

CIEP 229: Introduction to *Educational Psychology*

Spring 2011

Course Time: TU-TH 11:30 AM -12:45

Location: Dumbach Hall Room 118, Lakeshore Campus

Section: 003

Instructor: Dennis J. Simon, Ph.D.

Email: dsimon3@luc.edu

(Appointments can be made to meet with instructor before or after class or via phone conference.)

Text Required: Ormrod, Jeanne Ellis (2010). *Educational Psychology: Developing Learners 7th ed.* Upper Saddle River, NJ: Pearson.

Software required: *Webspiration* (*Mywebspiration.com*) establish a free *Webspiration* account at <http://www.mywebspiration.com/>. Please use your Loyola e-mail account when signing up .

Conceptual Framework: Loyola University Chicago School of Education operates under the Conceptual Framework of ***Professionalism in Service of Social Justice***. Educational psychology provides the foundation and theories that drive most 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, sexual orientation, or gender to reach their full potential as learners.

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

Technology: Students will use *Webspiration* to construct concept maps, and computer-assisted instruction will be reviewed.

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, social learning, 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 requirements

1. Readings and Concept Maps: Complete assigned readings as specified in *Course Calendar in advance* of class presentations and discussions. Complete a Concept Map that incorporates both text content and class input due on the first day of the next unit, e.g., Chapter 1 due 1/25 (see *Course Calendar* for specific due dates). [Note: Chapter 12 should be read during first week of class but re-read with Concept Map due 4/19. Concept Map for Chapters 14 and 15 will also be due on 4/26 but will be completed with a partner assigned by instructor and due 4/26.] Techniques and expectations for Concept Maps will be covered in first week of course.

2. Quizzes: There will be a *brief* quiz (10 total) on each unit at the beginning of the class on the first session of the following unit, i.e., the same day that the concept paper is due. See calendar for specific dates.

3. Reflection Papers: There will be two (2) *Reflection Papers* required.
 - a. *My Personal Learning Style*: 2-3 pages double spaced typed/word processed in which you summarize “how I learn best...”, in other words summarize your own preferred learning style. Include discussion in the following areas:
 - i. instructional styles that benefit you (this may vary depending upon content focus)
 - ii. study habits
 - iii. memorization strategies
 - iv. test preparation for objective and essay tests
 - v. most effective strategy for writing papers[Due 1/27]
 - b. *My Initial Theory of Learning*: 3-5 pages which will include the following:
 - i. Compare and contrast the major theories of learning, i.e., behavioral, cognitive, constructivist, social learning.
 - ii. Highlight your view of the strongest contributions of these theories that continue to be relevant in contemporary instructional design.
 - iii. Propose your own “initial theory of learning” integrating the best contributions of each of these theories and their supporting research.[Due 5/3]

4. Application Activities: There will be two (2) *Application Products* required.
 - a. *Accommodating Differences and Differentiating Instruction*: 2-3 pages providing an example of accommodation to learner differences including the following:
 - i. Brief description of the characteristics associated with the difference
 - ii. Delineation of the appropriate techniques for accommodating the difference and differentiating instruction with examples
 - iii. Highlighting how to attempt accommodation and differentiation when the student(s) is a minority in a larger classroom[Due 4/14]
 - b. *Sample Lesson Plan*: Choose a topic to teach. Select a target population and setting. Present an outline of a lesson plan, detailing the following:
 - i. What occurred in teaching situation prior to this lesson
 - ii. Outline the structure of learning environment and details of educational activity delineating instructional inputs, learning activities, and student progress monitoring
 - iii. At conclusion of outline, highlight how your lesson plan reflects the learning theory, research, and practice of educational psychology reviewed in this course.[Due 4/28]

Please note that the learning process of an effective class requires a dynamic and collaborative process among classmates and with the instructor. Assignments and due dates may be modified as necessary, but sufficient notice will be provided for any change.

Course Grading

10% -- Concept Maps

10% -- Quizzes

5% -- Reflection Paper *"My Personal Learning Style"*

15% -- Reflection Paper *"My Initial Theory of Learning"*

5% -- Application Activity *"Accommodating differences and Differentiating Instruction"*

15% -- Application Activity *"Sample Lesson Plan"*

15% -- Midterm exam

20% -- Final Exam

5% -- Class Participation (includes but not limited to attendance, demonstrated preparation of required reading material, active participation in class activities and discussions, asking and answering questions, listening to and respecting views, thoughts, and opinions of others)

A = 4.0; A- = 3.67; B+ = 3.33; B = 3.0; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = 0.67

95%-100% A, 90%-94% A-, 87%-89% B+, 83%-86% B, 80%-82% B-, 77%-79% C+, 73%-76% C, 70%-72% C-, 67%-69% D+, 63%-67% D, 60%-62% D-, Below 60% F

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Loyola University of Chicago
School of Education
Introduction to Educational Psychology
CIEP 229 Section 003
Dennis J. Simon, Ph.D.
Spring 2011
COURSE CALENDAR

1/18 & 20

Establishing a Community of Learners

Introduction to Educational Psychology: Teaching as Science and Art

Training for *Webspiration* Tool for Visual Concept Matching

Preparation: Syllabus, Chapter 1 & 12, Quick Start Guide for *Webspiration*

1/25 & 27

Human Development: Neurology, Cognition, and Language

- Environmental and biological influences
- Brain development and functioning
- Cognitive Development Theories: Piaget and Vygotsky
- Language Development
- Diversity in Development

