

**Loyola University Chicago
School of Education**

**CIEP 229-002: Introduction to Educational Psychology
Spring 2011**

Tuesday/Thursday, 11:30a.m.-12:45p.m., Corboy Law Center 301 (Water Tower Campus)

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COURSE DESCRIPTION

This course will examine the theories, research and application of the knowledge related to the field of Educational Psychology.

EDUCATIONAL GOALS

As a result of this course, students will be able to:

- Describe and apply the major theories of Educational Psychology
- Integrate biological, behavioral, cognitive and constructivist approaches to learning
- Describe and apply the knowledge related to instruction and learning
- Describe and apply the information related to assessment and performance
- Describe and apply the information related to motivation and learning
- Describe and apply the information related to individual differences/diversity and learning
- Directly apply information and concepts learned to themselves and their future career as teachers

COURSE STANDARDS

This course is aligned to the following standards:

1. The Illinois Professional Teaching Standards

a. *Standard 1: Content Knowledge:* The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

b. *Standard 2: Human Development and Learning:* The teacher understands how individuals grow, develop, and learn, and provides learning opportunities that support the intellectual, social, and personal development of all students.

c. *Standard 3: Diversity:* The teacher understands how individuals differ in their approaches to learning, and creates instructional opportunities that are adapted to diverse learners.

d. *Standard 5: Learning Environment:* The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

e. *Standard 6: Instructional Delivery:* The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

f. *Standard 8: Assessment:* The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

CONCEPTUAL FRAMEWORK

This course embodies the conceptual framework – *Professionalism in Service of Social Justice* – of the School of Education (SOE) at Loyola University Chicago. The four components of the SOE's conceptual framework are

service, skills, knowledge, and ethics. Teaching and service go hand and hand because teaching is one answer to the following question: How does my action serve others? As educators, we serve the youth in our classrooms, their families, and our communities. Teaching is an ethical act, and we will explore what it means to be an ethical teacher through acknowledging and respecting students' cognitive, linguistic, personal, and social development, as well as group and individual differences that may exist. With respect to skills and knowledge, we will also explore current best practices in education and some of the views and theories undergirding those practices. This is all in service of becoming a community of practitioners who are committed to serving youth, their families, and our communities through teaching.

COURSE TEXT AND MATERIALS

1. **Required Text:** Ormrod, J.E. (2011). *Educational psychology: Developing learners* (7th ed.). Boston, MA: Pearson. (available at the WTC bookstore)
2. **iClikier:** Each student must have their own iClikier (available at the WTC bookstore). iClikers must be registered in Blackboard (for directions on how to do this, go to the following link: http://luc.edu/blackboard/iclickers/Students_Register_clickers.shtml), and they must be brought to each class meeting.
3. **Recommended Software:** *Inspiration 8.0, or Webspiration (mywebspiration.com)*
Inspiration software can be found on computers in the CLC computer lab 710 (WTC), and Information Commons (LSC). Webspiration accounts can be set up for free at mywebspiration.com.
4. Any additional handouts and readings will be posted to Blackboard throughout the course.

COURSE POLICIES

1. 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. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

2. 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/>

3. Harassment (Bias Reporting)

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. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

4. Diversity/Social Justice

It is my intention to facilitate this course in ways that acknowledge and respect all aspects of diversity. Not only must we have respect for each other relative to diversity but we must also examine how issues of diversity interact with learning and teaching in classrooms. In particular, educational psychology provides the foundation and theories that drive many of the practices used in education and instruction. By gaining understanding of the theories and how to correctly apply them, you will be better prepared as teachers to assist all individuals, no matter their ability, ethnicity, religion, socio-economic status, age, or gender, and you will be better equipped to help students reach their full potential as learners.

5. Classroom Community

Our work together relies on honest, open, and respectful dialogue so that all participants feel free to express their views. Disruptive behavior (e.g., inappropriate language, talking over others) will not be tolerated and will result in the loss of participation points. Here are a few guidelines to help facilitate our conversations and activities each week:

- a. *There is no such thing as a stupid question.* Please ask any and all questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.
- b. *Be respectful of others' ideas and experiences* even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and consider each other's points of view. On a related note, please *respect confidentiality* both in the class and outside of it.
- c. *Listen to others* by trying not to interrupt until whoever is talking finishes and by trying not to pass judgment until you have heard and considered what others have said. Do not assume that silences are unproductive. Give others time to think, consider, and formulate ideas.
- d. *Monitor your participation.* If you are outgoing and tend to dominate conversation, use this course to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to practice speaking up. It is always helpful to ask others what they think in any given situation.
- e. *Please either turn cell phones off or to vibrate* before each class session out of respect for our community. On a related note, *use laptops appropriately* (e.g., note taking, presentations) Please *turn off all MP3 players.*

6. Attendance, Participation, and Communication

Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual performance but also to the success of the course. Collaboration in every phase of the course is absolutely necessary if we are to form a learning and teaching community. We all share responsibility for the learning and teaching in this course and beyond. Because you will not be able to participate in the class community if you are not present, *absences will result in you receiving a lower grade in the course*, except in the case of extreme circumstances (e.g., family emergency, illness). If you know that you have to miss a class session, please notify me *prior* to your absence and be prepared to supply the proper documentation to support your absence. I expect excellent communication (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments) because excellent communication is part of what it means to be a professional.

