

EPSY 8640

**Educational Psychology
Teaching Apprenticeship**

Spring 2013

Department of EFLT

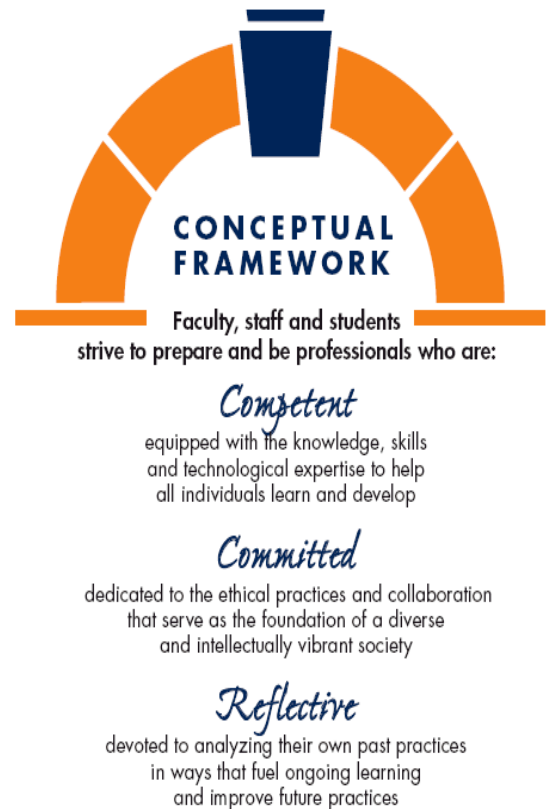
College of Education

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/Wed 3:00-5:00
and by appointment if planned on email at least 2
week days in advance of requested
appointment date

Classroom: VAR Haley Center

COLLEGE OF EDUCATION



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EPSY 8640
Educational Psychology Teaching Apprenticeship
Spring 2013
Auburn University
Course Syllabus

1. Course Number: EPSY 8640, Fall 2013

Course Title: Educational Psychology Teaching Apprenticeship

Credit Hours: 3 semester hours

Prerequisites: Admission to the Educational Psychology Doctoral Program

(This section of this course is only for Educational Psychology Doctoral student advisee and is an on campus offering. It is for students who are able to attend meetings and class observations in an onsite manner at our main Auburn University campus.)

Co-requisites: None

2. Term: Spring 2013

Day/Time: VAR

Instructor: Dr. Paris Strom

Office: 4082—on 4th floor of Haley Center

Office Phone: 844-3077

E-mail: stromps@auburn.edu

Office Hours: Tues/Wed 3:00--5:00

and by appointment made on email 2 days before requested date

3. Required Course Readings:

Online readings will be provided via URL links. A few handouts will also be provided. The readings that will be assigned will be expected for reading by all students in this course. Later, for written assignments, some readings will be divided up among students who will then concentrate their time on making course materials from these readings.

Note: There may also be some additional supplementary readings, cases, hand-outs and projects to be assigned throughout the course. Please purchase a 2 inch wide, 3-ring binder to contain and organize any and all handouts as well as printed out versions for each of the readings assigned.

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 and observe an instructor in a FOUN course. At this course's end you should be prepared to instruct or assist in the teaching of the undergraduate educational psychology courses— 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 six different class sessions observing and participating.

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

BLOCK II Courses: This EPSY 8640 course is the teaching apprenticeship for : FOUN 3100, FOUN3110, and FOUN3120 courses. Just as a sample, the below is for FOUN3100 to provide a larger picture of readings and activities that you may observe. The FOUN3110 and FOUN3120 have similar layout although they are for the secondary level teachers as well as they split the below content for each course rather than combine it within one course as the FOUN3100 does. The below is simply to get your oriented to the overall curriculum map and overall content that both the FOUN3100 as one 6 hour course, and the FOUN3110/3120 (as two separate courses) address for undergraduates.

6. Course Content:

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

Introduction: An integrated approach to development, learning, motivation, and measurement and evaluation through instructional planning

Validity and Inferences: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms

Pre-instructional assessment: An overview of methods and sources of information used to make pre-instructional judgments on the affective, physical and cognitive development of students

Student Development

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

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

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

Formal Assessment –Performance assessment: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods.

