

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

FE 3010/5996 (32393/32965): Ed Psych K-12/Child Development, Variability and Learning (4 credits)
Summer 2018

Instructor: Dr. Beth Feiten
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Room: Pawley Hall 150
Time: 5:30 - 8:50
Day: Tuesday and Thursday

Office Hours: I am here to help you grow and learn as a student. You are welcome to email me with your questions, comments or problems. I will usually be in the room early and would be glad to meet with you on a drop-in basis for brief issues. I can also set up appointments before class, or you can schedule a time to meet in my office.

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

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

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, 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
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

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?

Modes of instruction

Students will receive a combination of in class activities and out of class learning. It is essential that students commit the time necessary for online learning opportunities. Assessments have been designed to allow for reflection on the teaching process leading to the construction of knowledge about teaching.

Field Experience and Clinical Practice:

In order to be successful in this class, you will need to have access to students and a teacher. If you are currently in a field placement, please ask your cooperating teacher if you can continue to visit the classroom during May and June. If you don't currently have a field placement there are a couple options.

1. Ask a former field placement teacher if you could visit his or her classroom in May and June. This is your best option, but please let me know the name of the school and teacher so that I can contact them.
2. I can find a field placement for you in a school. This is your second best option.
3. If you have access to Sunday school students, camp students, students you babysit or another group of students, we can make this work but it will be more challenging.

In general the key assessments for this class include interviewing a teacher and writing a 5-6 page paper, profiling a student and providing evidence on his or her behavior/cognitive/socio-emotional/cultural/etc stage at this time, a psycho-social experiment or survey research assignment, and other smaller assignments.

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 Catalog to read the full Academic Conduct Policy.

Cell Phone Policy

Please put your cell phone 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. 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 anything 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.

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. As a professional courtesy, please notify the instructor by email of the reason for any missed classes. Notification does not constitute an excused absence. After two absences, a university concerns form may be filed. Since you cannot participate in class activities and discussions if you are not present, the participation grade may be affected by absence, tardiness and/or early departures. **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 5 points per missed class. Tardiness and early departures may result in a loss of 1 to 2 points. The quality of the discussion and activities is dependent on all our participation.

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. All students are required to discuss the assigned readings. You will be evaluated based upon the quality and frequency of your responses and contributions during class, online and in group work. Ten points per week can be earned.

Professional demeanor:

You are expected to model the conduct and behavior befitting a professional educator. Your appearance and the way you conduct yourself should be appropriate to the high standards set by Oakland students. Work should be timely and meet professional standards.

Field Notebook:

Keep notes when you are in the field on what you observe teachers doing, students doing, and their interactions. Focus specifically on Assessments (Formative, Summative, Standardized), Equity (gender/racial/ethnic), Cognitive Development (specifically as it relates to helping or hindering learning), Language Diversity, Funds of Knowledge, Motivation, Behaviorism, Constructivism. Make short anecdotal notes about anything you see that fits. These noticings will be discussed weekly as part of your participation grade.

Assignments:

Students who complete each assignment should not assume that 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, manner of presentation, and degree of professional insight. 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.

Submit all assignments via Moodle.

Please retain a copy of all your work for your own records.

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 grading and 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. As your instructor, I am always concerned about seeing growth, rather than perfection.

Policy for Late Work:

At times, students fall into unexpected challenges during the semester. If this happens to you, be sure to inform your instructor as soon as possible so we 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.

Despite understanding the difficulties that may arise during a semester, an assignment is still considered late if it is not turned in before the class period that it is due. Homework assignments are due before the beginning of class. It is expected that if you do not have an assignment on the day it is due that you notify the instructor at the start of class. Score for the work turned in up to one week late (by the beginning of the next class meeting) is a penalty up to the score x 75%. After the one week deadline, the assignment may not be accepted and a score of “0” may be recorded unless previous arrangements have been made with the instructor. I prefer to work with you when needed, rather than penalize you for lateness. In order for this to happen, you must communicate with me.

