

American Samoa Community College
Teacher Education & Training Department
Spring Semester 2008
Course Syllabus

Course Alpha / Number: ED 301 (35)	Semester /Year: Spring 2008
Course Title: Educational Psychology	Days / Time: MWF 2:00 – 2:50
Prerequisite(s): ED 150, PSY 250	
Instructor: Rosevonne M. Pato, M Ed	Department: Education
Office Hours: 9 - 10:00 MWF, 11:00 – 12:30 TR	Classroom: Room 27 / A1
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Required Textbook: Educational Psychology Theory and Practice

Slavin, R.E. (2006). Educational psychology: *Theory and practice*, (8th ed). Pearson Education, Inc.: Boston, MA.

Additional supplement: All supplementary readings will be provided by the instructor

I. Course Description:

Educational Psychology is a required course for education majors. This course presents an analysis of the complex factors involved in learning, individual differences, motivation for learning, the psychology of leadership, and socio-cultural factors as they affect education of children and youth.

II. Course Rationale:

Educational Psychology is a foundation course for education majors across the USA. It provides teachers and prospective teachers with the basic insights and information they need to understand students and the learning process, to motivate students and manage students' behavior, to develop effective instructional strategies, and to understand classroom assessment.

III. Learning Objectives: Students will be able to:

- 1) identify the role of *Educational Psychology* as a foundation for teaching
- 2) identify the importance of *Human Developmental theories* in the learning process
- 3) adapt instruction and implement strategies accommodating individual, diverse, and exceptional students with an understanding of *Effective Learning Environments, Assessment of Learning, and the use of Standardized Testing*
- 4) design and develop instructional plans with an understanding of *Student-Centered and Constructivist Instructional Approaches, Behavioral Theories, and Information Processing and Cognitive Learning Theories*
- 5) apply knowledge of theories into teaching practices with *Personal Reflections, sharing of Teaching Dilemmas and Successes, and using Intentional Teacher skills*

IV. Student Learning Outcomes (SLO):

Upon completion of course requirements, students will be able to:

- a) Understand the role of Educational Psychology and how it is used in the classroom (Ed. SLOs #2, 3, 4, 5, 6, 7, 9; Aligned to Communication Skills, Job Skills, Life Skills)

- b) Understand and explain current and past theories of teaching and learning as it applies to the classroom (ED SLOs #1, 2, 3, 5, 5, 6, 9, 10; Aligned to Communication Skills, Job Skills)
- c) Identify and describe the stages of childhood and adolescent development (ED SLOs #1, 3, 5, 6, 9; Aligned to Communication Skills, Life Skills)
- d) Understand the principles related to student diversity, differences in intelligence, and multicultural issues in learning and the importance of individualized instruction (ED SLOs # 1, 2, 3, 5, 6, 9, 10; Communication Skills, Job Skills, Life Skills)
- e) Recognize differences in behavioral views, information processing and cognitive theories of learning, and student-centered and constructivist approaches to instruction (ED SLOs #1, 2, 3, 4, 5, 6, 9, 10; Communication Skills, Job Skills, Life Skills)
- f) List and explain the four general approaches to motivation and the factors in creating a positive learning environment (ED SLOs #3, 4, 6, 9; Communication Skills, Job Skills, Life Skills)
- g) List and explain the current types of standardized tests and identify innovative means of classroom assessment and grading (ED SLOs #4,5, 6, 7, 9, 10; Communication Skills, Job Skills)

