MSU-Billings

**College of Education**

**EDUCATIONAL THEORY AND PRACTICE**

**SPRING 2013**

**EDU 221-800 EDUCATIONAL PSYCHOLOGY AND MEASUREMENT**

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**ONLINE OFFICE HOURS: Mondays, 9:00 a.m. to noon Tuesdays, 10:30-noon (on campus every other week) (also by appointment)**

**REQUIRED TEXT: Eggen, P. & Kauchak, D. (2010). *Educational Psychology: Windows on Classrooms (8th Ed.).* Upper Saddle River, NJ: Merrill Prentice Hall.**

**COURSE DESCRIPTION:**

This course focuses on human learning as it provides the basics for instruction and classroom management. The course provides comprehensive coverage of the principles, concepts, and implications of human learning from classical, operant, social learning and cognitive paradigms. It covers measurement, similarities and differences in learners, management and discipline strategies, and related corollaries of human learning applied to instruction.

**COURSE CONTENT GOALS**

1.         TSW understand and apply the basics of learning theory from the behavioral and social/cognitive paradigms.

2.         TSW understand and evaluate learning and motivational theories.

3.         TSW understand and evaluate strategies to enhance learning in children and adolescents.

4.         TSW understand and apply assessment techniques.

5.         TSW investigate topics of individual interest related to educational psychology, through literature review of pertinent topics.

# Coe Initial CONCEPTUAL Framework

# Professional and Pedagogical Development

# MSU BILLINGS-INTASC STANDARDS

**Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**COURSE POLICIES:**

**Accommodations**: Please contact me to discuss any special needs and to agree upon necessary accommodations, including any cultural considerations

*Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Disability Support Services (DSS) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please meet with DSS staff to verify your eligibility for any classroom accommodations and for academic assistance related to your disability. Disability Support Services is located in the Academic Support Center.*

* Main Campus, 657-2283 (voice/tty) and 657-2159 (voice/tty/video phone) 8 a.m. - 5 p.m.

**Late assignments will have 5 points per week deducted from the total score received on that assignment. Revisited papers will lose 5 points and must be turned in one week after they are returned. Due to the large amount of spam on my computer, all email correspondence should include the class and section, your name, and the subject in the SUBJECT area of the email message (ex: SUBJECT: “EDU 221-800 Smith Tech. #1”)**

**Academic Misconduct:** Academic misconduct includes all acts of dishonesty in any academically related matter, including cheating, plagiarism, fabrication, or misrepresentation. If a student commits an act of academic dishonesty, the instructor may take any of the following actions: verbal or written reprimand, grade of F on an assignment or grade of F in the course.

**Professional Behavior:** When a student is participating in an online course, he/she is expected to behave as a professional teacher would, including “netiquette.”

**ASSIGNMENTS**

\_\_\_\_ 1. (8 @ 10 pts. each = 80 pts.) THREADED DISCUSSIONS (10 pts. per discussion)

 **(INTASC #4, #6, #8)**

\_\_\_\_ 2. (2 @ 10 pts. each = 20 pts.) THREADED DISCUSSION FACILITATION

Teachers must facilitate discussions. To give you experience in leading a discussion and to encourage you to seek additional information on topics presented in the text, students will randomly be assigned two chapters from the text to facilitate.

**(INTASC #3, #4, #8)**

\_\_\_\_ 3. (7 @ 10 pts. each = 70 pts.) CHAPTER ASSESSMENT Anticipatory Sets

To expose you to different kinds of assessment tools and to check on your understanding of the text material, at the beginning of each week you will be quizzed on the required reading for that week. It is not possible to make up missed chapter assessment anticipatory sets.

**(INTASC #6)**

\_\_\_\_ 4. (5 @ 10 pts. each = 50 pts.) ONLINE MULTIPLE CHOICE COURSEWORK

 Students will complete the multiple choice questions (Self Assessment Practice Quiz) for Chapter 6, Chapter 10 and Chapter 13 and two selected chapters of their choice

 **(INTASC #3, #4, #6)**

\_\_\_\_ 5.(30 total points) JOURNAL ARTICLE REVIEW

To enhance your understanding of topics within Parts II or III of the text, to expand your research abilities, and to allow you to pursue additional related topics of personal interest, you will read a research article from a **professional journal** that relates to the part of the text we are studying. Write a summary of the article, including a brief description of the research and the author(s)’ conclusions. Explain how the research may or may not contribute to your profession, and give reasons why you believe you will or will not use this research in your profession. Articles must be current (written in or after 2008). Non-professional internet sources (such as Wikipedia) are not acceptable; papers with inappropriate sources will be revisited so check with your instructor if you have questions of approval. Papers are to be at least two full pages in length (References are not counted as a page but should be on a separate page), typed (12 pt Courier or Times New Roman font), double-spaced (ds), and in the APA format that will be posted. Post your paper in the D2L DROPBOX (must have the entire paper on ONE file). **Label your file with your last name and the title of your paper.** Papers will be returned (and lose points) if not spell-checked or with more than two grammatical errors per page**.**