Assessments with Percent Possible:

Assignment	Percent Possible	Due Date
Participation	17.5%	
Weekly Assignments	17.5%	
Equity Assignment	7.5%	
Profile of Student	22.5%	
Media Analysis of Teaching	7.5%	
Final Assessment (Urban Teacher)	27.5%	
Total	(400) (divide your score by 400)	

Grading Scale:

Considered "A"s		Considered "C"s		Considered "D"s	
4.0	100%-98.6%	2.9	79.59-78.6	1.9	69.59-68.6
3.9	98.59-96.6	2.8	78.59-77.6	1.8	68.59-67.6
3.8	96.59-94.6	2.7	77.59-76.6	1.7	67.59-66.6
3.7	94.59-92.6	2.6	76.59-75.6	1.6	66.59-65.6
3.6	92.59-90.6	2.5	75.59-74.6	1.5	65.59-64.6
		2.4	74.59-73.6	1.4	64.59-63.6
		2.3	73.59-72.6	1.3	63.59-62.6
Considered "B"s		2.2	72.59-71.6	1.2	62.59-61.6
3.5	90.59-88.6	2.1	71.59-70.6	1.1	61.59-60.6
3.4	88.59-86.6	2.0	70.59-69.6	1.0	60.59-59.6
3.3	86.59-84.6				
3.2	84.59-82.6				
3.1	82.59-80.6				
3.0	80.59-79.6				

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.

Participation (17.5%)

This includes attendance, presentations, online participation, in-class debates and discussions to which you make valuable contributions.

Weekly Assignments/Quizzes (17.5%)

These will be on the text readings for that week. They will be available immediately following class until 11:59pm the night before our in-class meeting. These are crucial to being prepared for class. I encourage you to work together on these quizzes. When we work to co-construct knowledge, the learning experience becomes much richer.

Equity Activity - Individual/Group Project: (7.5%)

This activity is designed to get you thinking about the equity dynamics of the classroom and encourages you to take a more critical look at the classroom through the lens of gender and racial equity. Please remember: equity and equality are not synonymous.

Profile of Student (22.5%)

You will choose one student to follow during the semester. You will create a profile of the student's learner characteristics in three phases based on 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, record memos, have conversations etc. that will enable you to answer the questions. (Please be sure to gain the permission of your cooperating teacher and to be discreet.) Each claim you make about your student MUST be supported by evidence you observed.

Final Assessment-Profile of Effective Teachers (27.5%)

Inform your field placement teacher of the assignment. Let them know that the goals are for us as a class to collectively investigate what effective teachers believe and practice inside their classrooms and how it coincides (or does not coincide) with Ed Psych learning theories. Effective teachers approach teaching and learning in different ways; therefore, we are interested in identifying and delineating these

profiles. Inform them that we will be generating questions to ask during the semester. We will all ask 6-8 of the same questions so we can conduct quantitative analyses of the different responses and create profiles.

RUBRICS FOR ALL ASSESSMENTS WILL BE POSTED ON MOODLE OR PASSED OUT IN CLASS

Tentative Course Outline

Date	Topic	Readings	Assignment Due
Week 1: May 8-10	Introduction(s) Overview of Course and Syllabus Educational Law, Assessment, Effective Teaching	Based on Ch 1 and 15	
Week 2: 5/15- 17	Development Cognitive Social, Moral and Self	Based on Ch 2 and 3	
Week 3: 5/22- 24	Development of Language, Immigrant Education, Culture and Diversity	Based on Ch 5 and 6	
Week 4: 5/29- 31	Learner Differences and Needs, Motivation, Learning and Teaching	Based on Ch 4 and 12	
Week 5: 6/5-7	Behavioral and Cognitive Views of Learning	Based on Ch 7 and 8	
Week 6: 6/12- 14	Cognitive Processes and Constructivism	Based on Ch 9 and 10	
Week 7: 6/19- 21	Social Cognitive Views of Learning and Motivation	Based on Chapter 11	
Week 8: 6/26 7/2, 10:00 am	TBD	TBD	