7. Late Work and Extension Requests

All assignments are due on the dates listed in the syllabus. I will only accept late work in the event of special circumstances (e.g., family emergency, illness). Please talk with me in person or contact me via email or phone to discuss assignment extensions. *Make sure you contact me prior to any given due date.* Failure to do so will result in significant point deductions.

8. Format for Assignments

Unless otherwise noted, all assignments must be typed. Please double-space your work and use 12 point Times New Roman font. As with all assignments, I expect you to attend closely and carefully to spelling and grammar. If referencing course or other textual materials, please follow American Psychological Association style guidelines

(APA – 6th edition). You can access the APA style manual through Loyola University Chicago's libraries or online at <http://www.apastyle.org>.

Also note that I expect you to attend to the feedback I give you on assignments. If I give you a particular piece of feedback and you choose not to attend to it on subsequent assignments, your point total will be impacted.

9. Technology

You will use Inspiration or Webspiration software to construct concept maps. In addition, you will use iClikers to answer quizzes and to participate in classroom discussions.

COURSE ASSIGNMENTS*

*NOTE: More information (i.e., detailed assignments with rubrics when applicable) will be discussed during class sessions and posted on Blackboard in a timely fashion. Unless otherwise discussed, you will submit all assignments to me via Blackboard's Assignment tool. (If you need assistance navigating this tool, you can access Blackboard's Help Resources at the following link: http://luc.edu/blackboard/Student_Resources.shtml). You must name your uploaded files in the following manner: **Last name_assignment name**. For example, when submitting a reflection paper, I would name the file: Coleman_ReflectionPaper.

1. **Course Participation-** 54 points (27 class sessions each worth 2 points)

As noted above, you are expected to participate in all aspects of this course. This will take many different forms, including, but not limited to, on-time attendance at every class, completing all reading assignments before coming to class, actively participating in class activities and discussions, asking and answering questions, as well as listening to and respecting the views, thoughts, and opinions of your classmates. For each class session, you can earn up to two participation points. The following guidelines will determine the points you earn: 2 points = On-time to class with full-participation (given the guidelines described above); 1 point = Late to class and/or limited participation (given the guidelines described above); 0 points = Did not attend class or did not participate at all (given the guidelines described above).

2. **Reflection Papers-** 60 points (6 papers each worth 10 points)

You will write 6 short (2-3 page) reflection papers on information from your readings. You may choose certain chapters you wish use for your reflection papers. Due dates for each particular reflection are listed on the course calendar. **NOTE: You may not turn in a chapter's reflection paper after its due date.** These reflection papers require that you think about a concept or theme from a chapter, and they must include three things: 1) a description (in your own words) of the concept or theme you have chosen to reflect on, 2) an analogy describing the concept, and 3) how the concept either applies to you as an individual or how you could apply the concept in your career as a teacher. Each paper is worth 10 points. (Examples can be found on Blackboard.)

3. **Group Concept Maps and Evaluations-** 180 points total

You will work in groups (*I will determine the groups*) to produce a concept map encompassing the major ideas from the course using Inspiration or Webspiration software. The maps are a semester-long project. You will be provided some time during class sessions to work on your maps as a group. However, you must also be willing to work on the maps outside of class. (*I suggest that each group member work on a concept map for each chapter. Then when you meet as a group, you can share your maps and work to create an all-encompassing group map.*) In addition to the completed map, each group will make a presentation at the end of the semester and will share and explain the final group map to the class. (NOTE: Final maps must be turned in using Inspiration file format.) You will also submit an individual evaluation of your work on this project, as well as evaluate the work of your teammates. These evaluations will occur at midterm and at the end of the semester.

4. **Quizzes- 55 points (11 quizzes each worth 5 points)**
We will have 11 chapter quizzes on Thursdays. You will need to use your iCliket for these quizzes. Quiz questions will come from the week's assigned readings. Each quiz will be worth five points.
5. **Mid-term and Final Exams- 200 points (each worth 100 points)**
You will have a mid-term and a final exam. The chapters related to the exams are listed on the course calendar.

* NOTE: Due dates for assignments are listed on the course schedule.

