

PSY 510 – Advanced Educational Psychology

Spring 2012

Western Kentucky University

College of Education and Behavioral Sciences

Department of Psychology

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Course Description: Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

Course Objectives:

Students will:

1. Examine the effect of current research on our understanding of learning and teaching.
2. Examine and evaluate theories of human development.
3. Apply developmental concepts to the teaching of various age groups.
4. Evaluate the influence of individual differences on teaching and learning.
5. Examine and evaluate behavioral theories of learning.
6. Examine and evaluate cognitive theories of learning.
7. Examine and evaluate classroom applications of theories of learning.
7. Examine theories and techniques of human motivation.
8. Examine various techniques of classroom management.
9. Debate and address the advantages and disadvantages of classroom assessment.
10. Evaluate and report about ideas surrounding current issues in educational psychology.
11. Develop ability in locating and considering scholarly research and other resources of educational psychology.
12. Develop familiarity with resources of educational technology.

Course Credit: 3 hours

Required Texts:

Abbeduto, L. (2010). *Taking sides: Clashing views in Educational Psychology (6th Edition)*.

Guilford, CONN: McGraw-Hill/Dushkin. (ISBN # 0077386108)

Cauley, K.M., & Pannozzo, G.M. (2011). *Annual editions: Educational Psychology 10/11 (25th Edition)*. Guilford, CONN: McGraw-Hill/Dushkin. (ISBN # 0-07-805060-X)

Optional Text:

Any Introductory text of Educational Psychology. If you feel comfortable with the material that is contained in the notes posted on Blackboard, there is no need to buy an optional text. If you feel you need a text in helping you to further review the contents addressed in the posted notes and featured on the weekly quizzes, I recommend purchasing an introductory text. I recommend Woolfolk's text (any edition is fine) as noted below:

Woolfolk, A. (2010). *Educational Psychology (10th Ed.)*. Upper Saddle River, NH: Pearson

Description of Course Requirements and Assignments: *Note: All assignments are to be turned in on the Digital Dropbox on Blackboard.*

1. *Textbooks* – As noted above, there are two required textbooks for this course. The purpose of these two texts is to help you to further understand, think about, and expand your knowledge on some issues and areas that are of current importance to Educational Psychologists. As such, these texts are expected to help you advance your understanding of Educational Psychology (i.e., the fundamental goal of this course). The optional text (e.g., Woolfolk or any other introductory textbook) addresses the basics and fundamentals of Educational Psychology. Its purpose is to help you to review and re-familiarize yourself with these areas. As noted earlier, if you feel you need a text in helping you to further review the contents addressed in the posted notes and featured on the weekly quizzes, I recommend purchasing an introductory text.
2. *Unit notes* – I have posted notes for each unit on Blackboard. You will find these by clicking onto the “Course Documents” tab. The purpose of these notes is to help in emphasizing and organizing the basic content that you are responsible for knowing in each unit. The notes also address some areas that are not covered in your texts. Therefore, be sure to give proper attention to both the text and notes. If there is anything addressed in the notes that you are not sure about, please contact me. Your quizzes (see below) will mainly stem from the content addressed in these notes.
3. *Quizzes* – Quizzes over the basics from each unit will be given. Questions will be a combination of multiple choice and true/false questions. These quizzes will help you to check how familiar you are with and how well you understand the basic content from each unit. Furthermore, they will help me to ensure that you have the requisite understanding of the fundamental content of each unit. All quizzes will be posted on Blackboard under the “Assignments” button. Although you must take the quizzes by specified dates, do not

take the quiz until you feel comfortable with and knowledgeable of all relevant material for each unit (as organized in your notes). You are free to refer your notes and any texts in taking each quiz. Your quiz average will account for **25 percent** of your overall course grade. If you have questions about any quiz content, please email or call me.

I will also make a discussion board available for each quiz where students can post questions about each quiz. Students are expected to check the discussion board regularly not only to post questions but to provide help and/or insights for fellow students regarding their questions. I will also check these discussion boards regularly (though perhaps not as regularly as you so be patient) and will respond to any unanswered (or incorrectly answered) or remaining questions when warranted. If you have something that you need me to attend to quickly, please email me about your posting. You will access the discussion board for each quiz by clicking onto the discussion tab on Blackboard and then selecting discussion board.

Please note that there are two links for each quiz. The first is a MS Word formatted copy of the quiz. Print this out and determine the answers. The second link is the direct link to the quiz. Access this link **ONLY** when you are ready to input **ALL** of your answers. If necessary (i.e., if you don't make a 100 the first time you take a quiz), you can take each quiz two times. Simply click onto the quiz grade in the gradebook and you will be able to input your answers again. If you take a quiz a second time, please note that your quiz grade for that unit will be the average of your two attempts. Please also note that in taking each quiz, Blackboard will tell you the number of questions that you missed but it will not report which questions you missed (that is for you to determine!).

In preparing for and taking each quiz, I recommend the following: 1) Print out the MS Word formatted quiz. 2) Start determining the answers by a) going over the notes with a fine-tooth comb, b) reading related chapters in either the optional text or any Educational Psychology basic text, and c) if you are struggling with any questions or content, utilize a Google search (you'd be amazed about the plethora of information about Educational Psychology that is on the web) to further your knowledge. 3) Contact me and/or post a discussion board forum if you need additional help on a question or questions. 4) Submit your answers to the appropriate link by the due date.

4. *Reflection papers* – Students are expected to complete reflection papers that address various topics that are important considerations in each unit of study. PLEASE NOTE that you are to post your reflection papers to two different places on Blackboard. First, you will post your reflection paper file to the appropriate link under the “Assignments” tab. This enables me to access your paper, grade it, and immediately post comments and your grade to the gradebook. This also allows you to know whether I have received the paper (If I have received it, you will see a “!” in the gradebook. If I have received it and graded it, you will see a grade in the gradebook. If I haven't received it, you won't see anything in the gradebook). To see feedback from me, clicking onto your grade will access a box containing my comments. Please note that I do not provide feedback for papers that receive full credit (perfection is feedback enough!).

