CASPER COLLEGE COURSE SYLLABUS

DATE: FALL 2006

COURSE NUMBER & TITLE: EDFD 2100-01
EDUCATIONAL PSYCHOLOGY/ FOUNDATIONS OF LEARNING

INSTRUCTOR: Ruth Doyle, Ed.D.
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CLASSTIME / ROOM / DAYS: posted in current C.C. schedule; 3 hours lecture/3 hours credit

OFFICE HOURS: Posted

GRADING: Letter Grade only


SUPPLEMENTARY: A number of psychology journals are available in the Casper College library.
Internet: http://www.nea.org National Education Association
http://www.k12.wy.us/ Wyoming Department of Education
http://www.ed.gov/ National Department of Education
Also, refer to text links, class handout of education links, and the WebCT website for this class.

COURSE DESCRIPTION: The purpose of Educational Psychology is to provide an overview of the field of educational psychology, its theoretical bases, classroom application and its effect on youth.

PREREQUISITES: Introduction to Psychology or permission of instructor.

COURSE OBJECTIVES: Students will in thematic units:

1. understand research methodology/design and write a scholarly research design/literature review as well as exhibit information literacy;

2. understand and apply learning styles to the learning experience;

3. utilize psychology theory for classroom problem solution in the learning environment.

4. develop learning style based curriculum and objectives in a hierarchical method as applied to Bloom’s taxonomy;

5. understand the model of effective teaching and the power of the teacher for educational excellence;

6. address diversity, culture, motivation in the school setting;

7. develop assertive/critical thinking skills in a college classroom setting;

8. use the classroom text and the internet as a resource guide;
9. improve classroom communication/writing/presentation/internet skills;
10. critically assess teaching styles for an effective classroom experience;
11. become collaborative/active learners in an education setting;
12. establish materials for development of a portfolio on the Standards for the Teaching Profession;
13. develop a teaching/learning “tool” for classroom use.

COURSE REQUIREMENTS: All students will be expected to:

1. Attend class on a regular basis and participate in class discussion.
2. Read the text, complete supplementary class projects, and participate in small group/hybrid WebCT.
3. Complete two educational psychology application papers - one as a case study and the other on Bloom’s taxonomy, for 25 points each (Total - 50 points).
4. Complete an applied research project on educational psychology of no less than seven pages typed, double spaced with citations and bibliography, on an educational psychology field study topic of specific interest to the student, as approved by the instructor. Two copies required (Total - 75 points).
5. Presentation of the approved research project completed in #4 the last four weeks of class. The student may use a varied presentation format with or without activities or handouts (Total - 15 points).
6. Complete an internet search as assigned in class and use the hybrid WebCT website (Total - 10 points).
7. Complete two assessments, one as a “mock” research design and the other as a teaching/learning tool as the final for 25 points each (Total – 50 points).
8. Participate in a collaborative learning experience over text chapters to exhibit knowledge of having read the text.
9. The instructor reserves the right to request papers be redone if not submitted in scholarly format. A one week time frame is allowed for work to be redone without a point reduction.
10. Up to 25 points will be deducted for late papers and for failure to complete contract work for absences.

METHODOLOGY:
Course instruction includes lecture format, selected video, WebCT hybrid, internet searches, interactive video, page-out, discussion based interaction, collaborative activities, student presentations in an active learning environment. All assignments/assessments enhance
critical/creative thinking skills, as well as use of scholarly writing. Both “process” and “product” are emphasized to enhance student learning.

GRADING STANDARDS:
1. The class grading system will be based on a 200-point total.
   - 200 - 188 A
   - 187 - 170 B
   - 169 - 150 C
   - 149 - 130 D
   - Below 130 F

2. Attendance will be taken each time. Approved makeup work must be contracted as discussed with the instructor for makeup time for any absences in excess due to lack of class participation. Contracts must be signed and approved. The instructor reserves the right to determine the maximum amount of contract time. Failure to complete contract work will result in a 10 to 20 point reduction from the class point total. Students can use assigned internet searches for contract time.

