

**EPSY 8640**

## Educational Psychology Teaching Apprenticeship

**Spring 2019**

**Department of EFLT**

College of Education

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**Office Hours:**

Wednesdays 9:00-11:00 a.m. plus 11:45 to 1:45

and by appointment to be planned/confirmed

on email at least 2 days in advance of requested date/time.

## EPSY 8640

**Educational Psychology Teaching Apprenticeship Spring 2019**

**Auburn University** **Course Syllabus**

1. **Course Number:** EPSY 8640

**Course Title:** Educational Psychology Teaching Apprenticeship

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to the Educational Psychology Doctoral Program

**Co-requisites:** None

1. **Term:** Spring 2019

**Day/Time:** Meeting dates to be planned in accordance with student schedules.

**Instructor:** Dr. Paris Strom

**Classroom**: 4080

**Office:** 4080 Haley Center

**Office Phone:** 844-3077

**E-mail:** [stromps@auburn.edu](mailto:stromps@auburn.edu)

##### Office Hours:

Wednesdays 9:00-11:00am, 11:45 to 1:45, and by appointment to be planned & confirmed at least 2 business days in advance of requested date and time

**Phone and email check times:**

M-F before or by 9:30am and at 3:00pm.

##### Texts: Required:

**\*Thinking in Childhood and Adolescence - Paris Strom & Robert Strom**

**Note:** Supplementary readings, cases, hand-outs and other materials may also be assigned throughout the course. Please purchase a 2” binder.

##### 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 the course’s end you should be prepared to instruct and/or assist in the teaching of the undergraduate educational psychology courses—primarily Block II courses including: FOUN 3100/3103, 3110/3113, and 3120/3123. To accomplish this you will be paired with an educational psychology faculty member (only this section instructor) as a teaching assistant apprentice.

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 will assist you in your experience.

Special note: This section for this semester is designed with a master/apprenticeship ratio of one instructor (master) to one student (apprentice) only so this simply means that only as many as one student will be permitted to be enrolled due to the complexities of the course and its demands.

##### Student Learning Outcomes:

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 instructional delivery (on Canvas video for this course section due to the child development course being 3103). Specifically, the student will gain applied, practical experiences with assessment development, teaching, and grading throughout the course.

Note: This EPSY 8640 course section is the teaching apprenticeship for the FOUN 3100/3103 course, and thus follows roughly the FOUN 3100 generic course outline below which serves simply as an example of overall content covered. The below is just a general, effective example of the types of content taught in the course (Child Development FOUN 3100/3013) but please note that some week by week sequencing may differ across sections due to varying demands and challenges of this distance versus on campus section or occasional diversity between instructors in their course layout.

1. **Course Content: *A Generic Core Scope and Sequence***

##### Week(s) Content

**Communication; Planning; Collaboration; Assessment**

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
3. **Pre-instructional assessment:** An overview of methods and sources of information used to make pre-instructional 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

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

1. **Formal Assessment –Performance assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods.
2. **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
3. **Formal assessment-Standardized assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods

**Class Outline & Schedule (just an example)**

# Week 1- Introduction

* + 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

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

### Week 3- Physical and Cognitive Development

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

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

* + Read Chapter 5: *Intelligence*
  + Individual Differences Questionnaires
  + Read Chapter 6: *Emotional Development* for Class
  + In-Class Whole Child Group Exercise

### Week 5- Psychosocial Development

* + Read Chapter 7*: Development of Self and Social Understanding* for Class
  + Read Chapter 8*: Family, Culture and Community* for Class
  + Discuss “Tiger Mom” articles

### Week 6- Social Development

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

##### Exam I Notes:

All exams will involve the task to create Powerpoints, selected response tests, and higher order thinking class activities based on all of the below according to each week’s reading sources.

