

Oakland University
School of Education and Human Services
Teacher Development and Educational Studies (TDES)
Elementary Education Program
FE 3010/5996: Educational Psychology K-12/Development, Variability and Learning
4 credits, Fall 2018

Instructor: Dr. Karen Bolak
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Office Hours: I welcome student visits. I am available for meetings following each class and by appointment. Feel free to contact me by email anytime.

Course Prerequisites: see web site

Course Description: Development and stage theories of cognition and learning behavior, examined through research accounts of physical and mental variability, cultural background, social circumstances, lived experience, learning style and mode of cultural interactivity.

Required Text/Materials:

Woolfolk, A.,(2013). (12th Ed.). Educational psychology. New Jersey: Pearson Education Inc.

Learning Goals:

1. Students will become knowledgeable with regard to a wide body of educational theories and their implications to curriculum and instruction.
2. Students will demonstrate understanding of how these theories impact teachers in their daily role as a classroom teacher.
3. Students will demonstrate understanding of growth and development from conception through adulthood, including pre-adolescent and adolescent behavior, and how stages and areas of development influence each other.
4. Students will demonstrate knowledge and understanding of learning and teaching theories and how these relate to development and diversity.
5. Students will demonstrate understanding of the factors influencing development, including physiological, social, psychological, and environmental.
6. Students will become familiar with the school environment and how this interacts with learning and development.
7. Students will become familiar with two InTASC Model Core Teaching Standards: Standard #1 Learner Development and Standard #2 Learning Differences including understanding how these standards will be utilized as part of their professional teaching practices.

Course Topics:

1. Human growth, development, and behavior from conception through adulthood: sensori-motor, affective/social, moral, language and cognition
2. Learning theories
3. Teaching theories: Behavioral, emotional, and cognitive perspectives.
4. Typical and atypical development, individual differences and diversity, and inclusion of special needs students
5. Cultural perspectives and how they may affect teaching and learning
6. The culture of the school environment
7. Implications for the classroom: the reciprocity of teachers as learners and students as teachers
8. Ten InTASC Model Core Teaching Standards and Learning Progressions for Teachers.

Methods of instruction

This course requires the active participation of students who are ultimately responsible for their own learning. Students in this class will become a community of learners engaged in the study of educational psychology, human development, teaching, learning, and educational theories that impact teaching curriculum development and instructional practices. In order to do the former, students will study, discuss and research to pursue issues, cooperate in learning/teaching teams, provide assistance to other students, demonstrate the ability to use technology, and complete all readings and assignments. The instructor will facilitate this process by providing a core curriculum knowledge base, modeling effective instructional techniques, giving feedback, coaching, and assessing each student. Assignments and assessments have been designed to allow for reflection on the teaching process leading to the construction of knowledge about teaching. Instruction will be adapted to meet the needs of the students in this class.

Field Experience and Clinical Practice:

This course will include some assignments that will need to be completed with children or families/community or with other educators. You will select a setting of choice to complete these assignments. Details will be included in the directions for completion of the individual assignment.

Academic Conduct Policy

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the “Academic Conduct Policy” in the Undergraduate Catalog) Academic Honesty: Cheating and plagiarism are considered serious at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the Oakland University Undergraduate Catalog to read the full Academic Conduct Policy

Attendance

Students are expected to attend all classes and participate in the class activities. Due to the complex nature of the class missing class cannot be compensated. In classroom discussions and

other activities, students themselves, contribute their knowledge to other students' and the instructor's understandings. We will all miss your active participation. Please notify the instructor by e-mail of the reason for any missed classes. The instructor determines if the absence is excused. One excused absence is allowed for this class. Three unexcused absences may result in a grade of 0.0. Please meet with the instructor for any extenuating circumstances. Unexcused absences may result in a loss of points per missed class. Tardiness and early departures may result in a loss of points per class. The quality of the discussion and activities is dependent on all of our participation.

Participation

Your participation reflects the degree and quality of your contributions from your readings and other preparations. All students are required to discuss the assigned readings. You will be assessed, based upon the quality and frequency of your responses and contributions.

Professional demeanor

You are expected to model the conduct and behavior befitting a professional educator. Your appearance and the manner in which you conduct yourself should be appropriate to the high standards set by previous Oakland students.

Methods of evaluation

The quality of the assignment will be considered during the evaluation process. Quality refers to, but is not limited to the following: Standard English usage, neatness, manner of presentation, degree of professional behavior, insight, and timeliness. Please type all assignments in 12-point font and conform to the guidelines of the APA manual. Please retain a copy of all your work for your own records. Assignments will be posted on our Moodle web site. Methods of evaluation include; class attendance, class participation as assessed by self/team/ instructor, coming to class prepared, competence online, completing all assignments in a thoughtful scholarly manner, utilizing Assignments may be adjusted for graduate level students.