***Journal Article Review is due by D2L February 19th***

**(INTASC #4)**

\_\_\_\_ 6. (20 pts.) MIDTERM – WEDNESDAY, FEBRUARY 27, 2013

 **(INTASC #4)**

\_\_\_\_ 7. (30 pts.) FINAL – MONDAY, APRIL 29, 2013

**(INTASC #4)**

# GRADING A 285-300 pts.

# 276-284 pts.

# B+ 268-275 pts.

# B 260-267 pts.

# B- 252-259 pts.

# C+ 244-251 pts.

# C 236-243 pts.

# C- 228-235 pts.

# D+ 220-227 pts.

# D 212-219 pts.

# D- 204-211 pts.

# F below 203 pts.

**COURSE OUTLINE** [**TEXT WEBSITE**](http://www.prenhall.com/eggen)

**Unit 1** [Course Overview](http://www.msubillings.edu/coefaculty/barfield/ETP/EDF%20250/Course%20Overview%20-03%2097.ppt)

Jan. 16-22

**Unit 2**  ***Part I***: THE LEARNER

Jan. 23-29 Cognitive, Language, Personal, Social and Moral Development (Chapters 1-3)

 Learner Diversity and Exceptionality (Chapters 4-5)

 **Self Assessment Online Practice Quiz (Chapter 4) due January 29th (practice only; not graded)**

 ***Practice Threaded Discussion-Jan. 24-28***

**Unit 3 *Part II***: LEARNING

Jan. 30-Feb. 5 Cognitive Learning Theory and the Construction of Knowledge (Chapter 6) **Assessment Strategy #1 – Journaling due Jan. 31st**

 ***Threaded Discussion A-Jan. 31-Feb. 4***

**Self Assessment online MyEducationLab Chapter Exam required (Chapter 6) due February 21st**

**Unit 4 II**: Cognitive Learning and Human Memory (Chapter 7) **Assessment Strategy #2 –True/False due Feb.7th**

Feb. 6-12 ***Threaded Discussion B-Feb. 7-11***

**Unit 5 II**: Complex Cognitive Processes (Chapter 8) **Assessment Strategy #3 – Multiple Choice due Feb. 14th**

Feb. 13-19 ***Threaded Discussion C-Feb. 14-19(due to President Day holiday)***

**Journal Article *Review due on D2L February 19, 2013***

**Unit 6 II**: Behaviorism and Social Cognitive Theory (Chapter 9) **Assessment Strategy #4 – Matching due Feb. 21st**

Feb. 20-26 ***Threaded Discussion D-Feb. 21-25***

 ***Part II* *MIDTERM – Wednesday, February 27, 2013***

**Unit 7** ***Part III***: CLASSROOM PROCESSES

Motivation and Learning (Chapter 10) **Assessment Strategy #5 – Fill in the Blank due Feb. 28th**

Feb. 27-29 & (***No Threaded Discussion due to Spring Break)***

Mar. 11-12 **Self Assessment online MyEducationLab Chapter Exam required (Chapter 10) due March 12th**

**(spring break March 2-10)**

**Unit 8 III**: Classroom Model for Promoting Student Motivation (Chapter 11)     **Assessment Strategy #6 – Short Answer due March 14th**

Mar. 13-19 ***Threaded Discussion E-Mar.14-18***

**Unit 9 III**: Classroom Management: Developing Self-Regulated Learners (Chapter 12)

Mar. 20-26 **Assessment Strategy #7 – Essay due March 21st**

 ***Threaded Discussion F-Mar. 21-25***

**Unit 10** **III**: Learning and Effective Teaching (Chapter 13)

Mar. 27 & **No Assessment Strategy due to the break**

Apr. 1-2 ***(No Threaded Discussion due to Mini-Spring Break)***

**Self Assessment online MyEducationLab Chapter Exam required (Chapter 13) due April 2nd**

**(mini-spring break March 28-31)**

**Unit 11 III**: Increasing Learning through Assessment (Chapter 14)

Apr. 3-9 **Assessment Strategy #8 – Individual Assessment Development due April 4th**

 ***Threaded Discussion G-Apr 4-8***

**Unit 12 III**: Standardized Testing and Learning (Chapter 15)

Apr. 10-16 **Assessment Strategy #9 – Individual Assessment Development due April 11th**

 ***Threaded Discussion H-Apr 11-15***

**Unit 13**  Cultural Psychology and Indian Education for All

Apr. 17-25Course Summary and Evaluation

 **Optional Discussion**

**FINALS WEEK: *Part III Final* Monday, April 29th**

**ALL COURSEWORK WORK MUST BE HANDED IN BY THURSAY, APRIL 25TH TO RECEIVE CREDIT!**

**Updated 3/30/13**