be intimidated by the Bredo reading, it gets a little deep, but is the best overview I've found, and is also the most difficult assigned reading in the course, so hang in there!

Class 8- Wednesday June 11

1) Santrock Chapter 7- Behavioral Approaches, Social Cognitive Approaches and Teaching

2) Scheurman, G. From behaviorist to constructivist teaching. Originally copyrighted by the National Council for the Social Studies. Reprinted with permission in D. Podell(Ed.), *Stand!: Contending ideas and opinions in Educational Psychology* (pp. 28-32), Madison, WI: Coursewise Publishing, Inc.

3) Dweck, C. (1999). Caution- Praise can be dangerous. *American Educator*. In Educational Psychology Annual Editions, 02/03 (pp. 92-96). Guilford, CT: McGraw-Hill/Dushkin.

Class 9- Monday June 16

1) Santrock- Chapter 8- The cognitive information-processing system.

2) Santrock Chapter 9- Social Constructivist Approaches, Domain-Specific Approaches, and Teaching (Note: Read pages 317-328).

3) Tomlinson, C. A. (1999). Mapping a route toward Differentiated Instruction. *Educational Leadership*. In Educational Psychology Annual Editions, 00/01 (pp.145-149). Guilford, CT: Dushkin/McGraw-Hill.

Personal Reflection #3 Due - Compare and contrast the behavioral, cognitive and learner-centered constructivist approaches to learning and instruction. Discuss examples of how you use each of these approaches in your own classroom/career.

UNIT IV: SELF-REGULATED LEARNING

Class 10- Wednesday June 18

An introduction to self-regulated learning...

Chapter 4. Zimmerman, B. J., and Risenburg, R. (1997). Self-regulatory dimensions of academic learning and motivation. In Phye, G. D., (Ed.), *Handbook of academic learning: Construction of knowledge*. (pp. 105-125), San Diego, CA: Academic Press. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41*(2), 64-70.

Self-regulated learning Jigsaw article presentations...

Kiewra, K. A. (2002). How classroom teachers can help students learn and teach them how to learn. *Theory into Practice, 41*(2) 71-80.

Butler, D. L. (2002). Individualizing instruction in self-regulated learning. *Theory into Practice, 41*(2), 81-92.

Pape, S. J., & Smith, C. (2002). Self-regulating mathematics skills. *Theory into Practice, 41*(2), 93-101.

Pajares, F. (2002). Gender and perceived self-efficacy in self-regulated learning. *Theory into Practice, 41*(2), 116-125.

Martinez-Pons, M. (2002). Parental influences on childrens' academic self-regulatory development. *Theory into Practice, 41*(2), 126-131.

Newman, R. S. (2002). How self-regulated learners cope with academic difficulty: The role of adaptive help seeking. *Theory into Practice, 41*(2), 132-138.

All work for the course must be turned in by 5:00 pm on June 18th.