

FE3010: EDUCATIONAL PSYCHOLOGY
OAKLAND UNIVERSITY, SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES

COURSE INFORMATION

COURSE NUMBER: FE 3010 CRN: 45430

FALL 2018, PONTIAC ITA, 4 CREDITS

WEDNESDAY, 1:00 TO 4:20, SEPTEMBER 6, 2018 TO DECEMBER 15, 2018

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.

COURSE FORMAT

Traditional face-to-face, while embedded in the field

PROFESSOR INFORMATION

NAME

Dr. Danielle Ligocki

OFFICE LOCATION

Pawley Hall, Office 470C

MY OFFICE HOURS

are on Thursdays from noon to 2:00 and by appointment

YOU CAN REACH ME

at (248) 370-2159 in my office, (815) 378-1549 on my cell or at daniellegigocki@oakland.edu via email. You can usually expect a response within 24 hours during normal business hours. Please feel free to contact me again should you not hear back from me.

PROFESSOR EXPECTATIONS

As your professor, I am here to help you learn and grow. With that in mind, just as I have expectations for you, you should also have expectations for me. Please note that you will receive graded assignments within one week of turning it in, except for rare occasions. You will receive responses to e-mail within one day. Finally, you should expect that I am always willing to help you on assignments or with fieldwork. Please just reach out in person or electronically.

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.

LEARNING OUTCOMES

Students will become knowledgeable with and be able to describe a wide body of educational theories and their implications in regards to curriculum and instruction.

1. Students will demonstrate understanding of how these theories impact teachers in their daily role as a classroom teacher and make connections to teaching practices.
2. Students will demonstrate both orally and in written language, an 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.
3. Students will describe theories of learning and teaching and how these relate to development and diversity.
4. Students will describe the factors influencing development and motivation, including physiological, social, psychological, and environmental.
5. Students will become familiar with the school environment and evaluate how this interacts with learning and development.

MAJOR TOPICS

1. Human growth, development, and behavior from conception through adulthood: sensorimotor, affective/social, moral, language and cognition
2. Learning theories: behavioral, social learning, cognitive perspectives
3. Motivational theories: behavioral, humanistic, cognitive, socio-cultural perspectives
4. Typical and atypical development, individual differences and diversity, and inclusion of students with special needs
5. Cultural perspectives and how they may affect teaching and learning
6. The culture of the school environment
7. Implications for the classroom

ESSENTIAL QUESTIONS

- Who are the founders of important educational theories and what fueled their research?
- How are these theories connected to the daily workings of a classroom?
- What are the central components of theories studied and discussed in class?
- What are some advantages and limitations of the theories studied and discussed in class?
- How can the knowledge of both classical and more modern educational theories and practices inform your own future teaching?

- How can we adapt for and accommodate differences in learning styles and needs as they arise in the classroom via different types of development?
- As educators, how do we work to acknowledge, respect and include cultural differences in order to become transformative educators working for equity in education?

TEXTBOOKS AND MATERIALS

Woolfolk, A. (2015). Educational psychology. Boston, MA: Pearson. 13th Edition

Note: earlier additions may be used. However, this is the newest version, in loose leaf form and is far less expensive than the last edition.

Additional articles and readings may be assigned throughout the course and posted on Moodle.

MODES OF INSTRUCTION

This course will be structured following the model of a 'flipped classroom'. Essentially, 'flipping the classroom' "means that students gain first exposure to new material outside of class, usually view reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates" (Brame, C. (2013). Flipping the classroom Vanderbilt University Center for Teaching. Retrieved 12.19.17 from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

In class a variety of learning activities are used. Information will be revisited using discussion and in-class debate. Concepts will be clarified in both large and small group discussion. 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.

Please note, because our field experiences and clinical practice are built into our normal class time, coming to class prepared is imperative. Additionally, because many of your assignments are based on classroom observations or work with teachers and students, you may need to visit the classroom more often than our schedule allows.

HIGH LEVERAGE TEACHING PRACTICES

[Teaching Works](#), an organization out of the University of Michigan, has established what they call 19 "high leverage teaching practices" that they have concluded are critical to a teacher's success in the classroom. While we cannot focus on all 19 throughout this course, we will pay close attention to numbers 3, 12 and 17 throughout the semester.

All 19 practices are as follows:

1. Leading a group discussion.
2. Explaining and modeling content, practices, and strategies.
3. Eliciting and interpreting individual students' thinking.
4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain.
5. Implementing norms and routines for classroom discourse and work.