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

Formal assessment-Standardized assessment: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods

Teaching & Working with Undergraduate Teachers-to-be:

Instruction, Engagement, Management, Assessment, Motivation, Service Learning, Planning and Policies—This topic will run throughout the course and throughout many of the above topics of study in this course.

MEETINGS (with 8640 instructor)

First 3 8640 MEETINGS: planned for WEEK 1, 3, and 5

Second 2 8640 MEETINGS: (to be planned) around WEEK 7 and 9

Final 8640 MEETING: (to be planned) around WEEK 12

OBSERVATIONS of FOUN classes (required for EPSY 8640):

OBSERVATION 1 --- Attend WEEK 1 of FOUN course

OBSERVATIONS 2-12 will be from WEEK 1 until WEEK 13 to complete all onsite observations of FOUN classes. Be sure to observe a minimum of 12 times, each time must be on a different date.

Do not be distracting to the instructor or students. Do not check cell phone, etc. The class sessions observed will be those taught by one or more of the GTAs or Adjuncts.

Dates and times for all of these sections have been posted. Please plan at least a full business week ahead of time with each instructor you wish to observe so they know you will be observing them. Confirm their class room number, time of their class on each day, and the exact date for the last class day they will be holding. They likely will not have class on the campus last class day. It will likely be earlier which means you will need to hold your observations according to within their last class day will be.

ASSIGNMENTS and Requirements FOR EPSY 8640:

Full List of Course Tasks will be agreed upon in a contract with each student. Below are common tasks chosen as assignments.

*Reading of all readings provided as well as handouts and the full textbook, "Adolescents in the Internet Age". (Required) Read readings needed to complete assignments below first and then as you progress in the course, also read, off and on, "Adolescents in Internet Age". Compilation text will be used for observing in 3120.

* Observation and participation in 12 weekly FOUN class sessions. Each time observed must be emailed to me and CC to the instructor whom you observed so they have a record of you observing as well. (Required)

* 12 Observation Journals or 12 powerpoints: For each observation, you will write a short summary of what was observed including (A) description of the main concepts taught, (B) description of an activity used during the class to engage the students and (C) anything else worth mentioning. This task is intended for you to reflect on what you observe at each observation. Word count minimum per journal must be 400 words and no more than 550 words. This minimum count does not include instructions, headings or other info. -- 20 pts each (120 pts)

For your skeletons and tests, (below) you each must have chosen 3 different readings from classmates, using the list of URLs provided to you so that then sharing will have benefit and will help you build up a set of materials you can use in future teaching. I'll help facilitate this in order to ensure all students have chosen different readings.

* 10 Tests: Choose your readings first in coordination with others. Each test must be covering content presented from each reading agreed upon and only from that reading. For each test, at least 14 items must be select response in format and 6 must be short answer-higher order thinking type). These tests will be of use in teaching courses such as FOUN 3110, FOUN3120 and/or FOUN3100. Please be sure to also develop an answer key for these exams. -- 60 pts each (180 pts)

* 10 Outline Content "Skeleton" Concept Maps: These must be for each of the select response tests you create. Each skeleton map must also be created from a reading agreed upon. It will help you form a blueprint for a test you design. Three different readings must each have their own skeleton and their own test. The skeleton functions as an outline during instruction or pre instruction as an advance organizer and as a study guide for tests. Please be thorough in your outline. An example will be provided by me with 007 cards for a particular module of instruction and a map. Your skeletons can be the start of Powerpoints or study guides, all of which provide the basic set of specific concepts that are of focus. -- 60 points each (180 pts)

* 7 Meetings: At each of our meetings you will work on a short project during the time frame of the meeting time. Each meeting will be worth 50 points (200 points). This will involve written assignments being done at the meeting alone and/or collaboratively where possible. For example, at one of the meetings you will create two brief rubrics to judge student performance or products. For another meeting we will focus on creating an assignment or assessment prompt with instructions. At another meeting we will shape your syllabi (filling in missing pieces and noting salient elements). Only the red areas in the template I provide you will you fill in. You will be provided with a template that then you fill in with the missing areas. -- 20 points each (80 points)

Total Possible Points

8. Grading Scale and Requirements:

A= 90-100 percent of possible points and excellent attendance and participation

B= 80-89 percent of possible points and at least good attendance and participation

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.

