

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

FE 3010/5996 (11701): Ed Psych K-12/Child Development, Variability and Learning (4 credits)
Winter 2018

Instructor: Dr. Beth Feiten
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Room: UC2, 229
Time: 5:30 - 8:50
Day: Tuesday

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 as well. 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 come to main campus and 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

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.

Field Experience and Clinical Practice:

This course includes a 30-hour field placement in an assigned elementary/secondary school. The field requirement must be completed in no less than 10 visits over a 10-week period. Many of the assignments for this class indicate activities that are to be completed in the field setting. Because of the number of assignments that will necessitate work in the classroom, with the teacher and with the students, it is imperative that you have good communication with your teacher. *If you do not have a field placement, you must speak with me immediately so that we can find a solution, which may include you making a personal contact, me reaching out to field services, or some other accommodation.*

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 2016-2017 Oakland University Undergraduate 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.

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:

Use a separate notebook that you can turn in (a small composition notebook is fine). Put in headings every couple of pages: Assessment (Formative, Summative, Standardized), Student Guided Learning, Cognitive Development (specifically as it relates to helping or hindering learning), Language Diversity, Funds of Knowledge, Motivation, Behaviorism, Constructivism. During your field time, each week, notice things in these categories in your classroom. Make short anecdotal notes about anything you see that fits. Turn in your notebook in class the week of April 9th.

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.

We will submit all assignments via Moodle.

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

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 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 Points Possible:

Assignment	Points Possible	My Score
Participation	70	
Weekly Online Quizzes	65	
Gender Equity Assignment (Group)	25	
Case Study	40	
Media Analysis of Teaching	20	
Profile of Student	90	
Final Assessment (Urban Teacher)	115	
Field Notebook	25	
Total	450 (4.0)	(divide your score by 450)

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
Considered "B"s		2.3	73.59-72.6	1.3	63.59-62.6
3.5	90.59-88.6	2.2	72.59-71.6	1.2	62.59-61.6
3.4	88.59-86.6	2.1	71.59-70.6	1.1	61.59-60.6
3.3	86.59-84.6	2.0	70.59-69.6	1.0	60.59-59.6
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 (70 pts)

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

Weekly Online Quizzes (65 pts)

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.

Gender Equity Activity - Individual/Group Project: (25 pts)

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

Case Study (40 pts)

Throughout the course, you will be introduced to several social experiments that were conducted by psychologists 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 one type of social experiment or study to carry out using people you know well. 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 the case study, you are to pose a research question, address it, document your procedure, and report on your findings and conclusions.

Profile of Student (30, 30, 30 pts)

You will choose one 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 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.

Your profile will be submitted in 3 stages.

- The first submission will describe the cognitive, moral and psychosocial 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 you provide to support your summary are not included in the page count.

Final Assessment-Profile of Effective Urban Teachers (115 pts)

Step 1

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 urban 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, especially in the contexts of urban schools. 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.

Read the article Daniels, D. H., & Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. *Journal of Applied Developmental Psychology*, 23(5), 495-526.

Step 2:

As a class, we will generate 6-8 questions to ask our field placement teachers. These questions will be created by you collectively and must uncover teacher beliefs regarding child/adolescent development, how development impacts how children/youth learn, and what teachers are doing inside their classroom that reflect (or you might find contradict) their beliefs. Questions should be prompted by class readings and discussions. They must be posed in a way that is non-offensive, reflective, and open-ended. We will create questions throughout the semester.

Step 3:

On two separate occasions (2 rounds) you will ask your field placement teacher the questions we generated. You may email them the question or have a brief, face-to-face conversation (which is preferred). Record their response in any format they are comfortable with.

Step 4:

Post the teacher responses in Moodle.

Step 5: (generating a draft of your final paper - IN CLASS)

In class, we will peruse the first round of responses and generate research questions from that round. Pick a question, answer it, and the following week bring your question and answer to class for peer critique. This is to ensure that we are all on the same page in terms of how to go about the final paper.

Step 6:

Re-read the article Daniels, D. H., & Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. *Journal of applied developmental psychology*, 23(5), 495-526.

Step 7: Final paper (4 - 5 pages, double spaced, 12 font, Times New Roman)

Provide: -

- 3 research questions that you reflected upon during the semester
- Your responses to the research questions (explain how your analysis of the data and your findings support (or do not support) learning theories covered in Woolfolk)
- Based on the article by Daniels and Shumow (2003), describe the teacher profile your field teacher/cooperating teacher more aligns with. Use Table 1 in the article as a guide.

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

Tentative Course Outline

Some classes may be online. You will be notified in advance.

(please remember that quizzes on that week's reading must be done by 11:59PM the night before class)

Date	Topic	Readings (to be done before class)	Assignment Due
Week 1: 1/9	Introduction(s) Overview of Course, Syllabus Developments and Controversies in Educational Law	Gender Equity Survey	
Week 2: 1/16	Assessment	Ch. 15	
Week 3: 1/23	Cognitive Development	Ch. 2	
Week 4: 1/30	The Self, Social, and Moral Development	Ch. 3	
Week 5: 2/6	Language Development, Language Diversity, and Immigrant Education <i>Create Round 1 Questions for teachers together in class</i> <i>Case study 1 planning (15 mins)</i>	Ch. 5	Gender Equity
Week 6: 2/13	Culture and Diversity	Ch. 6	NO CLASS 2/20
Week 7: 2/27	Learner Differences and Needs	Ch. 4	Profile Part 1
Week 8: 3/6	Motivation/Learning/Teaching <i>Upload Round 1 teacher responses to Moodle</i>	Ch. 12	
Week 9: 3/13	Behavioral Views of Learning	Ch. 7	Case Study 1
Week 10: 3/20	Cognitive Views of Learning <i>Upload Round 2 teacher responses to Moodle</i>	Ch. 8	Profile Part 2
Week 11: 3/27	Complex Cognitive Processes <i>Examine Round 1 teacher responses</i>	Ch. 9	<i>Turn in Research Questions for Final paper</i>
Week 12: 4/3	The Learning Sciences and Constructivism <i>Examine Round 2 teacher responses</i>	Ch. 10	Profile Part 3
Week 13: 4/10	Social Cognitive Views of Learning and Motivation	Ch. 11	
Week 14: 4/17	Creating Learning Environments Teaching Every Student	Ch. 13 Ch. 14	Movie Analysis
Week 15: 4/24 Finals	Final Paper due by 12:00 PM You may turn it in earlier		Profile of an Urban Teacher