Preparation: Chapter 2

Quiz & Concept Map: Chapter 1 (1/25)

Reflection Paper A: *My Personal Learning Style* (1/27)

2/1 & 3

Personal and Social Development

- Personality development
- Self-identity
- Social development
- Moral Development

Preparation: Chapter 3

Quiz & Concept Map: Chapter 2 (2/1)

2/8, 10, & 15

Impact of Culture, Gender, and Socioeconomic Status on Learning and Instruction

Individual Learner Differences and Differentiated Instruction

- Intelligence and Learning Style
- Instruction of Students with Special Needs
 - Cognitive, social, behavioral, physical, and social challenges

Preparation: Chapters 4 and 5

Quiz & Concept Map: Chapter 3 (2/8)

2/17 & 22

Behaviorism

- Classical (Respondent) and Operant (Instrumental) Conditioning
- Behavior Modification: establishing, increasing, or eliminating behaviors
- Implications for classroom behavior management

Preparation: Chapter 9

Quiz & Concept Map: Chapter 4 & 5 (2/17)

2/24 & 3/1

Cognitive Learning Theory and Research

- Memory processes
- Information processing
- Individual differences in cognitive processing
- Implications for instruction

Preparation: Chapter 6

Quiz & Concept Map: Chapter 9 (2/24)

3/3 Midterm Exam covering Class and Text Material covered to date

3/8 & 10 – LUC Spring Break

3/15 & 17

Constructivism: Theory and Research of Knowledge Construction

- Personal and social construction of knowledge and meaning
- Encoding, storing, retrieving knowledge
- Organization of information: concepts, schema, scripts, theories
- Instructional implications: enhancing knowledge construction
- Accommodating within instruction for student diversity

Preparation: Chapter 7

3/22 & 24

Higher order complex cognitive processes

- Metacognition
- Teaching learning strategies
- Transfer and generalization of learning
- Problem solving: cognitive and social
- Critical thinking
- Creativity
- Teaching students with deficits in higher order processing skills

Reading: Chapter 8

Quiz & Concept Map: Chapter 7 (3/22)

3/29 & 31

Social Learning Theory and Research

- Modeling, self-efficacy, self-regulation
- Cognitive-behavioral strategies and treatments
- Reciprocal determinism

Preparation: Chapter 10

Quiz & Concept Map: Chapter 8 (3/29)

4/5 & 7 --- no class sessions

4/12 & 14

Instructional Design and Strategies

- Goal setting and lesson planning
- Expository strategies
 - Teacher inputs
 - Textbooks
 - Instructional techniques: mastery learning, direct instruction, computer-based inputs
- “Hands-on” activities
 - Discovery and inquiry based learning
 - Computer simulations
 - Homework
- Social interaction strategies
 - Guided discussion
 - Cooperative learning
 - Peer tutoring
- Differentiating instruction to address student diversity

Preparation: Chapter 12

Quiz & Concept Map: Chapter 10 (4/12)

Application Activity A: *Accommodation and Differentiation (4/14)*

4/19 & 21

Attention, Motivation, and Affect

- Intrinsic and extrinsic motivation
- Focusing and sustaining attention
- Impact of learner and instructor expectations and attributions
- Learner emotional states and learning
- Learned helplessness
- Performance Anxiety
- Instructional strategies to foster attention, motivation, and student confidence

Effective Learning Environments

- Classroom structure: physical, social, and hierarchical
- Psychological climate and inclusive classroom culture
- Behavior management
- Anxiety management
- Student safety: bullying and other forms of aggression

Preparation: Chapter 11 & 13

Quiz & Concept Map: Chapter 12 (4/19)

4/26 & 28

Student Assessment and Grading

- Multiple purposes of Assessment
 - Guide and evaluate instruction
 - Diagnose learning style and problems
 - Student evaluation
 - Link assessment to instruction
- Characteristics of valid assessment and test construction
 - Reliability, validity, standardization
 - Formal vs. informal
- Classroom assessments: written, performance, portfolio
- Standardized tests
- Minimizing test anxiety
- Accommodating student differences
- Grading and performance evaluation

Reading: Chapters 14 & 15 (4/26)

Quiz & Concept Maps: Chapters 11 & 13 (4/26), Cooperative Concept Maps Chapters 14 & 15 (4/26)

Application Activity B: *Sample Lesson Plan (4/28)*

5/3

Final Exam – 9 – 11 AM – focuses on material after mid-term exam but necessarily includes integration of first half of class material

Reflection Paper B: *My Initial Theory of Learning*

Learning Community at Loyola University Chicago and School of Education

As this is a college level course, I perceive each of you as students, learners and scholars. As such, I expect that you view yourself in the same manner. You have chosen to be here and therefore are responsible for our own behavior, learning, and success. However, as a group we make up a class and as such are a professional and learning community. In order to succeed as individuals and as a group we must be willing to agree to the following set of expectations:

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

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 (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/>

Diversity

A characteristic of education is that learners' are a diverse (e.g. gender, race, religion, ability, culture, economic, motivation,) population. The theories and research from the field of Educational Psychology, provides instructors with the knowledge and skills to meet the needs of this diverse population. We will address diversity issues throughout the course in our readings and discussions as they relate to meeting the needs of all learners. In order to foster a learning community to support our examination of diversity all course participants must be open to, and respect the various perspectives and backgrounds of others.

Late work: Late work is **not acceptable** unless *prior* arrangements have been made with the instructor. Late assignments will automatically be worth only half of their original point value.