

EPSY 8640

Educational Psychology
Teaching Apprenticeship

Spring 2011

Department of EFLT

College of Education

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TBA

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EPSY 8640
Educational Psychology Teaching Apprenticeship
Spring 2011
Auburn University
Course Syllabus

1. Course Number: EPSY 8640, Spring 2011
Course Title: Educational Psychology Teaching Apprenticeship
Credit Hours: 3 semester hours
Prerequisites: Admission to the Educational Psychology Doctoral Program
Co-requisites: None

2. Term: Spring 2011
Day/Time: TBA
Instructor: Dr. Paris Strom
Office: 4082 Haley Center
Office Phone: 844-3077
E-mail: stromps@auburn.edu

Office Hours:
T, W, TH 8:00-9:00
And by Appointment

3. Texts:

Required:

Assessment, Development, Learning, & Motivation of Children and Adolescents (2007). Custom Edition.

Compiled from: McDevitt, T. M., & Ormrod, J. E. (2004). *Child Development: Educating and working with children and adolescents*. Second Edition. Stiggins, R. (2004). *Student-Involved assessment for learning*. Fourth Edition. Woolfolk, A. (2006). *Educational Psychology*. Tenth Edition.

Note: Supplementary readings, cases, hand-outs and projects may also be assigned throughout the course. Please purchase a 2" binder.

4. Course Description:

This course considers the teaching of foundational topics in educational psychology inclusive of: development, learning, motivation, and assessment—in an effort to appreciate the whole learner.

The course begins by covering the learner, with emphasis on biological, cognitive, moral and socio-emotional aspects of development. Next, various approaches to learning and motivation will be covered with emphasis on the behavioral, cognitive and learner-centered constructivist theoretical frameworks and applications. Finally, the course will conclude by covering various approaches to assessment.

The primary objective of this course is to provide an apprenticeship through which you will work closely with a professor in the area of Educational Psychology. At course's end you should be prepared to instruct or assist in the teaching of the undergraduate educational psychology courses—primarily Block II courses including: FOUN 3100, 3110, and 3120. To accomplish this you will be paired with an educational psychology faculty member as a teaching assistant. Through this apprenticeship you will practice each of the requisite activities of curriculum delivery and become more familiar with general topics of educational psychology. Your personal reflection and constructive criticism from faculty and peers will assist you in your experience.

5. Student Learning Outcomes:

During your time as an apprentice, you are required to spend at least three hours per week observing and participating in your assigned class. Failure to complete the full allotment of hours will result in a failing grade. This semester, we will be meeting on Tuesdays or Thursdays (dependent upon which day works better for your schedule) from 9:30-12:15 in 2328 Haley Center.

Through this apprenticeship, the student should develop an understanding of the development of a FOUN 3100 course, inclusive of syllabus development, assessment development, and actual teaching. Specifically, the student will gain applied, practical experiences with test development, teaching, and grading throughout the course.

Note: This EPSY 8640 course is the teaching apprenticeship for the FOUN 3100 course, and thus follows the FOUN 3100 course outline below:

6. Course Content:

<u>Week(s)</u>	<u>Content</u>
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Communication; Planning; Collaboration; Assessment

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|---|--|
| 1 | Introduction: An integrated approach to development, learning, motivation, and measurement and evaluation through instructional planning |
| 2 | Validity and Inferences: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms |
| 2 | Pre-instructional assessment: An overview of methods and sources of information used to make preinstructional judgements on the affective, physical and cognitive development of students |

Student Development

- | | |
|-----|---|
| 3-5 | The Multifaceted, complex, unique, and whole learner: An overview of physical, cognitive, and socio-emotional and moral theories of development in relation to the school-aged child |
| 6 | Individual differences: A broadening of students' understanding of the complex learner through a focus on individual variation |

Instructional Strategies; Classroom Management and the Learning Environment

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|------|---|
| 7-11 | Learning-Behavioral conceptions: An introduction, application and evaluation of theories, including relevant concepts, developed in the behaviorist tradition |
| | Learning-Cognitive Processing conceptions: An introduction, application and evaluation of theories, including relevant concepts, developed in the cognitive tradition |
| | Learning –Constructivist conceptions: An introduction, application and evaluation of views, including relevant concepts, developed in the tradition of a learner-centered approach to learning and instruction |

Motivating Students to Learn: A discussion and application of the various theoretical perspectives regarding student motivation

Assessment

- 12 **Formal Assessment –Performance assessment:** An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods.
- 13 **Formal Assessment-Traditional assessment:** An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using fixed response assessment methods
- 14 **Formal assessment-Standardized assessment:** An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods

Course Content Outline:

Tentative Class Schedule

Please note that this schedule was typed on January 1, 2011 and may need to be adjusted throughout the course. Any changes will be announced in class. Students are responsible for being aware of announced changes.

