

Loyola University Chicago
CIEP 450- Section 002
Educational Psychology
Fall 2008

Instructor: Hiresheмо B. Clark, Ph.D.

Office: Lewis Towers- 11th Floor

Phone: (773) 991-6904

Email: hclark@luc.edu (Email interactions with the instructor are strongly encouraged)

Class Meetings:

Tuesday Evening

4:15 pm – 6:45pm

Lewis Towers, Room 510

The Mission of the Loyola University Chicago, School of Education: The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within the context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Course Description: This is an advanced course in educational psychology. A special focus is given to instructional and remedial education techniques and interventions. The course is designed to provide you with an understanding of the teaching/learning process so that you can make informed judgments about the implications of various instructional strategies underwriting professional competence. Educational psychology has many facets including foundational information about behavioral and cognitive science; theories of child development and language acquisition; and theoretical and practical aspects of assessment and measurement. This course is not a methods course and, as such, does not address specifics of how to teach. Rather, the course attempts to equip students with a conceptual framework for evaluating educational, psychological, and sociological theories and research as they impact upon teaching in diverse cultural communities; hence, issues of diversity and social justice receive particular emphasis. An ecological perspective, one that assumes many forces are at work simultaneously in any teaching/learning environment, is the starting point for understanding educational psychology. In order to attain the goal of being a life-long learner, there are many choices regarding how to fulfill the goals of this course. It is hoped that each student will take their learning from this general course and utilize it in pursuit of professional excellence in the service of social justice.

Required Text:

Snowman, J. McCown, R. & Biehler, R. (2009). *Psychology applied to teaching* (12th ed.). Boston: Houghton Mifflin.

Communication: The expectation is that students will check the Course page on Blackboard for any important communications regarding this class. All email communication will occur through the Loyola email system. All assignments will be turned in via Blackboard. A student tutorial on Blackboard is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>.

Harassment: It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>. If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Conceptual Framework: The conceptual framework at Loyola University Chicago's, School of Education is "Professionalism in the Service of Social Justice." This framework is rooted in four particular dimensions, which is intended to be a guide for the development of the curriculum, instruction and assessment of this course.

Service - A commitment to service implies a lifetime commitment of reflection in each possible decision: how does my action serve others?

Skills – A professional can never have “enough” skills and strives to be a lifelong learner.

Knowledge – A professional must be able to benefit from all the research and practice that has gone before them and use that knowledge to make reasoned decisions about their actions.

Ethics – Both knowledge and skill must be tempered with a capacity to make reasoned decisions about what is just (Loyola University of Chicago, M. Ed. Student Handbook, 2002).

Electronic Etiquette: Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. For instance, Blackboard will be utilized weekly. Please check the site before every class meeting for any important communications or new materials that may be posted. All email communication will occur through the Loyola email system. All assignments will be turned in via Blackboard. A student tutorial on Blackboard is located on the Loyola website. If you are unsure how to use this system, please see the instructor. Students are encouraged to utilize technology in assignments wherever possible. All papers should be typed, and presentations should be accompanied by visual aids created in presentation software such as PowerPoint. When the technology interferes with classroom functioning, technology is a deterrent. It is the

expectation that members of the class are focused on the course content and actively contributing to the class. **Applications (instant messaging, emailing, text messaging, and phone calls during class) that detract from classroom functioning are highly discouraged. Use of these applications during class time could impact the participation grade.**

Diversity: It is very likely that your future classroom will be ethnically, racially, and socio-economically diverse. In choosing appropriate adolescent literature, you will need to be aware of this diversity and also have an understanding of students' gender, religion, sexual orientation, language, and abilities and of how your own background and biases affect your teaching. This awareness is a life-long process, but this course requires you to be sensitive to diversity issues in your classroom interactions, choice of materials, activities, and assessments.

Evaluation Procedures:

Graphic Advanced Organizers -Complete 1 for each Chapter-(5 points each): Graphic Advanced Organizers (GAO's) are like "open book" quizzes that will serve as directories for each chapter. Key concepts are arranged in graphic manner. Students can work together with any materials, including the textbook, to complete the advanced framework for each chapter. A completed GAO is worth 5 points. A GAO will be presented for each class where a new chapter is being presented. A practice GAO will be given in class for training purposes. Students are expected to complete a 1-2 page graphic summary (or the equivalent in power point format) of the main content of the respective chapter information and this information should be posted to the Blackboard site.

Buddy Presentation (100 points): Working with a partner, students will pick an educational psychology topic from the list provided in class. Students will research the topic and prepare a **15 minute** multimedia presentation in class. The presentation will be assessed utilizing the criteria developed in class and found on the rubric at the Blackboard site.

Final Paper (100 points): As a culminating activity, students will be asked to complete a paper entitled "***How students learn and how schools should teach?***" The final paper should be 8 to 10 pages in double spaced 12 pt type. Students will be asked to refer to Learning theories and other course content to complete this assignment. This assignment will give the opportunity to integrate all aspects of this class into a final product. The grading rubric, which will be developed in class, will be available on the course page on Blackboard. Remember to use APA style when referencing information in your papers.