V. Course Requirements:

- a. Weekly Reflections: Each student will submit a weekly reaction paper. Reaction papers should focus on the content taught and how it may impact your teaching practices. Reaction papers should be typewritten, double-space, Times New Roman Font- Size 12, and limited to 500 words. Reaction Papers are due every Monday. A total of 15 reaction papers should be submitted throughout the course. (Assessing Learning Objectives #1, 2, & 5; Student Learning Outcomes a, b, c, d, e, f, g)
- b. Case Study/ CaseAnalysis: The student will be required to select an individual to case study throughout the duration of the semester. The case study will involve a written analysis of the individual, the presenting problems, the description of the environment or setting, the current and past concerns of the individual, the strategies implemented in addressing the individual's needs, and recommendations for service, assistance, and/or referral. The case analysis must follow a particular learning theory when written. A detailed rubric for the case study/ case analysis will be provided (Assessing LOs # 1, 2, 4; SLOs b, d, e)
- c. Service Learning Project/Group Research Paper: The class will be divided into four groups. Each group will conduct a research based on a theory of learning (Behavioral, Developmental, Cognitive, or Psychosocial) Based on their theory, your group will have to collect relevant information that supports one of the four categories of learning theories. Your research paper should include: 1) Define the category of learning and describe the theorists that support the theory; 2) Literature Review- Three (3) sources that support your topic (What does research say about the topic you have selected?); 3) Forming a Hypothesis- Indicate the purpose of the research and how it may impact students learning in American Samoa (What do you think is the right answer); 4) Choose a Research Design- What instruments will your group use to determine the validity of your research (How will you solve the problem); 5) Collecting the Data (What will you look for?); 6) Analyzing the Data/Drawing Conclusions- Positive/Negative outcomes of the research (What do the results tell you?). All term papers should include a title page, content outline, page numbers, and bibliography using APA style- (<http://owl.english.purdue.edu/owl/resource/560/01/>). Typewritten Format: double-spaced, Font- Times New Roman, Size 12, Bold/Italic-

headings, References- double-spaced. Service Learning Project: Each Participant is given the option to provide Service Learning Field Work in Elementary or Middle School Classrooms during school hours. A total of 75 points in alignment with the points you receive from your group research paper (75 points) will total to 150 points. During your Service Learning Field Work each participant is to maintain (10) hours of observation- collecting information for their course requirements (case study) and (10) hours of team-teaching with mentor teacher [Implementing a teaching strategy to address the problem identified in the case analysis] (Assessing Learning Objectives 3, 4, 5; Student Learning Outcomes b, d, e, f)

d. Group PowerPoint Presentation: In addition to your research paper, your group will be required to present the findings of your research to the class using PowerPoint. Presentations should reflect the structure, purpose, method, and findings of your research. Your group should accommodate each slide with relevant pictures/graphics using readable San Serif fonts and audio if necessary. (Assessing Learning Objectives 3, 4, 5; Student Learning Outcomes b, c, d, e, f)

e. Learning Portfolio: Each student is required to compile a learning portfolio based on Course Competencies/Student Learning Outcomes (SLO). Your Portfolio will be divided into five (5) sections:

- Section 1: Definition of Educational Psychology and its relevance to your educational philosophy (*SLO's a, b, c*)
- Section 2: Students
- Case Analysis (as detailed and to include developmental stage, reference to diversity issue(s), individual educational plan) (*SLOs b, d, e*)
- Section 3: Intentional Teachers
 - a. Weekly Reflections
 - b. Weekly goal / plan
- Section 4: Instruction
 - a. Research paper
 - b. Individualized Education Plan (*SLOs d, e, f, g*)
- Section 5: Personality / Psychology
 - teaching style, environment, motivational strategy (s)
 - (*SLOs a, d, e, f, g*)

Your Portfolio is a compliment to your educational growth in the teaching profession. Your Portfolio will address the completion of Course Objectives and Student Learning Outcomes described in your degree/certificate program. A bonus of (15pts) will be added to your overall score if you provide a synopsis for each portfolio entry.

Grading:

15 Reaction Papers	10 pts x 15 =	150pts	20%
Case Analysis		100 pts	20%
Individual Case Analysis Presentation		50	5%
Group Research Paper		100 pts	20%
Group PPT Presentation		50 pts	10%
Portfolio (includes 5 sections)		150 pts	20%
Attendance / Participation		50	5%

Grading Scale:

		A	95 - 100	A -	90 -94
B +	88 - 89	B	84 - 87	B -	80 - 83
C +	78 - 79	C	74 - 77	C -	70 - 73
D +	68 - 69	D	64 - 67	D -	60 - 63

Attendance Policy:

- All students are to adhere to the Attendance Policy of the American Samoa Community College (ASCC) stated in page 30 of the Catalog.
- All students attending ASCC are expected to attend all their scheduled classes. Students with excessive absence during the first two weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday, and Friday classes; Four (4) Tuesday and Thursday classes. Students with excessive absence in accordance to this policy will receive a lower or failing grade for the semester or session.
- A student can be excused from classes at the discretion and verification of the instructor. For the following reasons: medical reasons, family emergency special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made-up for absences due to legitimate reasons. Students are required to submit in writing justifications or provide appropriate documentation justifying absences to the Dean of Academic Affairs for approval.
- Veteran students are to refer to the Student Services Veterans Educational Benefit sections for additional requirements.”