Schedule of Due dates for all Course Assignments.

The assignments listed in this syllabus will be due according to deadlines in contract.

Additional information is provided in the Class Policy Statements (next section)

9. Class Policy Statements:

A. Required Attendance: Students are expected to attend all classes and will be held responsible for any content covered in the event of an absence. Any and all absences (excused and unexcused) must be made up by attending a missed meeting or missed observation at a later time (before deadlines for meetings and observations lapse). If there is a shortage of observations or meetings attended (which are not made up) then the course grade in final form is dropped by one grade per each missed meeting and by missed observation. With each meeting and observation, a student's grade is dropped by one letter grade for the final course grade. This policy allows for dates when sickness, weather or other reasons prevent a person from attending class or observing but also then still holds them to proper course expectations that the university stands by for learning, active engagement, etc. and follow-through of class duties and assignments.

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.

B. Make-Up Policy: Please make up any missed 8640 meetings or missed observations as soon after an absence as possible. This will allow you to then stay on target in finishing course obligations.

C. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in University Policies will apply to this course. 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. Unless stated otherwise, all work and assignments are to be completed by each student without help from others and without collaboration with others.

D. Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate day and time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). - - Last Updated: Jan. 24, 2011

E. Course contingency: If normal class and/or observation activities are disrupted due to campus wide illnesses, emergency, or a 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. These will be emailed to students for notification.

F. 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

G. Sharing for a community of learning: It is recommended that near the end of the semester, when done with your work, to share with others in our class either 1 test and 1 skeleton or 2 skeletons or 2 tests. Mutual or reciprocal sharing, within reason, is important since it demonstrates collaboration and will then enable you to expand your

tool set considerably. I'll share with you numerous materials that I have developed and some I have co-developed with others. Share your work ONLY once done with your work and once the others are done with theirs as well (maybe during Week 14 or 15). Please keep the sharer's name on all materials they have created that they have chosen to share with you. They will be expected to use the same professionalism with your work as well.

H. Technology in Assignments Submission and Communication: All written work must be submitted in Word files, Inspiration files or Powerpoint files where the pertain. When work is in a file, then it's easier to keep these works in an archived manner by the instructor. I'll confirm with you when I receive work from you so you know I have received the work. All work submitted for the course must be typed and submitted online. Communicating on email periodically is very important. Please keep me updated on your work in progress for the course. Do not let time pass without keeping me informed.

I. Scaffolding: This instructor will provide formative feedback to work submitted but only in such a way where it forces the learner to pay attention more to improving their own work. Typos, grammar, spelling and other minor errors I can note for you to check on a certain page, slide, etc but you as student must find those errors and correct them. Additionally, if this instructor feels that ample support through formative feedback has been provided for a particular assignment then the instructor will speak with or email the student that this is the case and that they as the learner must take the remaining duty to improve the work in the best possible way they can do as the student, without further assistance.

J. Late Work: Late work may have points deducted using the following scale per day that it is late:

Assignments -- as much as 5 points per day deducted after due date has passed

*If you think you need an extension for an assignment then please contact me on email before the due date and request more time and specifically state the requested date and time by which you can commit to submitting the work. This can help you (if you need more time) but does so by having you make a commitment to projects and sticking by those agreements.

K. Online source for campus-wide policies: Please be aware that the Tiger Cub no longer exists. General Counsel now maintains a single website (University Policies site) that serves as the ongoing collection area for University Policies. The link is provided. <https://sites.auburn.edu/admin/universitypolicies/default.aspx>
This site has a search engine for locating AU campus wide policies.

L. NOTE: Tentative Syllabus: Please note that this syllabus and class schedule was typed on Jan. 2013 and may need to be adjusted throughout the course. Any changes will be announced in class and on email. The student is responsible for being aware of announced changes. This syllabus only applies to Spring 2013 enrolled students taught by this instructor on record.

Thank you for reading this syllabus to be informed about this course!

--End of syllabus--