COURSE EVALUATION

Grades are based on total points earned. No curve is used. The course grading scale is as follows:

Point Range	Percent Range	Corresponding Grade
508 - 549	93% - 100%	A
492 - 507	90% - 92%	A-
475 - 491	87% - 89%	B+
453 - 474	83% - 86%	B
437 - 452	80% - 82%	B-
420 - 436	77% - 79%	C+
399 - 419	73% - 76%	C
382 - 398	70% - 72%	C-
366 - 381	67% - 69%	D+
344 - 365	63% - 66%	D
327 - 343	60% - 62%	D-
0 - 326	Below 60%	F

Point break down:

Course Participation	54 points
Reflection Papers	60 points
Concept Map	
Rough Draft Map	0 points
Final Map	100 points
Teammate Evaluation Score 20 x 2	40 points
Individual Evaluation Score 20 x 2	40 points
Quizzes	55 points
Mid-term Exam	100 points
Final Exam	100 points
Total	549 points

COURSE SCHEDULE*

*I reserve the right to revise this schedule as needed.

Date	Topics	Activities	Readings (to be completed <i>prior</i> to this session)	Assignments Due
Tuesday January 18 th	Introduction to Educational Psychology	Course Introduction	Chapter 1 Syllabus	
Thursday January 20 th		Introduction to Inspiration/ Webspiration	Inspiration Quick Reference (Found in Blackboard Course Documents)	
Tuesday January 25 th	Principles of human development, brain's role in development, Piaget and Vygotsky's cognitive development theories, diversity and cognitive development	Lecture	Chapter 2	
Thursday January 27 th		Discussion/ Activities		
Tuesday February 1 st	Erickson's theory of social development, self-identity development, influence of culture, family, peers, and self on identity development, diversity in social and personal development	Lecture	Chapter 3	
Thursday February 3 rd		Discussion/ Group work on concept map in class		Reflection 1
Tuesday February 8 th	Diversity: gender differences, cultural differences, socioeconomic differences, learner differences, learners with special needs: cognitive difficulties, social emotional difficulties, ESL and ELL	Lecture	Chapters 4 and 5	
Thursday February 10 th		Freshman Conference- No Class		
Tuesday February 15 th	Behaviorism: classical and operant condition, use of behavioral theories in the classroom, behavior analysis, and behavior support	Lecture	Chapter 9	
Thursday February 17 th		Discussion/ Activities		Reflection 2
Tuesday February 22 nd	Social learning: modeling, self-efficacy, self-regulation, reciprocal causation, diversity and social	Lecture	Chapter 10	
Thursday February 24 th		Discussion/ Group work on concept map in class		

	learning			
Tuesday March 1 st	Learning and cognitive processes: information processing system, memory systems, encoding, storing and retrieval, implications for instruction, diversity in cognitive processing	Lecture	Chapter 6	Reflection 3
Thursday March 3 rd		Mid-term Exam (covering chapters 2, 3, 4, 5, 9, 10)		1 st Teammate Evaluation 1 st Individual Evaluation Rough Draft Map
Tuesday March 8 th	Spring Break – No Classes			
Thursday March 10 th				
Tuesday March 15 th	Knowledge construction: schemas, scripts, concepts, types of learning, activities to promote knowledge construction, diversity and knowledge construction	Lecture	Chapter 7	
Thursday March 17 th		Discussion/ Group work on concept map in class		
Tuesday March 22 nd	Higher order cognitive processes: metacognition, transfer, critical thinking, problem solving, accommodating special needs	Lecture	Chapter 8	
Thursday March 24 th		Discussion/ Activities		Reflection 4
Tuesday March 29 th	Designing and implementing instruction: learning standards, learning goals, learning objectives (cognitive, affective, psychomotor) instructional activities, collaborative learning	Lecture	Chapter 12	
Thursday March 31 st		Discussion/ Activities		
Tuesday April 5 th	Assessment: matching assessment to objectives, formative and summative assessment, formal and informal assessment, diversity and assessing students	Lecture	Chapter 14	
Thursday April 7 th		Discussion/ Activities		Reflection 5

Tuesday April 12 th	Motivation: effects on learning and behavior, attribution theories, expectancies and values, learner control, learned helplessness, diversity and motivation	Lecture	Chapter 11	
Thursday April 14 th		Discussion/ Group work on concept map in class		
Tuesday April 19 th	Learning environment: classroom management and misbehaviors, building a learning environment, collaborating with community, creating a supporting environment, technology in the classroom	Lecture	Chapter 13	
Thursday April 21 st		Group work on concept map in class		Reflection 6
Tuesday April 26 th	Review	Presentations		Concept Maps
Thursday April 28 th				2 nd Teammate Evaluation 2 nd Individual Evaluation
Tuesday May 3 rd	Final Exam 9:00 am -11:00 am (covering chapters 6, 7, 8, 11, 12, 13, 14)			

