EDUC 382/582  Psychological Foundation of Education (3 units)  Fall 2017

Time: 1-3:50; 4:40-7:30 Thursdays
Room: MRH133
Instructor: Sandy Buczynski, Ph.D.
Email: sandyb@sandiego.edu
Office number: MRH 249; 619-260-7991
Office Hours: T 1:30-4:30 p.m., Th 12-1 p.m. or by appointment

Course Description

This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning. In addition, students observe in a K-12 classroom for 8 hours to further make these connections.

Specifically, the course examines the processes and environments that promote learning. The following questions are explored throughout the course.

- How does learning occur?
- What environments promote learning?
- What processes enhance learning?

Students:

- Read and discuss the relationship between theoretical and empirical research and learning.
- Integrate both theoretical and empirical research into practice through assignments.
- Critically analyze technology and the environment in which it promotes learning.

Field Experience: Multiple structured observations (8 hours) focused on child development, student motivation, and the integration of instruction and classroom management are required.

Course Objectives/Candidate Outcomes: K=Knowledge, S=Skill, D=Disposition

Outcome I.  Academic Excellence, Critical Inquiry and Reflection

- Discuss key issues in educational psychology such as learning processes, instructional designs, developmental mechanisms, motivation, socio-cultural foundation of learning, individual differences, assessment, research methods, atypical development, social, moral and personality development (K)

- Define the strengths and limitations of major theoretical and research frameworks in educational psychology. (K)

- Distinguish between formal and informal assessment and explore research for improving educational practices (K)
• Effectively integrate theories and research in educational psychology into the analyses of actual cases in K-12 situations (S)

• Compare US-based pedagogy to non-US based pedagogy or educational practices, and explain how K-12 students in the U.S. could benefit from it and why it is the case in terms of key psychological theories and research on learning. (K)

Outcome II. Community and Service

• Participate in 8 hours of classroom observation in urban and/or suburban schools (S)

• Outline how to establish positive socio-cultural atmosphere for enhancing students’ engagement in classroom (K)

• Define the importance of community and family for improving educational practices (K)

Outcome III. Ethics, Values and Diversity

• Critically discuss different types of learning beliefs/values that underlie educational assessment and instructional activities (S, D)

• Appreciate and advocate diverse socio-cultural values in education (K, S, D)

• Evaluate what should be done for reducing social class, ethnic, and gender differences in school performance (K, S)

Textbooks/Readings: We are part of USD library’s Open Education Resource initiative. All reading material is free (including the textbook) and can be found on the Learning Management System, Blackboard. In addition, we will be using the library’s link to OER for our own research papers.

Textbook (Required)

Readings:


Class participation: You are required to actively participate in class discussions, online activities, and project presentations. Your preparation for the class and active contribution to the class constitutes an essential part of learning in the course. An attendance folder will be circulated weekly for you to initial.

Assignments:

**MODULE 1**

1) **Case study or Cognitive video analyses**: You will research select a teaching video or written case study to analyze in terms of the teacher’s theoretical approach to teaching.
   
   An example analysis: [http://etad.usask.ca/802papers/Skaalid/casestudy.html](http://etad.usask.ca/802papers/Skaalid/casestudy.html)

2) **Reading Presentation**: You will sign-up for one topic and find a relevant reading to share with the class. You will present the research findings/implications/essential ideas discussed in the reading in small group settings. Your presentation needs to address key theoretical issues discussed in the article and open up an essential discussion that is relevant to teaching. (Be creative and engaging: NO PowerPoints)

3) **Entrance / Exit cards**: These will consist of 5 multiple choice questions on content presented in class.

4) **Philosophy of Education**: This is a two-page (double spaced) statement of your goals and beliefs as a teacher.
   
a) Take the educational philosophy “test” to help tease out your belief system.
   
b) Follow the “HOW TO” suggestions found: [http://www.edulink.org/portfolio/philosophies.htm](http://www.edulink.org/portfolio/philosophies.htm)
   
c) example PoE can be found: [http://www2.sfasu.edu/cte/Michelle_Files/HMS_300_Web_Content/PhilosophyofEducation.pdf](http://www2.sfasu.edu/cte/Michelle_Files/HMS_300_Web_Content/PhilosophyofEducation.pdf)

**MODULE 2**

5) **OER library research on a personal question based on psychological theory**

Access OER via Copley library: [http://libguides.sandiego.edu/copleyoer](http://libguides.sandiego.edu/copleyoer)

Develop a personal question you have about key theoretical issues that are relevant to your future teaching. Investigate this question by finding evidence to support claims. This is a literature review using only “library” sources. Each relevant source will be documented through an APA formatted annotated bibliography. Then a minimum of 6 sources will be sorted into categories (answers to the research question).

