

Oakland University
School of Education and Human Services
Teacher Development and Educational Studies (TDES)
Elementary/Secondary Education Program

FE 3010/5996: Ed Psych K-12/Child Development, Variability and Learning
4 credits, Fall 2018

Instructor: Dr. Richard C. Pipan

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Office Hours: 3:00-4:30PM Monday, Wednesday, Thursday & by appointment

Room: 162 Pawley Hall

Time: 5:30– 8:50PM

Day: Thursday

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.

Suggested Text:

*Woolfolk, A. (2016). Educational psychology. Loose Leaf Version. Boston, MA: Pearson.(earlier versions are acceptable)

Additional Resources will be made available via Moodle and/or distributed or presented in class.

Learning Goals:

INTASC Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

By the end of the course, students will be able to:

1. Develop profiles of student learning and development by analyzing the classroom context and applying educational theories to what they observe regarding instruction and student learning.
2. Analyze classroom artifacts to describe how teachers implement educational psychology principles for effective teaching, learning & management.
3. Identify how factors within the school environment shape student learning and development.

Course Topics:

1. Human growth, development, and behavior from conception through adulthood: cognitive, affective/social, psycho-social, and moral development.
2. Learning theories: Behavioral, Social learning, Cognitive perspectives.
3. Motivational theories: Behavioral, Humanistic, Cognitive and Socio-cultural perspectives.
4. Individual differences, cultural diversity, and inclusion of students with special needs.

Modes of instruction

This is a hybrid course in which we meet face to face as well as have activities on-line. In class a variety of learning activities are used. Concepts will be clarified through lecture, simulations, debates, case studies, and large/small group discussions. Assessments are designed to allow analysis of contexts and data sources followed by reflections on the findings or evidence allowing you to construct your knowledge of effective teaching and management. Instruction will be adapted to meet the needs of the students in this class.

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 2018-2019 Oakland University Undergraduate Catalog to read the full Academic Conduct Policy

Career Services is the career resource for students of all levels within the School of Education and Human Services! Denise McConkey, Career Consultant for SEHS, can assist with resume/cover letter reviews, mock interviews, job search strategies/resources, career advising, social media branding, networking events and much more! Schedule an appointment with Denise via Handshake at oakland.joinhandshake.com. Visit oakland.edu/careerservices for more information.

Attendance

Students are expected to attend all classes and participate in the class activities. Due to the complex nature of interaction in the class, missing class is likely not able to be remediated. 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 email of the reason for any missed classes. The instructor determines if the absence is excused. One unexcused absence is allowed for this class. **More than two unexcused absences may result in a grade of 0.0.** Please meet with the instructor for any extenuating circumstances. 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 in class and on Moodle.

Professional demeanor

When in the field, 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 respectful of the setting and cultural communities in which you are placed.

Methods of evaluation: Assignments

Students who complete each assignment should not assume that full credit would be given. The quality of the assignment will be considered during the evaluation process. Quality refers to, but is not limited to the following: degree of professional insight, the use of standard English, neatness, manner of presentation, and timeliness. Evidence of quality that exceeds the instructor's normal expectations of pre-service teachers must be apparent to receive full credit. 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. At times, students fall into unexpected challenges during the semester. For example, OU students tend to be under more stress than the average college student is (many of you work full time, you have to commute, etc). If this happens to you, be sure to inform your instructor as soon as possible so you can work out a plan together that keeps you on a successful track in this course. Please familiarize yourself with the [incomplete policy](#) found in your catalogue in case of dire circumstances and you need to take this route.

Assessments:**SEE MOODLE FOR FULL DESCRIPTION OF ASSIGNMENTS AND RUBRICS****Participation, Involvement and Contribution (34%)**

This includes attendance, participation in learning activities, in class discussions, on-line assignments.

Final Written Reflection on Semester Content and Process (33%)

Students will complete a reflective narrative of their experience of the course resources, activities, processes and field observations. This essay is to be completed a minimum of one day prior to final individual oral examination and will provide one basis for questions and topics to be explored at the oral examination

Final Individual Oral Examination and Self-Evaluation (33%)

Students will be responsible for scheduling and meeting with the instructor for a one-on-one, 15 minute final oral examination. Each student may bring any resources from the course and their individual research to the examination. Eligibility for this exam is contingent upon the student's final written reflection having been submitted 24 hours prior to the scheduled meeting time, and the student providing a completed self –evaluation at the meeting.

Tentative Course Outline

Date	Topic & Group activities	Readings/Media	Assignment Due (upload to Moodle or hardcopy turn in)
Week 1: 9/7	Introduction(s) Overview of Course Andragogy and Pedagogy	Knowles Matrix	
Week 2: 9/14	Mind Mapping	Bjork, "Human Behavior"	Representation of Human Mind/Brain
Week 3: 9/21	Cognitive Development	Ch. 2	

Week 4: 9/28 (off site)	The Self, Social, Cultural	Vygotsky reading Fahrenheit 11/9	ZPD representations
Week 5: 10/4	The Self, Social, and Moral Development	Kohlberg and Gilligan	Moral dilemma case studies from field observations
Week 6: 10/11	Learner Differences and Needs	The Hobart Shakespeareans	
Week 7: 10/18	Language Development, Language Diversity, and Immigrant Education	TBA	
Week 8: 10/25	Culture and Diversity	Schooling the World 1000 Rivers	Motivation protocol 2 Profile Part # 1
Week 9: 11/08	Motivation/Learning/Teaching	Kohn reading Etre et Avoir	Text, prompt, visual used by preK-12 classroom teacher
Week 10: 11/15	Behavioral Views of Learning <ul style="list-style-type: none"> • application to teaching • application to classroom management 	Kohn reading	
Week 11: 11/22	Cognitive Views of Learning <ul style="list-style-type: none"> •application to teaching •application to classroom management 	Ch. 8	
Week 12 : 11/29	Social Cognitive Views of Learning & its application to management <ul style="list-style-type: none"> •application to teaching •application to classroom management 		
Week 13: 12/06	Student presentations: Making WHAT Difference, WHY and HOW?		Final Reflection Due Self –Evaluation Due
Week 14: 12/8	All Final Oral Examinations Scheduled		

Updated 8/2018