6. Coordinating and adjusting instruction during a lesson.
7. Specifying and reinforcing productive student behavior.
8. Implementing organizational routines.
9. Setting up and managing small group work.
10. Building respectful relationships with students.
11. Talking about a student with parent or other caregivers.
12. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.
13. Setting long-and short-term learning goals for students.
14. Designing single lessons and sequences of lessons.
15. Checking student understanding during and at the conclusion of lessons.
16. Selecting and designing formal assessments of student learning.
17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments.
18. Providing oral and written feedback to students.
19. Analyzing instruction for the purpose of improving it.

ASSIGNMENTS

Students who complete each assignment should not assume full credit will be given. The quality of the assignment will be considered during the evaluation process. Quality refers to, but is not limited to, the following: proper use of Standard English, neatness, manner of presentation, degree of professional insight and timeliness. Evidence of quality that exceeds the instructor's normal expectations of pre-service teachers must be apparent to receive full credit.

All assignments must be typed in 12 pt. font, following all APA formatting guidelines. When e-mailing assignments, please put FE 3010 in the subject line. Always retain a copy of your work for your own records.

We will submit all assignments via Moodle.

All revisions are due the following week after receiving feedback, if applicable.

EVALUATION

Listed below are the activities that will be evaluated. The number of points that you earn will be divided by the number of points possible. Apply the percentage to the scale below.

In addition to formal evaluation through assignments and activities, informal and ongoing assessment of your performance in class and your growth as both a learner and an educator will take place during each class meeting.

<u>Assignments</u>	<u>Points Possible</u>	<u>My Score</u>
Participation	70	
Reading Questions	50	
Field Notebook	10	
Analysis of Artifacts	20	
Case Study	25	
Profile of a Student	75	
Media Analysis of Teaching	50	
Total: 300		My Score:

SYNOPSIS OF ASSIGNMENTS

The summaries for the assignments stated below are brief descriptions of assignments that we will complete this semester. They are not representative of the entire set of criteria and expectations for the assignments. A criteria sheet and scoring sheet for the major projects will be given in class and should be consulted when preparing the various assignments.

READING QUESTIONS

There will be reading questions posted on Moodle each week that students must complete (generally 5 multiple choice questions, constructed response questions, or True/False questions). Questions open approximately one week before class and close at 11:59PM the night before class. These questions are based on the text chapter for the upcoming week. I encourage you to use your text or work together on these. When we work to co-construct knowledge, the learning experience becomes much richer.

FIELD NOTEBOOK

While observing in your field placement, it is important to not only become a part of the classroom environment and culture, but also to focus your observations on the concepts that we are learning throughout the semester. With that in mind, you will have a field notebook that you will use to take notes on assigned topics. Full description in Moodle.

ANALYSIS OF ARTIFACTS

Throughout the semester, you will individually collect artifacts from your field placement or any other K-12 classroom setting you have access to. You will then analyze these artifacts within groups and submit one group response to the question(s) provided. These artifacts consist of

- an IEP for a student (or one found online)
- two examples of students' graded work (a student who is performing at grade level and one who is performing below grade level). Samples must be de-identified.
- teacher use of text, picture, task as a prompt within a lesson
- teacher use of motivational strategies

CASE STUDY

Throughout the course, you will be introduced to a number of social experiments that were conducted by psychologists to derive theory. Examples of these include Piaget's scenarios (cognitive development); Kohlbergian dilemmas (moral development); Bandura's Bobo Doll (social learning theory); etc. Your task is to select one type of social experiment or study to carry out using people that you know well. You will be provided a list of experiments or studies to choose from. If you wish, you may work with a partner. For the case study, you are to pose a research question, address it, document your procedure, and report on your findings and conclusions. Evidence must be provided.

PROFILE OF A STUDENT

You will choose one student to follow during the semester. You will create a profile of the student's learner characteristics based observations you make of the student throughout your field experience. To create a profile, during your field placements you must gather evidence on your student/case. Take pictures of student work (if allowed), record memos, have conversations, etc. that will enable you to answer the questions. (Please be sure to gain the permission of your mentor teacher and to be discreet.) Each claim you make about your student **MUST** be supported by evidence you observed.