3. The application papers, projects, and summative final will be evaluated holistically, with attention given to correct grammatical form, spelling, sentence structure, as well as organization to include expression of ideas and application of theories for problem solution. In addition, correctness of citations, bibliography, and APA reference usage is expected.

4. All papers must be typed and scholarly.

TOPICAL OUTLINE:
WEEK I & II  Chapter 1  EDUCATIONAL PSYCHOLOGY AND RESEARCH. (MOCK RESEARCH DESIGN - 25 pt.)
WEEK III  Chapter 4 & 5  LEARNING STYLES/DIVERSITY
WEEK IV- VIII  Chapters 7, 8, 9, 10, 13  INSTRUCTION, OBJECTIVES AND EVALUATION BLOOM’S TAXONOMY / HUNTER SOCIAL CONSTRUCTIVIST APPROACHES APPLICATION - 25 pts.
WEEK IX & X  Chapters 2 & 3  HUMAN DEVELOPMENT AND PSYCH THEORY CASE STUDY - 25 pts.
WEEK XI - XIII  EDUCATION TOPICS  CULTURE / CURRENT EVENTS / MOTIVATION ASSESSMENT / EFFECTIVE TEACHING / VIDEOS ON TEACHING OVERVIEW CHAPTERS  6, 11, 14 THEORY CHART DUE (5 pts.) INTERNET SEARCHES (10 pts)
WEEK XIV - XVI  PRESENTATION OF APPLIED RESEARCH PROJECTS.
WEEK XVI  FINAL - 25 pts. - LEARNING / TEACHING TOOL.
FINAL TYPED FORM OF APPLIED RESEARCH PROJECT DUE AT TIME OF CLASS PRESENTATION. (TWO COPIES)

LAST DATE TO AUDIT / WITHDRAW -- refer to current Casper College Catalog / Permission of Instructor.

STUDENT RIGHTS & RESPONSIBILITIES:
Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student.

ADA ACCOMMODATIONS POLICY:
It is the policy of Casper College to provide accommodations to any student with a documented disability. If you have need for accommodation in this course, please make an appointment to see me at your earliest convenience.

CHAIN OF COMMAND:
If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

ACADEMIC DISHONESTY:
Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

INTEGRITY STATEMENT:
Assignments, projects, presentations, processes and materials submitted in other courses for points/grades are not acceptable for submission in this course for "weighted" coursework that counts toward the grade and thus the credit received. Topics and papers in other classes can serve as a "baseline" and expanded, redesigned or adapted into a new project or assignment as a totally NEW assignment. Please ask the instructor if you need clarification regarding your work. Duplicate work across courses is not acceptable. Violation of this "professional" student responsibility will result in NO points for the assignment submitted and thus a grade reduction.

NOTICE OF BACKGROUND CHECK:
All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.
Ruth Doyle, Ed.D.
Educational Psychology Course Requirements

Mock Research Design (25 pts.)

Application 1 (Educational Case Study on Erickson/Piaget/Kohlberg – 25 pts)

Application 2 (Objectives / Activity / Test Question / Learning Style – 25 pts)

Final in “own” Learning Style (25 pts.)

Class Site/Internet Searches (10 pts.)
(Piaget, Erikson, Kohlberg, Vygotsky, Hoffman)

Big Project or Literature Review (75 pts.)

Big Project Presentation to Class (15 pts.)

TOTAL – 200 Points

*Contracts due the week before finals.

Possible Internet Topics of Interest:
1. Kohlberg Moral Theory
2. Erickson’s Psychosocial Theory
3. Maslow’s Motivational Theory
4. Piaget’s Cognitive Theory
5. Social Constructionism
6. Learning Styles (Gregorc)
7. Cognitive, Affective, Psychosocial Domains of Learning for Objectives
8. Diversity in Education
9. Creativity – Multiple Intelligences
10. One topic of student choice on education (ex. school violence)