

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 (CRN 41708/43660)
4 credits, Fall 2018

Instructor: Dr. Anica G. Bowe

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Office Hours: 3:30-4:30pm Tuesday & by appointment

Room: The Macomb Univer Ctr

Bldg 2 Room 212

Time: 5:00 – 8:20pm

Day: Tuesday

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:

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

(earlier versions are acceptable)

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 shapes 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 2018-2018 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 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 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. Absences may result in a loss of 10 points per missed class. Tardiness and early departures may result in a loss of 5 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: 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

Participation (15%)

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

Weekly On-line Quizzes (10%)

These will be on the text readings for that week. The quizzes will be comprised of 15-20 MCQ and True/False items. They will be available the Wednesday preceding class until 11:59pm of lecture day. You are strongly encouraged to complete these collaboratively.

Analysis of Classroom artifacts (35%)

In this course 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

- a) an IEP for a student
- b) two examples of students graded work (an average student and an underachieving student). Samples must be de-identified.
- c) teacher use of text, picture, task as a prompt within a lesson
- d) teacher use of motivational strategies (observation protocol provided)

Profile of Student (20%)

You will choose one K-12 student to follow during the semester. You will create a profile of the student's learner characteristics based on observations you make of the student during the year. To create a profile, during your field placements you must gather evidence on your student/case. Take pictures, record memos, have conversations etc. that will enable you to answer the questions. Each claim you make about your student **MUST** be supported by evidence you observed.

Your profile will be submitted in 3 stages.

- The first submission will describe the cognitive, moral, psycho-social, development stages of your student(s).
- The second submission will describe the Learner differences characteristics of you student such as intellect, learning preferences, language skills, family, culture/ethnic diversity characteristics,

how well student responds to classroom culture/expectations.

- The third submission will describe the learning strategies you think that 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 2 pages double space (1 page single space). Artifacts you provide to support your summary are not included in the page count.

INTASC Assignment: Final Paper (20%)

RUBRICS FOR ALL ASSESSMENTS WILL BE POSTED ON MOODLE.

Tentative Course Outline

Date	Topic & Group activities	Readings	Assignment Due (upload to moodle or hardcopy turn in)
Week 1: 9/11	Introduction(s) Overview of Course No Child Left Behind Act vs Obama's Blueprint Reform vs Every Child Succeeds Act		
Week 2: 9/18	Classroom Assessment	Ch. 15	
Week 3: 9/25	Cognitive Development	Ch. 2	
Week 4: 10/2	The Self, Social, and Moral Development	Ch. 3	
Week 5: 10/9	The Self, Social, and Moral Development	Ch. 3	Motivation protocol 1 Examples of student work
Week 6: 10/16	Learner Differences and Needs	Ch. 4	IEP for anonymous K- 12 th grade student
Week 7: 10/23	Language Development, Language Diversity, and Immigrant Education Group analysis of graded preK-12 student work	Ch. 5	
Week 8: 10/30	Culture and Diversity	Ch. 6	Motivation protocol 2 Profile Part # 1
Week 9: 11/06	Motivation/Learning/Teaching	Ch. 12	Text, prompt, visual used by preK-12

	<i>Group analysis of IEPs</i>		classroom teacher
Week 10: 11/13	Behavioral Views of Learning <ul style="list-style-type: none"> • application to teaching • application to classroom management <p>Give INTASC assignment hand-out/rubric to Ed Psych students</p>	Ch. 7	<i>Profile Part 2</i>
Week 11: 11/20 (on-line)	Cognitive Views of Learning <ul style="list-style-type: none"> •application to teaching •application to classroom management <p><i>Group analyses of texts, prompts, visuals used by teacher</i></p>	Ch. 8	Motivation protocol 3
Week 12: 11/27	Social Cognitive Views of Learning & its application to management <ul style="list-style-type: none"> •application to teaching •application to classroom management 	Ch. 11	<i>Profile Part 3</i>
Week 13: 12/04	<i>Group analyses of teacher motivational strategies</i> Wrap-Up		
Week 14: 12/11	INTASC assignment due (may turn in before this date) @ 12:00pm/NOON!!!		