Your profile will be submitted in three stages:

- The first submission will describe the cognitive, moral and psycho-social developmental stages of your student.
- The second submission will describe the differences in learner characteristics of your student such as intellect, learning preferences, language skills, family, cultural/ethnic diversity characteristics, and how well the student responds to classroom culture/expectations.
- The third submission will describe the learning strategies you think are beneficial and not so beneficial to the student. You will also describe the student's motivation to learn as you perceive it.

Each submission must be approximately 3, double spaced pages. Artifacts that you provide as evidence to support your summary are not included in the page count.

MEDIA ANALYSIS OF TEACHING

For this assignment, you will watch the first episode from a reality television show set in England called "[Tough Young Teachers](#)". While watching, please take detailed notes, including time stamps. You will use these notes to respond to a series of questions taken from the InTASC standards, which address the core standards for teachers.

GRADING

As of Fall 2018, OU will be using a "letter grade" scale. There is no "A+". Commonly, satisfactory undergraduate grades are "C" and above, while satisfactory graduate grades are "B" and above. In the School of Education, when enrolled in professional courses, you must complete each course with no lower than a B.

Generally, grades are viewed as follows:

- **A range** – Comprehensive, thorough coverage of all objectives, required content, critical and higher level thinking, original and creative, sound use of English skills, both written and oral
- **B range** – Competent, mastery of basic content and concept, adequate use of English
- **C range** – Slightly below average work, has met minimum requirements but with difficulty
- **D range** – Has not met requirements of assignment/course, has significant difficulties in many areas
- **F** – Has not completed requirements; has not officially withdrawn from course before drop date

OAKLAND UNIVERSITY GRADING SCALE

SCALE AS OF FALL 2018	NEW PERCENTAGE	OLD SCALE
A	93 – 100%	4.0
A-	90 – 92%	3.7
B+	87 – 89%	3.3
B	83 – 86%	3.0
B-	80 – 82%	2.7
C+	77 – 79%	2.3
C	73 – 76%	2.0
C-	70 – 72%	1.7
D+	67 – 69%	1.3
D	65 – 66%	1.0
F	Below 65%	0.0

USING MOODLE AND OTHER TECHNOLOGIES

Moodle will be used on a regular basis for this course. You will see the weekly schedule and outline from the beginning of the semester. Posted under each week will be any additional readings, along with assignments to turn in, quizzes to take or forums to which you should respond. All assignments will be turned in via Moodle and grades will be updated in Moodle as well.

TECHNOLOGY BACK-UP PLAN

In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel to another location that has working internet.

- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

TECHNOLOGY HELP

- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
- For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: <https://www.oakland.edu/stc/>).
- For general technology assistance, consult the [OU Help Desk](https://www.oakland.edu/helpdesk/) (Link to Help Desk: <https://www.oakland.edu/helpdesk/>).

RESPECT RULES OF [NETIQUETTE](#)

- Respect your peers and their privacy.
- Use constructive criticism.
- Refrain from engaging in inflammatory comments.

CLASSROOM AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR

1. **ACADEMIC CONDUCT POLICY.** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
 - a. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.
 - b. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
 - c. **Falsifying records** or providing misinformation regarding one's credentials.
 - d. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

For more information, review OU's [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)

2. **BEHAVIORAL CODE OF CONDUCT.** Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
 - a. **Integrity.** See academic conduct policy points above.
 - b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
 - c. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
 - d. **Responsibility.** Policies regarding alcohol, drugs, and other substances

See the [Student Code of Conduct](https://www.oakland.edu/deanofstudents/student-code-of-conduct/) for details. (Link to Student Code of Conduct: <https://www.oakland.edu/deanofstudents/student-code-of-conduct/>)

ACCOMMODATION AND SPECIAL CONSIDERATIONS

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website. (Link to Disability Support Services website: <https://www.oakland.edu/dss/>)

ATTENDANCE POLICY

Students are expected to attend all classes and participate in the class activities. Missing class cannot be compensated for due to the complex nature of class. During classroom discussion and other activities, students themselves contribute their knowledge to other students' understanding, as well as the instructor's understanding. We will all miss your active participation if you are not present. As a professional courtesy, you should notify the instructor via e-mail of the reason for any missed classes. Notification does not constitute an excused absence. Three unexcused absences may result in a grade of 0.0. Since you cannot participate in class activities and discussions if you are not present, the participation grade may be affected by absence, tardiness and early departures. While I appreciate the busy lives that we all have outside of the classroom, success in this class depends upon being an active member of this class.