Use the questions below to help organize your 5-10 page double spaced paper. After submitting the paper, participate in a 10 minute presentation of your library research using a poster, Powerpoint, Prezi, or Slide Carnival using a World Café format.

These questions will assist you in writing up your OER library research:

Develop an annotated Bibliography to organize references into key categories.

1) **Introduction** (Your question, and why it is important to you.)
2) **Background** (Why is this issue important in the field of education at the present time?)
3) Literature Review (Share findings from readings that may shed light on your question.)
4) Conclusion (What are the implications for your future teaching, based on the answer to the question researched. How does this relate to the content that has been discussed in class?)
6) Reflection on the process (What did you learn from doing this OER research project)?

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<thead>
<tr>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
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<tbody>
<tr>
<td>Introduction, Background, and Question</td>
<td>Sections provide only fragmentary description of what was done and why</td>
<td>Sections provide a clear and complete description of what was done and why</td>
</tr>
<tr>
<td>Conclusion and Reflection</td>
<td>Evidence to support the author’s interpretation of an answer to the research question is absent or unconvincing.</td>
<td>Some evidence is provided that supports the claims for the answer to the research question.</td>
</tr>
<tr>
<td>Integration of course material</td>
<td>No connections to course material present, or connections are inappropriately inserted and/or demonstrate little understanding.</td>
<td>Appropriate and accurately understood connections to course material are present.</td>
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</table>

For this project, you will observe K-12 classroom(s) for at least 8 hours and write a short paper in which you “R”espond to, “E”xpand upon, “A”rgue with, “C”omment on, and “T”hink about what you have observed. When writing your paper, please keep in mind:
IMPORTANT: It is crucial that you do not reveal any personal information regarding the identity of the teachers, the students, or the school. Also, please do not interfere with the learning activities. Your role is an observer, not a classroom assistant.

1) This 8 hour observation requirement is a part of your field placement. For these 8 hours, please keep an “observation record” that includes the name of the school, name of the host teacher, date & times of the observation, grade & subject of the class, any special circumstances of the observation (field trip, lock down, etc), content being studied & where this falls within a unit plan, planned activities, and demographics of students ( #, boys, girls, IEP, special needs, etc.) . At the conclusion of your 8 hours, please have the host teacher initial this observation record.

2) Take field notes about key issues such as (a) classroom settings, (b) characteristics of the teacher, (c) characteristics of the students, (d) learning designs, (e) students' responses, (f) teacher-student interactions, etc. Also think about how each task is introduced, the nature of the task, students' performance, the effectiveness of the learning design, how students receive feedback, etc.

3) After completing 8 hours of observation, R.E.A.C.T. to what you observed. Compare and contrast “theory” (USD class discussions & readings) with “practice” (what is actually going on in the K-12 classroom). Start writing a paper that discusses the following issues:

• RELATE Theory to Practice: Based on the observed relationship between students (in general) and the teacher, classroom environment & activities observed, how would you describe the theoretical leanings of this classroom ---constructivist, behaviorist, etc.? Provide an observation example to support this claim.

• EXPAND UPON: Choose one episode from your observation and give analyses/discussions of students’ motivational orientation, teachers’ technique to motivate students, and your recommendation for improving students’ motivation in reference to the motivational theories/research we discussed/read.

OR

• EXPAND UPON: Choose one episode from your observation and give analyses/discussions of how the teacher did or did not use emerging brain research in the lesson. Give your recommendation for improving the learning activities. Relate to the theories/research we discussed/read.

• ARGUE: What was the least effective learning activity? Why? What specific evidence supports this claim of “least effective learning activity?” How was learning measured? What created the problem? How can we explain its problem(s) in terms of the developmental principles and learning theories/research we discussed/read? How would you remedy the situation based on the theories/research we discussed/read?

OR
ARGUE: What was the most effective learning activity? Why? What specific evidence supports this claim of “most effective learning activity?” What motivated students to be engaged? How can we explain this motivation in terms of the developmental principles and learning theories/research we discussed/read? How would you use this technique in your classroom?

