

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

**EST 6970 Special Studies in Teacher Development and Educational Studies**  
**3 credits, Winter 2018**

**Instructor:** Dr. Anica G. Bowe  
**Office:** 470A Pawley Hall  
**Telephone:** (248) 370-3146  
**E-mail:** bowe@oakland.edu  
**Office Hours:** 4-5pm Thursday & by appointment

**Room:** South Foundation Hall 172  
**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.

**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. Conduct case studies to a) demonstrate their understanding of growth and development from conception through adulthood and b) demonstrate how developmental factors influence learning.
3. Analyze how teachers implement educational psychology principles for effective management and instruction.
4. 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, diversity, and inclusion of students with special needs.
5. Cultural perspectives and how they may affect teaching and learning

## Modes of instruction

In class a variety of learning activities are used. Information will be conveyed using lecture. 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.

## 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 2017-2018 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](http://oakland.joinhandshake.com). Visit [oakland.edu/careerservices](http://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. **Three 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. 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, group presentations, in class discussions.

**Gender Equity Assignment:** Fill out observation sheet and analyze data collectively **(10%)**

#### **Analyze two classrooms: Theories of Motivation (20%)** (*Individually*)

Observe two different teachers at your field placement. Fill out the motivation strategy survey for each teacher. Based on your observations, what is the dominant motivation style or approach inside these learning environments? How effective is it? Justify your response regarding effectiveness with evidence. Which motivational approaches are completely absent? Why do you think this is the case? (e.g. lack of awareness, it doesn't seem appropriate, tried but didn't work etc). According to ed psych theorists, what are the benefits and challenges of using the observed dominant motivational style in the classroom? Be sure to include your reference(s).

Compare both teachers. Which one do you think is more effective in their motivational strategies?

#### **Case Studies (15% of the final grade)**

Throughout the course, you will be introduced to a number of social experiments that were conducted by psychologist to derive theory. Examples of these include Piaget's scenarios (cognitive development), Kohlbergian dilemmas (moral development), Gestalt representations (information processing theory), Bandura's Bobo Doll (social learning theory) etc. Your task is to select a social experiment or (survey/interview/focus group study) to carry out using people you know well (family and friends) as well as those you don't. You will be provided a list of [psycho-social experiments and survey studies](#) to choose from. If you wish, you may work with a partner. For your case study, you are to pose a research question, address it, document your procedure, and report on your findings and conclusions.

#### **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**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment Due</b>
Week 1: 1/04	Introduction(s) Overview of Course  No Child Left Behind Act vs Obama’s Blueprint Reform vs Every Child Succeeds Act		
Week 2: 1/11	Classroom Assessment	Ch. 15	
Week 3: 1/18	Cognitive Development	Ch. 2	
Week 4: 1/25	The Self, Social, and Moral Development	Ch. 3	Gender Equity Observation Sheet
Week 5: 2/1	The Self, Social, and Moral Development	Ch. 3	
Week 6: 2/8	Learner Differences and Needs	Ch. 4	Profile Part # 1
Week 7: 2/15	Language Development, Language Diversity, and Immigrant Education	Ch. 5	
Week 8:2/22	Winter Break		
Week 9: 3/01	Culture and Diversity	Ch. 6	

Week 10: 3/8	Motivation/Learning/Teaching	Ch. 12	Case Study
Week 11: 3/15	Behavioral Views of Learning	Ch. 7	<i>Profile Part 2</i>
Week 12: 3/22	Cognitive Views of Learning & The Learning Sciences & Constructivism	Ch. 8 Ch.10	INTASC assignment hand-out/rubric to pass out to Ed Psych students
Week 13: 3/29	Social Cognitive Views of Learning & Motivation	Ch. 11	Case Study Revisions  Analyze My Classroom Assignment
Week 14: 4/05	Catch-up Day		<i>Profile Part 3</i>
Week 15: 4/12	Gender Equity Assignment Present Case Study		
Week 16: 4/19	Final Paper Due (may turn in before this date) @ 12:00pm/NOON!!!		