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

### Week 7 – The Behavioral Theories of Learning

* + Read Chapter 10: *The Behavioral Views of Learning* for Class
  + Discuss applications of the Behavioral Theories of Learning
  + Chance, Kohn, Chance: Rewards vs. Learning “reverse” debate exercise

### Week 8- The Cognitive Theories of Learning

* + Read Chapter 11: *The Cognitive Views of Learning* for Class
  + Discuss the applications of the cognitive theories of learning including: Learning and Study Strategies Questionnaires, Metacognitive Journals, Reading Comprehension

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

* Read Chapter 12: *Social Cognitive and Constructivist Views of Learning* for Class
* *Read Chapter 13: Motivation in Learning & Teaching* for Class
* Susan Boyle You Tube Clip
* *Profiles of Motivational Problems* Group Project

### Week 10- Formal Assessment: Selecting Proper Assessment Methods

* + Read Chapter 14*: Types of Achievement Targets* for Class
  + Read Chapter 15: *Selecting Proper Assessment Standards* for Class

### Week 11- Formal Assessment: Selected Response and Essay Assessments

* + Read Chapter 16: *Selected Response Assessment* for Class
  + Read Chapter 15 (from former text edition- to be handed out in class) *Essay Assessment* for Class

### Week 12- Performance and Standardized Assessment

* + Read Chapter 17: *Performance Assessment* for Class
  + Read Chapter 18: *Standardized Test Development* for Class

### Week 13 Exam II

* + 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:

All exams will be the task to create Powerpoints, selected response tests, and higher order thinking class activities based on all of the below according to each week’s reading sources.

* + 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 Interpretation and Development

**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

***Week 14:*** *PRESENTATIONS BY CLASS TEAMS*

***Week 15:*** *PRESENTATIONS BY CLASS TEAMS*

##### Assignments for the Apprentice in EPSY 8640:

##### Option A: A list of assignments will be created and an agreement will be formed with exact list. This list will be selected by the student and then agreed upon by instructor.

**Option B: All items below constitute course work for Option B.**

**Item 1**: Each week (for 9 weeks)—From a reading source(s) that I designate, create one “Lesson pack” consisting of: one chapter PPT (*can be selected content from a chapter*), one selected response test based on the selected content, 1 authentic assessment based on selected content, and 1 lesson plan encompassing the above components with lesson objective(s).70 pts (630 points)—*See breakdown in Canvas for point worth per part shown above.* These 9 should be done outside of our meeting time and I can go over feedback with you at our meetings and sometimes when possible via email.

**Item 2:** At least 4 video lecture presentations must be created (each on a different chapter and/or portion of the text chosen). These can be completed at our meetings. 50 pts (200 points). I will direct you as to which content would be most appropriate to present on.

*See breakdown in Canvas for point worth per video presentation shown.*

From Items 1 and 2, you will choose your best two lessons taught in Canvas that have all materials as described for Item 1 and 2 plus also containing materials in the Assessment Report (see this in Canvas). Quick reference pages are shown below for assignment SLO3a, SLO3b, and their scoring rubrics. More details on how to present these materials in a “Portfolio” on the G-Drive will be shared at our meetings and I will work with you at a meeting or meetings as you combine materials, label them, and post them in G-Drive.

Samples of instruction and assessments for this section (since it is in distance education mode) will be shown to you at our meetings and an apprentice’s lesson pack and video lectures must adhere to my distance education design specifications. I need to see your materials you prepare and provide you feedback *before* any video or other instructional material or assessment is posted for students to see or respond to for their 3103 course.

##### Item 3: SLO3a: see page 5 of Assessment Report / rubric on pg 11 90 points

**Item 4: SLO3b:** see page 5 of Assessment Report/ rubric on pg 1190 points

**Item 5:** Meeting attendance on 12 dates to be plannedRequired

**Total Possible Points 1010 points**

##### Rubric and Grading Scale:

Grade Requirements:

##### A= 93-100 percent of possible points

##### B= 80-92.99 percent of possible points

##### C= 70-79.99 percent of possible points

##### D= 60-69.99 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. Specific criteria for success on each of the Assignment Items 1-5 will be explained to students at select meetings.

**May 1—11:59pm** -- **Everything** must be handed in by this date to receive a grade for the course for this term. After this date and time, Canvas shuts off from submissions and no further work will be accepted after that time except by agreement for an IN (Incomplete) for the term.

*Additional information is provided in the Class Policy Statements below.*

1. **Class Policy Statements:**
2. 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.

1. 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).

1. 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, and addendum to the syllabus and/or course assignments will replace the original materials.

1. 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

NOTE: This is a tentative syllabus. Any changes will be announced in class and on email and in the Canvas Announcements. Students are responsible for being aware of any changes that are made.

Thank you for reading this syllabus and meeting with me to be informed about this course. It will be a great opportunity for your learning and development as a student and soon-to-be educational psychologist!