- COMMENT ON: The classroom setting. Describe the setting of the classroom. Were students working in groups? If so, were the groupings effective? How was an inviting classroom environment maintained? What was the relationship between teaching and learning in this context?

- THINK ABOUT your learning that took place during these 8 hours of observation and summarize how it contributed to your growth as a future teacher.

4) We will have a few peer review exchange sessions for each section of the R.E.A.C.T paper. Please bring the newest draft of your paper to those classes.

5) Organize a paper (that answers the above questions in reference to our class discussions and our readings). Please submit your paper along with your field notes and completed observation record no later than .

6) Your paper will be evaluated as follows:

**Rubric for Evaluation of Observation Project**

<table>
<thead>
<tr>
<th></th>
<th>Developing</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>“R”elate theory to practice</td>
<td>Fragmentary description of relationship between teacher and students was superficial, and/or judgmental rather than evidence based.</td>
<td>Description included an overall picture of teacher/student interactions, however, no specific evidence was provided.</td>
<td>The connection between teacher and students was clear. The theory behind the teacher’s actions was summarized (behaviorism, constructivism, etc.) with evidence to support this position.</td>
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<tr>
<td>“E”xpand upon one episode from the observation</td>
<td>Select one particular event from a teaching scenario that your observed. Describe this event in terms of a theory or research discussed in class.</td>
<td>Expansion of a specific teaching event was descriptive and detailed. Now make connections of this “real world” event to an educational psychology theory.</td>
<td>Expansion included analyses/discussions of how the teacher did or did not use emerging brain research in the lesson or how teacher’s approach relates to the theories/research we discussed/read.</td>
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<tr>
<td><strong>“A”rgue to defend or challenge a particular teaching event</strong></td>
<td>In order to argue, you must take a stand. Was the teaching activity effective? Or not effective? What evidence can you present to support this position?</td>
<td>An argument must provide explicit evidence to support its claim. Give examples of what made the teaching event effective/not effective.</td>
<td>An “A”rgument was provided to defend/challenge a specific teaching event. A position was taken, evidence presented, and conclusion drawn.</td>
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<td><strong>“C”omment on Classroom setting</strong></td>
<td>Descriptive writing details what the author is observing as he/she is sitting in the classroom. Was the setting traditional? Geared to technology? Etc.</td>
<td>The mechanics of the setting were described, but how did the classroom set-up make you FEEL as a learner?</td>
<td>The teaching environment was described as though the reader were in the classroom. Demographics, classroom set-up, role of technology, and décor were described.</td>
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<tr>
<td><strong>“T”hink about the takeaways of this observation for your teaching</strong></td>
<td>The record reflects that you completed your 8 hours of observations. Describe how you might try some of the strategies observed in this assignment in your own classroom.</td>
<td>A description of new learning (on your part) that could be incorporated into YOUR teaching was included.</td>
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<tr>
<td><strong>Quality of Writing</strong></td>
<td>There are frequent problems with spelling, sentence structure, organization, word selection. The paper needs to be returned and rewritten before further evaluation. The paper is mechanically sound but the thesis is underdeveloped.</td>
<td>The paper is mechanically sound and the writing is persuasive and compelling.</td>
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**MODULE 3: Application of educational psychology**

**Assessment Plan/Grading Criteria/Rubric**

The final grade is calculated based on the following criteria:

- Class participation: 100% expected (-5% per absence after the first)

MODULE 1
Case study/teaching video analysis: 10%
Theoretical Reading presentation 10%
Philosophy of Education 10%
Exit Cards 10%
MODULE 2
OER research paper: 30%
MODULE 3
R.E.A.C.T. paper: 30 %