Week 1- Introduction

Thursday January 13

- Introduction to our learning community
- Course, syllabus overview
- Service Learning overview
- Index cards
- Hand out “All About Me”

Week 2- Validity, Inferences, Pre-instructional assessment

Tuesday January 18

- Introductions II- “Truth or Lie”
- Review course requirements
- Discuss written assignment: *All about Me: My Journey as a Learner and a Test-taker*

Thursday January 20

- Visit from Anna Shepherd, Service Learning Coordinator
- *All about Me* assignment due
- Follow-up Discussion on *All about Me* assignment
- Read Chapter 1: *Making a Difference in the Lives of Infants, Children and Adolescents* for Class
- Discuss validity, inferences and pre-instructional assessment
- Validity, inferences and pre-instructional assessment applied activity
- Dyslexia YouTube Video

Week 3- Physical and Cognitive Development

Tuesday January 25

- Read Chapter 2: *Biological Beginnings* for Class
- Read Chapter 3: *Physical Development* for Class

Thursday January 27

- Read Chapter 4: *Cognitive Development: Piaget and Vygotsky* for Class
- Begin discussion of cognitive developmental theorists and theories with emphasis on Piaget and Vygotsky using a Jigsaw format
- Piagetian Tasks

Week 4- Intelligence and Socioemotional Development

Tuesday February 1

- Read Chapter 5: *Intelligence*
- Individual Differences Questionnaires

Thursday February 3

- Read Chapter 6: *Emotional Development* for Class
- In-Class Whole Child Group Exercise

Week 5- Social Development

Tuesday February 8

- Read Chapter 7: *Development of Self and Social Understanding* for Class

Thursday February 10

- Read Chapter 8: *Family, Culture and Community* for Class

Week 6- Social Development (cont.)

Tuesday February 15

- Read Chapter 9: *Peers, Schools & Society* for Class
- Social groups exercise, discuss sociograms
- Dr. Suess's *The Sneetches*

*****Thursday February 17*****

- **Exam I- Chapters 1-9 (Including information presented in both the text and class notes): Introduction, Biological, Physical, Cognitive Development, Intelligence, Emotional and Social Development; Development of Self and Social Understanding, Family, Culture and Community, Peers, Schools and Society**

Week 7 – The Behavioral Theories of Learning

Tuesday February 22

- Read Chapter 10: *The Behavioral Views of Learning* for Class

Thursday February 24

- Discuss applications of the Behavioral Theories of Learning
- Chance, Kohn, Chance: Rewards vs. Learning “reverse” debate exercise

Week 8- The Cognitive Theories of Learning

Tuesday March 1

- Read Chapter 11: *The Cognitive Views of Learning* for Class

Thursday March 3

- Discuss the applications of the cognitive theories of learning including: Learning and Study Strategies Questionnaires, Metacognitive Journals

Week 9- Social Cognitive and Learner-centered Constructivist Theories of Learning and Theories of Motivation

Tuesday March 8

- Read Chapter 12: *Social Cognitive and Constructivist Views of Learning* for Class

Thursday March 10

- *Read Chapter 13: Motivation in Learning & Teaching* for Class
- *Profiles of Motivational Problems* Group Project

Week 10- No Class—AU’s Spring Break

March 14-18

Week 11- Formal Assessment: Selecting Proper Assessment Methods

Tuesday March 22

- Read Chapter 14: *Types of Achievement Targets* for Class

Thursday March 24

- Read Chapter 15: *Selecting Proper Assessment Standards* for Class

Week 12- Formal Assessment: Selected Response and Essay Assessments

Tuesday March 29

- Read Chapter 16: *Selected Response Assessment* for Class

Thursday March 31

- Read Chapter 15 (from former text edition- to be handed out in class) *Essay Assessment* for Class

Week 13- Performance and Standardized Assessment

Tuesday April 5

- Read Chapter 17: *Performance Assessment* for Class

Thursday April 7

- Read Chapter 18: *Standardized Test Development* for Class

Week 14

Tuesday April 12

- Study and Review for Exam II- The Behavioral Views of Learning, The Cognitive Views of Learning, Social Cognitive & Constructivist Views of Learning, Motivation in Learning & Teaching, Types of Achievement Targets, Selecting Proper Assessment Methods, Selected Response Assessment, Essay Assessment, Performance Assessment, and Standardized Test Development (See notes).

