

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

1. EDUC 6140, Advanced Educational Psychology (3-0-3)

2. Dr. Peggy Ruth Geren, pgeren@aug.edu 706 729-2461

Office hours: M, 3:00-4:30/ T, 10:00-11:00 & 3:00-5:00/ W, 1:00-4:30

R, 10:00-11:00 & 3:00-4:00/ F, by app't

3. Course Description

This course involves the application of psychological theories of learning and scientific findings to learning activities in the classroom, as well as to the more complex problems of the educational process. The main foci are: the learner, the learning process, the conditions of learning, and the art of teaching.

4. Textbooks/Required Readings/Recommended Readings

Textbook: Motivation to Learn: From Theory to Practice, Deborah Stipek, 3rd edition;

Models of Teaching, By Bruce Joyce and Marsha Weil, third edition, ASU reserve.

Chapters: 18, Mastery Learning; 10, Synectics; 2, Attaining Concepts; 25, Learning Styles and Models of Teaching

5. LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

6. Course Objectives

1. Students will understand and be able to articulate the central concepts of: the following learning perspectives: Cognitive constructivism, behaviorism, sociocultural, humanistic, and social-cognitive
2. Students will be able to articulate differences in approaches to motivation, as viewed by various learning perspectives.
3. Students will understand and be able to articulate applications derived from various learning perspectives.
4. Students will synthesize and apply learning theory perspectives appropriately.
5. Students will be able to articulate and expand their own repertoire of teaching strategies, base on a refined understanding of learning perspectives.

7. College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

Element: Prepared (PD)

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

8. Program-Specific Standards Addressed in This Course

9. Method of Instruction: discussion, cooperative activities, lecture, individual research

10. Course Schedule and

11. Performance Assessment

August 19- October 7, Wednesday, 4:30-8:30

- 8/19** Stipek, 1 & 2/ overview of learning perspectives, lecture & handout (Word attachment “Art Factory workshop”via email, print & bring to class)/ brief bio of Jean Piaget at www.indiana.edu/~intell/piaget.shtml/ Class creates “lightning quiz” from class content for the week, to be given on 8/26
- 8/26** Joyce & Weil, chapter 25, Learning Styles and Models of Teaching – on reserve/ Stipek, 2,4, & 5/overview of learning theory perspective lecture and handouts/
<http://www.des.emory.edu/mfp/self-efficacy.html>, read link to Bio of Bandura/ class creates “lightning quiz from class content for the week, to be given on 9/2
- 8/26** lightning quiz on course content from 8/19
- 9/2** Stipek 6,7/ Joyce & Weil 2, Attaining Concepts/ class creates lightning quiz from class content for the week, to be given on 9/9/ learning perspectives overview cont.
- 9/2** lightning quiz on course content from 9/26
- 9/9** Joyce & Weil 18, Mastery Learning/ Eisner’s bio of Benjamin Bloom at <http://www.ibe.unesco.org/publications/ThinkersPdf/bloome.pdf> present Concept Attainment activities/ class creates lightning quiz on class content for the week, to be given on 9/16
- 9/9** Concept Attainment Lesson plan due . Details are contained in a Word attachment via email “ Concept Attainment Lesson Plan assignment” This is an assignment that you may include in Live Text as a part of your portfolio. I will give summative feedback by Friday 9/11
Lightning quiz on course content from 9/2
- 9/16** Stipek 8/ Joyce & Weil 10, Synectics/ overview of learning perspectives cont., Carl Rogers & Abraham Maslow/
<http://www.infed.org/thinkers/et-rogers.htm>
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachingtip/maslow.htm>
class creates lightning quiz on class content for the week, to be given 9/23
- 9/16** lightning quiz on class content from 9/9
- 9/23** Stipek 12/ overview of learning perspectives cont., Lev Vygotsky/
class creates lightning quiz on class content for the week, to be given 9/30
<http://www.newfoundations.com/GALLERY/Vygotsky.html>

- (This is a good article, but it's long – skim it, or read the Wikipedia article on Vygotsky, which has decent sources)
- 9/23 lightning quiz on class content from 9/16
- 9/30 Stipek 3, Joyce & Weil 18, Mastery Learning and Appendix 3-A, External Reinforcements Teacher Self Report / class creates lightning quiz on class content for the week, to be given 10/7
- 9/30 lightning quiz on class content from 9/23
- 10/7 Stipek 11/ factors that hinder learning/ The Art of Teaching
- 10/7 lightning quiz on class content from 9/30
Paper due (Description & grading criteria to be found in Word attachment via email)

Lightning quizzes are short answer quizzes containing 10 questions, designed to be answered within the space of 5 minutes. They will be developed by the class, with guidance by the professor.

The Concept Attainment Lesson will be developed individually, as an authentic lesson plan tailored for the students' classroom setting. Each class member will teach the lesson to fellow class members on 9/9. A detailed description of this assignment, and the grading criteria will be contained in a Word attachment via email

The final paper will focus on an authentic motivation problem of the student's choosing. It will include a description and analysis of the problem, an application of one or more learning perspectives derived from the analysis of the problem, and a rationale of the choice of strategies. A detailed description of this assignment and the grading criteria are to be found in a Word attachment via email.

Grading weights:

Lightning quiz average	=30%
Concept attainment lesson plan	=30%
Final paper	=40%

12. Attendance policy

The ASU attendance policy is adhered to in this class, and role is taken. If a student misses more than the equivalent of 10% of class time, regardless of the reasons, the option of dropping the student from the class may be exercised, with prior email notification. This is especially important, since professors are required to report excessive absence, which may affect a student's financial aid.

If a student is absent on a day on which an announced quiz, exam, presentation, or paper is due, the student must make an appointment with the professor to discuss the absence, and a decision concerning makeup work will be made at the professor's discretion.

13. Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

14. Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

15. Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

16. Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

17. Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

18. Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

19. Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

20. Bibliography

- Bloom, B. (Ed.). (1956). *Taxonomy of Educational Objectives: Handbook 1 Cognitive Domain*. New York: David McKay Company, Inc.
- Eisner, E. (2002). *The Arts and the Creation of Mind*. Harrisonburg, VA: R.R. Donnelly and Sons.
- Eisner, E. (1998). *The Kind of Schools We Need: Personal Essays*. Portsmouth, NH: Reed Elsevier, Inc.
- Jackson, P. (1990). *Life In Classrooms*. New York: Teachers College Press.
- Joyce, B. & Weil, M. (2008). *Models of Teaching*. Upper saddle River, NJ: Allyn & Bacon.
- Paley, V. (1997). *The Girl With the Brown Crayon*. Cambridge, MA: Harvard University Press.
- Piaget, J. & Inhelder, B. (1986) *Psychology of the Child*. New York: Basic Books.
- Vygotsky, L. (1986) *Thought and Language*. Cambridge, MA: MIT Press.