The following table shows the correspondence between letter grades and 100 point scale scores.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>100 pt score</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>86-89</td>
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<tr>
<td>B</td>
<td>83-85</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<td>C</td>
<td>73-75</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>66-69</td>
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<td>D</td>
<td>63-65</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>0-59</td>
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**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> 9/7</td>
<td>Introduction: Why be a teacher? Benefits &amp; challenges of 21st century learning and teaching Philosophical paradigms on learning Your learning identity and belief Powerful learning experiences/intrinsic motivation to learn</td>
</tr>
<tr>
<td><strong>Week 2</strong> 9/14</td>
<td>Models of Learning &amp; Teaching Eric Erickson: Psycho-social development B.F. Skinner: Behaviorism</td>
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<td></td>
<td><strong>Theoretical reading presentation sign-up sheet</strong></td>
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<tr>
<td><strong>Week 3</strong> 9/21</td>
<td>Constructivism Social cognitive learning theory Piaget Jerome Brunner</td>
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</tbody>
</table>
| Week 4 | 9/28 | Memory strategies  
Problem solving  
Metacognition  
Task analysis | Seifert, Chap. 2  
con’t Learning process |
| Week 5 | 10/5 | Brain and cognition  
Individual/group differences  
Intelligence and socio-cultural norm  
Theories of Intelligence  
How the brain works  
Growth mind-set | Kohn (2005), Unconditional Teaching  
Bronson & Merryman (2010)  
Brainstorming |
| Week 6 | 10/12 | Understanding a typical student  
Physical, Cognitive, Social, & Moral development  
Self-determination theory  
Understanding children's mistakes | Seifert, Chap. 3  
Student Development  
Willingham (2009)  
Why don’t students like school?  
Blad (2016)  
Growth mindset |
| Week 7 | 10/29 | Learning goals: Standards, 21st century learning  
Curriculum frameworks  
Writing measurable objectives  
Multicultural & anti-bias education  
Misconceptions | Chap. 10  
Planning Instruction  
Deutscher (2010)  
Does language shape how you think?  
Hansen, Buczynski & Plunkett (2015)  
chapter 6 |
| Week 8 | 11/2 | Language development  
Community of practice  
Hidden curriculum  
Socio-cultural norm in education | Seifert, Chap. 8: Classroom communication  
Nokes-Malach & Gadgil (2015)  
collaborative learning |
| Week 9 | 11/9 | Motivation: theories and research  
Intrinsic vs. extrinsic motivation  
Goal theory  
Attribution theory | Seifert, Chap. 6: Student motivation  
Deci (1995)  
Why we do what we do (YouTube)  
Dweck (2000)  
Self-theories |
| Week 10 | 11/16 | Individual styles of learning  
Multiple intelligences  
Gender differences  
Different cultural expectations | Chap. 4: Student diversity  
Dillon (2010)  
small is better  
Hodgkinson & Parks (2016)  
Teachers as Air Traffic Controllers  
Lubienski (2007)  
Achievement Disparities |
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<tr>
<th>Week 11</th>
<th>HAPPY THANKSGIVING</th>
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<tr>
<td>11/23</td>
<td>Chap. 11 &amp; 12: Assessment</td>
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<th>Week 12</th>
<th>Measurement &amp; Evaluation</th>
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<tr>
<td>11/30</td>
<td>Validity &amp; Reliability</td>
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<td>Criterion based assessment</td>
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<td>Formative &amp; Summative assessment</td>
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<td></td>
<td>Observation &amp; Questioning</td>
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<td>Rubrics</td>
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<td>Standardized exams: AYP (Adequate Yearly Progress)</td>
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<td>Central tendency, variability, standard deviation</td>
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<td></td>
<td>Assessment strategies: Authentic, portfolio, practical, take-home, multiple choice, essay, project-based, mind-growth</td>
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<td>Providing feedback</td>
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<td></td>
<td>Chap. 11 &amp; 12: Assessment</td>
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<td>Wormeli (2006) Accountability</td>
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<tr>
<th>Week 13</th>
<th>Arranging classroom space</th>
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<tr>
<td>12/7</td>
<td>Creating an inviting environment</td>
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<td>Establishing administrative routines</td>
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<td>Developing Classroom Guidelines</td>
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<td>Managing materials &amp; flow of activities</td>
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<td>Communication with parents &amp; guardians</td>
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<td>Consequences of misbehavior</td>
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<td>Conflict resolution</td>
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<td>R.E.A.C.T paper due</td>
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<td></td>
<td>Chap. 7: Classroom management</td>
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<td></td>
<td>Green (2010) Building a better teacher</td>
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<td></td>
<td>Rinaldi &amp; Gurung (2005) Should teaching and learning styles match?</td>
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<tr>
<th>Week 14</th>
<th>Presentations of R.E.A.C.T. projects</th>
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<tbody>
<tr>
<td>12/14</td>
<td>Chap. 7: Classroom management</td>
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<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

## Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

## Grade of Incomplete:

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”
SOLES On-line Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

Statement on Plagiarism

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

• another person’s idea, opinion, or theory;
• any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
• quotations of another person’s actual spoken or written words; or
• a paraphrase of another person’s spoken or written words.

If you wish more information on what plagiarism is and how to avoid it please see http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml. (The bulleted material above is from this website.)