Exam II Notes:

The Multiple choice questions will come from the following chapters-

- The Behavioral Views of Learning
- The Cognitive Views of Learning
- Social Cognitive and Constructivist Views of Learning
- Motivation in Learning & Teaching

The Group Essay Exam Section will be based on the following chapters-

- Types of Achievement Targets
- Selecting Proper Assessment Methods
- Selected Response Assessment
- Essay Assessment
- Performance Assessment
- Standardized Test Development

*****Thursday April 14 Exam II*****

Exam II- The Behavioral Views of Learning, The Cognitive Views of Learning, Social Cognitive & Constructivist Views of Learning, Motivation in Learning & Teaching, Types of Achievement Targets, Selecting Proper Assessment Methods, Selected Response Assessment, Performance Assessment, and Standardized Test Development

Week 15

Tuesday April 19

***Service Learning Experiences Presentations Group A

Service Learning Journal Due

Thursday April 21

***Service Learning Experiences Presentations Group B

Week 16

Tuesday April 26

Last Day of Class-Everything must be handed in by this date to receive a grade for the course

Note: All Service Learning hours must be completed by this date

7. Assignments and Projects:

EPSY 8640 Evaluation Criteria:

Facilitation and participation in FOUN 3100

classes..... 25 points

Chapter teaching presentation(*)..... 50 points

Exam I- Introduction, Biological, Physical, Cognitive, Intelligence, Emotional and Social Development Multiple Choice Test Development

**Exam II- The Behavioral Views of Learning, The Cognitive Views of Learning, Social Cognitive & Constructivist Views of Learning, Motivation in Learning & Teaching, Defining Achievement Standards, Selecting Proper Assessment Methods, Selected Response Assessment, Essay Assessment, Performance Assessment, and Communicating with Standardized Test Scores MC Test Development
.....50 points**

Grading All About Me, and Service Learning Journal and either Exam I or Exam II Essay Questions.....50 points

EPSY 8640 Reflective Journal inclusive of Teaching

Philosophy..... 50 points

Total Possible Points

225 points

Facilitation and participation in FOUN 3100 classes (25 points). For this assignment, you will be expected to attend one FOUN 3100 class per week, to facilitate small group exercises when appropriate and to contribute your own personal relevant teaching experiences whenever appropriate.

(*)Chapter(s) teaching presentation (50 Points): For this assignment, you will choose one class and facilitate a *discussion* (this part is *not* a lecture-based presentation) of *all* of the major concepts covered in the assigned readings/chapters for that evening. You may want to develop discussion questions to help you to facilitate the discussion. Your objective is to make sure that the class develops a thorough, deep-level understanding of the readings through *active* participation and discussion. In other words, you must actively involve all of your classmates in your discussion.

After you thoroughly cover the material from the reading(s), you are required to conduct an applied class activity to help your classmates to further apply this information. For example, you may choose to do a game such as Family Feud, Jeopardy, Wheel of Fortune, etc. or you may wish to have the class engage in role-plays, debates, projects or any other type of learner-centered activity to help them to actively participate in learning the information. You have a lot of room to be creative for this part of your teaching presentation—please take advantage of that and try to be as creative as possible. Due to the final number of students enrolled in the course, you may do this teaching presentation in pairs.

Finally, you will need to prepare a detailed outline of the major concepts from your readings for each class member so that they may later use it as a study guide. Please be thorough and comprehensive in your outline. An example of this chapter teaching presentation will be provided by me using Chapter 1: Making a Difference in the Lives of Children and Adolescents.

Examination I and II Development (50 points Total): For this assignment, you will work along with the professor in an effort to develop two multiple choice examinations that will be used in FOUN 3100. I will give you last semester's multiple choice examination to use as a guide/model. I will also provide various textbanks from various textbook publishers which you can use to select what you believe to be the most representative questions. Please be sure to also develop an answer key for these exams.

Grading All About Me, and Service Learning Journal and either Exam I or Exam II Essay Questions (50 points). For this assignment, you will be asked to assist in grading the *All About Me* and the *Service Learning Journal* Assignments. You will develop a rubric for the *All About Me* assignment, and I will provide you with one for the *Service Learning Journal*. You will also assist in grading an Essay section of an Exam.

EPSY 8650 Reflective Journal (50 Points): You will be required to complete a Reflective Journal as part of the course. As part of this assignment, you will keep a journal in which you will write a weekly reflection over what you've learned. As part of this assignment, you will also be asked to write your personal philosophy of teaching.

8. Rubric and Grading Scale:

Grade Requirements:

***A= 90-100 percent of possible points and excellent attendance and participation
Excellent attendance may be defined as having no more than one absence throughout the course***

***B= 80-89 percent of possible points and at least good attendance and participation
Good attendance may be defined as having no more than two absences throughout the course***

C= 70-79 percent of possible points

D= 60-69 percent of possible points

A final grade of “A” demonstrates work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level, conceptual understanding on the part of learner. It is possible to receive 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation.

Additional information is provided in the Class Policy Statements

9. Class Policy Statements

- A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
- E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
- F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to the syllabus and/or course assignments will replace the original materials.
- G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
 - Contribute to collaborative learning communities
 - Demonstrate a commitment to diversity
 - Model and nurture intellectual vitality