Course Topical Outline

Dates	Topics / Assignments / Activities	Deadlines
1/14/08	Introduction / Course Orientation / Course Syllabi	
1/16/08	Ch 1: What Makes a Good Teacher How Can I Become an Intentional Teacher? (Goal Setting)	
1/18/08	What is the Role of Research in Educational Psychology? What Research Methods are Used in Educational Psychology?	Week 2 Goals
1/21/08	HOLIDAY – Martin Luther King’s Day	
1/23/08	Ch 2: Theories of Development Piaget’s Viewpoint, Vygotsky’s Viewpoint	Reflection #1
1/25/08	Erikson’s Psychosocial Viewpoint Piaget’s & Kohlberg’s Moral Viewpoint Research Groups Assigned	Week 3 Goals
1/28/08	Ch 3: Development During Childhood & Adolescence Preschool & Early Childhood Development	Reflection #2
1/30/08	Elementary School Development	
2/1/08	Middle School & High School Years	Week 4, 5, 6 Goals
2/4/08	Ch 4: Student Diversity Culture, Teaching & Learning	Reflection #3

2/6/08	Socioeconomic Status, Ethnicity, Gender, Multicultural Issues	
2/8/08	Language & Bilingual Programs & Achievement Intelligence, & Learning Styles	
2/11/08	Ch 5: Behavioral Theories of Learning Pavlov, Thorndike, Skinner	Reflection #4
2/13/08	Principles of Behavioral Learning	
2/15/08	Social Learning Theory	
2/18/08	Ch 6: Info Processing & Cognitive Theories of Learning Information Processing Model, Forgetting & Remembering,	Reflection #5
2/20/08	Memory Strategies, Meaningful Information, & Metacognitive Skills	
2/22/08	Study Strategies, Teaching Strategies in Learning	Week 7, 8, 9 Goals
2/25/08	Ch 7: The Effective Lesson Direct Instruction, Learn & Transfer Concepts, Discussion	Reflection #6
2/27/08	Ch 8: Student-Centered & Constructivist Approaches to Instruction Constructivist View of Learning	
2/29/08	Cooperative Learning, Problem Solving & Thinking Skills	
3/3/08	Ch 9: Accommodating Instruction to Meet Individual Needs Elements of Effective Instruction Grouping for Differences	Reflection #7
3/5/08	Mastery Learning Individualizing Instruction	
3/7/08	Technology in Education Programs for At-Risk Students	Reflection #8
3/10/08	Ch 10: Motivating Students to Learn Theories of Motivation, Increasing Motivation, & Rewarding	Goals
3/12/08	Ch 11: Effective Learning Environments Impact of Environment on Learning	Reflection #9
3/14/08	Practices, Strategies & Applying Behavior Analysis	Motivational strategy
3/17/08	Ch 12: Learners with Exceptionalities Who are the learners with Exceptionalities	Reflection #10
3/19/08	What is Special Education?	Environmental strategy
3/21/08	What is Inclusion?	
3/24/08	Ch 13: Assessing Student Learning Instructional Objectives & How They are Used	Reflection #11
3/26/08	Student Learning Evaluated Test Construction	IEP for case study
3/28/08	Authentic, Portfolio, & Performance Assessments Grade Determination	Reflection #12
3/31/08	Ch 14: Standardized Tests What are Standardized Test & How Are They Used?	
4/2/08	Types of Standardized Tests	Grp 4 Research Paper Presentation
4/4/08	Interpretation of Standardized Tests, Issues Concerning Standardized & Classroom Testing	

4/7/08	Grp 1 Research Paper Presentation Grp 2 Research Paper Presentation	Reflection #13
4/9/08	Grp 3 Research Paper Presentation	
4/11/08	Grp 4 Research Paper Presentation	
4/14-18/08	S P R I N G B R E A K	
4/21/08	Knowing Yourself as a Professional Teacher	Reflection #14
4/23/08	Ideas, Strategies, Personalization	
4/25/08	Individual Case Analysis	
4/28/08	Individual Case Analysis	Reflection #15
4/30/08	Individual Case Analysis	
5/2/08	Student Portfolio Sharing & Presentations	
5/5/08 – 5/8/08	FINAL EXAMS WEEK	