Understanding Checks (a total of 4 worth 25 points each): Periodically, students will be asked to complete an understanding check in the form of an email to the instructor. In this check, students are asked to identify areas from the past chapters that they understand or to identify areas that need re-explaining or clarification. Full credit will be awarded for completion of this assignment, not for the content of the check.

Attendance/Participation (worth a total of 50 points respectively): Many instructors like to involve students in classroom activities that demand active participation. Although such activities seldom offer as thorough coverage of the material as a more traditional lecture, interest often runs higher, and the points that are made in such activities are often better remembered. Because the learning that takes place in classroom activities tends to be better motivated, it is very important that all students be prepared to take full advantage of this fact. Discussions fizzle if the participants have no familiarity with the concepts. Therefore, Students are expected to be active and contributing members to this learning community. Students should familiarize themselves with the concepts related to the pre-assigned readings before class. Evidence of participation includes actively engaging in classroom discussions by answering questions, asking for clarification and connecting classroom concepts to personal experience. Students should prepare to ask research questions. This requires reading in the area and isolating aspects that still have not been answered. Full credit in this area cannot be awarded unless students are participating in classroom discussions on a weekly basis. Regular attendance is also mandatory, particularly given that there are only a few students in this class. *Students who have more than one absence or are regularly late*

- Oct. 14 Accommodating Student Variability: Special Education
Ch. 6
Completion & Submission of GAO #5 (A synthesis of both chapters)
- Oct. 21 Accommodating Student Variability Cont'd:
Ch. 6
2nd Understanding Check due by Oct. 28th
- Oct. 28 Behavioral Learning Theories
Ch. 7
**Completion & Submission of GAO #6
Buddy Presentation (Group #2)**
- Nov 4 Information Processing Theories of Learning
Ch. 8
Completion & Submission of GAO #7
- Nov 11 Social Cognitive Theories of Learning
Ch. 9
Completion & Submission of GAO #8
- Nov 18 Constructivist Theories of Learning: Problem Solving and Transfer
Ch. 10
**Completion & Submission of GAO #9
3rd Understanding Check due by Nov. 25th
Buddy Presentation (Group #3)**
- Nov 25 Instructional Approaches: Application of Theory to Instruction
Ch. 11
Completion & Submission of GAO #10
- Dec 2 Motivation
Ch. 12
Completion & Submission of GAO #11
- Dec 9 Classroom Management
Ch. 13
**Completion & Submission of GAO #12 (final submission)
Buddy Presentation (Group #4)**
- Dec 16 Recapitulation
**Final Understanding Check due
Buddy Presentation (Group #5)- if needed**
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PERFORMANCE-BASED EVALUATION PROCEDURES:

A complete continuum of grade categories (A=93-100; B=83-92; C=73-82; F=below 73) is used to evaluate the five equally weighted student contributions to the seminar.

Course grades will be calculated by dividing the total number of points earned by 460 (the total number of possible points for this course).

<u>Possible Points</u>	<u>Required Activity</u>
60 =	GAO's
100 =	Group Presentations
100 =	Final Papers
25 Points x 4 =	100 = Understanding Checks
50 =	Attendance
50 =	Class Participation

CIEP 450- Fall 2008
Instructor: Hiresmo B. Clark, Ph.D.
Rubric for Research/Commentary Paper on Educational Psychology
Presentation and Final Paper

<i>Literature Review</i>	Descriptor			
Clarity	Outstanding	Very Good	Adequate	Inadequate
Depth	Outstanding	Very Good	Adequate	Inadequate
Critical Thinking	Outstanding	Very Good	Adequate	Inadequate
Lit Rev Overall	Outstanding	Very Good	Adequate	Inadequate
<i>Relation to Social Justice</i>				
Clarity	Outstanding	Very Good	Adequate	Inadequate
Depth	Outstanding	Very Good	Adequate	Inadequate
Critical Thinking	Outstanding	Very Good	Adequate	Inadequate
Relation Overall	Outstanding	Very Good	Adequate	Inadequate
<i>Advice to New Teachers</i>				
Clarity	Outstanding	Very Good	Adequate	Inadequate
Depth	Outstanding	Very Good	Adequate	Inadequate
Critical Thinking	Outstanding	Very Good	Adequate	Inadequate
Overall	Outstanding	Very Good	Adequate	Inadequate

Grade:

Comments:

STUDENT DATA SHEET

Name: _____

Address: _____

Telephone number: _____

Program: _____

Major: _____

Minor: _____

Previous experiences with individuals with children/adolescents:

BRIEF PROFESSIONAL GOAL STATEMENT:

Are there any circumstances that might affect your performance in class of which I should be aware?

No Yes (circle)

If yes, please explain _____