PARTICIPATION

We learn a lot from the comments and insights of others. Your participation reflects the degree and quality of your contributions from your readings and other preparations, as well as the sharing of relevant ideas and experiences. You will be assessed based upon the **quality** and **frequency** of your responses and contributions in class and in group work. Absence, tardiness and early departure affect this grade because those that are not present are unable to participate. 5 points will be deducted for non-participation due to absence and 1-4 points will be deducted for each instance of tardiness or early departure (depending on the amount of time).

EXCUSED ABSENCE POLICY

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see [Academic Policies and Procedures](#). (Link to Academic Policies and Procedures: <https://www.oakland.edu/provost/policies-and-procedures/>)

RELIGIOUS OBSERVANCES

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious

holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](#) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

PREFERRED NAME POLICY

[OU's Preferred Name Policy](#) ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

SEXUAL MISCONDUCT

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

ADD/DROPS

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course. (Link to deadlines for dropping courses: <https://www.oakland.edu/registrar/registration/dropornot/>)

FACULTY FEEDBACK: OU EARLY ALERT SYSTEM

As a student in this class, you may receive "[Faculty Feedback](#)" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success. (Link to Faculty Feedback for students: <https://www.oakland.edu/advising/faculty-feedback/>)

EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oupolice.com/emergencies.

- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: [Run, Hide, or Fight](#).

CELL PHONE POLICY

Please put your cell phones away during class. I would appreciate it if you would refrain from texting or browsing while in class. Taking pictures or recording anything (including visuals) in class is prohibited, unless stated otherwise. If you are expecting an important message and need to keep your phone close, please let me know before class. If cell phones or devices are being used for other than the day's class activities, you will be asked to please put them away. I fully understand how reliant we all are on our cell phones, but it is imperative that during class, we are all truly present and acting as active participants.

LIVE TEXT

This course requires a LiveText subscription. LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one LiveText subscription is needed for the length of your program. Therefore, if you already have purchased LiveText for another course, you need not purchase an additional subscription for this course. If the purchase of LiveText is a hardship for you, please see your instructor. You can find more information at <https://www.oakland.edu/sehs/student-resources/livetext/> and can purchase your five year LiveText Student Membership: Field Experience Edition license from <https://www.livetext.com/purchase-register-membership/>.

TENTATIVE COURSE SCHEDULE

Week	Date	Essential Questions and Main Topics	Reading (due before class)	Assignments Due
1	Sept 5	Course introduction and overview Syllabus and norms What do YOU want out of this class? Developments and Controversies in Educational Law		
2	Sept 12	Classroom Assessment	Chapter 15	Reading Questions 1
3	Sept 19	Cognitive Development	Chapter 2	Reading Questions 2
4	Sept 26	The Self, Social and Moral Development	Chapter 3	Reading Questions 3
5	Oct 3	The Self, Social, and Moral Development <i>Group analysis of graded preK-12 student work</i> <i>15 minutes case study planning</i>	Chapter 3	
6	Oct 10	Learner Differences and Needs <i>Group analysis of IEP</i>	Chapter 4	Reading Questions 4 Profile Part 1
7	Oct 17	Language Development, Language Diversity, and Immigrant Education	Chapter 5	Reading Questions 5
8	Oct 24	Culture and Diversity	Chapter 6	Reading Questions 6 Case Study
9	Oct 31 ONLINE	Motivation, Learning and Teaching <i>Group analysis of texts, prompts, visuals used by teacher</i>	Chapter 12	Reading Questions 7
10	Nov 7 ONLINE	Behavioral Views of Learning <ul style="list-style-type: none"> • Application to teaching • Application to classroom management 	Chapter 7	Reading Questions 8 Profile Part 2
11	Nov 14	Cognitive Views of Learning <ul style="list-style-type: none"> • Application to teaching • Application to classroom management 	Chapter 8	Reading Questions 9

12	Nov 21 ONLINE	Social Cognitive Views of Learning <ul style="list-style-type: none"> • Application to teaching • Application to classroom management 	Chapter 11	Reading Questions 10
13	Nov 28	Creating Learning Environments Teaching Every Student <i>Group analysis of teacher motivation strategies</i>	Chapters 13 and 14	Profile Part 3
14	Dec 5	Final Class Meeting Wrapping it all up Extra time to observe in classrooms, complete field notes, etc.		Field notes to be turned in during class
15	Dec 12	Final Exam Week No Class Meeting		Media Analysis due by noon (can be turned in earlier)