You will also post each reflection paper you complete to the designated discussion board on Blackboard. This is so that your fellow students can also see your paper. Students are expected to look over each other's reflection papers and provide feedback, comments, and/or responses when so moved (e.g., *the web class version of class discussion*). Additionally, you must provide some sort of feedback, comment, or response on at least 6 different weeks. As noted below, failure to do so will impact your overall reflection paper grade.

Each reflection paper should consist of your thoughts about and responses to questions I will present on the advanced topics that we will cover in each unit (as covered in your two required texts). These questions can be found in the outline and due dates at the end of the syllabus. You will also find these questions at the link for uploading each paper in a folder under the "Assignments" tab on Blackboard. The purpose of these entries is to allow you to reflect upon what up-to-date research has to say about these topics and to further organize your own thoughts and decisions about these issues. These entries do not need to be lengthy. Two to three double-spaced pages is usually enough to suffice. The main requirement of these entries is that you must refer to evidence from the readings that support your stances, decisions, and commentary that you make. Points will be deducted from those papers that have not effectively explained how the readings pertain to the stances made in the paper. Points will also be deducted for any readings that are overlooked. Each question is connected to the assigned readings in some way. Your job is to make the connection and address it in your paper. Those who do not address the readings at all in their papers will receive a 0. When referring to each reading in your papers, please cite the author of the entry, not the editors of the text.

There are 12 reflection paper questions. You are only required to complete a total of 10 papers, however. This gives you the chance to skip a reflection paper on two different weeks. You do not have to inform me on the week you intend to skip. If you turn in 12 papers, I will keep your 10 highest grades. Each paper is worth 10 points. Remember, you must provide some sort of feedback, comment, or response to at least one paper on the discussion board across at least 6 different weeks. Failure to do so will result in 1 point deducted from your total for each week under the requirement. Your overall reflection paper point totals will account for **25 percent** of your overall course grade.

5. *Examinations* – There will be a midterm and a final consisting of multiple choice questions and one essay question. The multiple choice questions will pertain to basic content (i.e., content covered on quizzes) while the essay question will ask you to consider the assigned readings. In taking each exam, you will be allowed to refer to any other sources that you have. You will not be allowed to consult with each other in taking the exams, though. Each exam will be posted on Blackboard under the "Assignments" tab prior to midterm and finals week. You will upload each exam through the same link. Each exam will account for **25 percent** of your overall course grade.
6. *Classroom Application Exercises* – You will note on Blackboard that there is a tab for

Classroom Application Exercises. These exercises are optional. You do not even have to look over them if you do not wish. However, you may find that reviewing these exercises and considering the included questions will be helpful in applying material from each unit (and also in preparing for the midterm and final exams). As such, I will post a discussion board for each classroom application exercise where those that are interested can respond to, consider, or ask questions about any of the content or questions from these classroom application exercises. Please also note that many of the multiple choice questions on your tests will stem from what is addressed and asked in these exercises. Thus, it will definitely behoove you to attend to these exercises and to tune in/post to the discussion boards for them when something is not clear or when you do not understand something.

Grading Procedures:

Quizzes = 25 % (Quiz average x .25)
 Reflection Papers = 25 % (Point total x .20)
 Examinations = 50 % (Average of two exams x .50)

One's overall grade equals the sum of the products in parentheses. As such, 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F.

Academic Honesty: All acts of dishonesty (i.e., plagiarism, cheating, representing another person's efforts as your own, etc) in any work constitute academic misconduct. Evidence of academic misconduct will result in an F for the course. Please see the following link for further information from WKU student handbook:

http://www.wku.edu/handbook/2009/index.php?option=com_content&view=article&id=59:academic-offenses&catid=36:academic-offenses&Itemid=60

Please Note:

1. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.
2. All written work must be typed (11- or 12-point font), and double-spaced. Reflection papers should be posted to the appropriate discussion board. Exams and quizzes should be submitted by clicking on to the accompanying links on Blackboard.
3. Many people assume that web-based courses are easier than are face-to-face classes. *This is not necessarily true!* This is not because the assignments are harder or different. It is simply because you are on your own and do not have the regular face-to-face interactions with your fellow students and me. Therefore, in order to do well in this class, you must not be afraid to contact me when you have questions about *anything*. You also *must* be a self-regulated person that is able to manage and organize your time effectively. You *must*

be willing to regularly attend to the various discussion boards. The course outline and assignments are set and it is up to you to monitor and follow them. A great way to stay on-track and not fall behind is to devote some attention to this course at least 4 days a week. How much time you spend each day is up to you. Do whatever it takes to ensure that you have completed all of the assignments for each week. Be sure that whenever you have questions or concerns that you email or phone me as soon as possible. Those who keep up with everything generally do well in this course. Because each week has required assignments, those who fall behind do not do well because they have so much trouble catching up.

4. The course is designated for the Spring 2011 semester which ranges from January 24 – May 6. As such, you must be certain to complete all designated assignments no later than the due dates that are specified. Because this is a web-based course, however, there is a little more flexibility and you are free to work ahead of schedule. Thus, if you wish to complete all of the requirements of the course prior to May 6, you are free to do so. In other words, you can set your own schedule and complete assignments early, but you may not complete assignments any later than the due dates that are specified. Please note, however, that should you choose to work ahead of schedule that you may not have the benefit of information that your fellow students ultimately provide on the various discussion boards. Also, understand that I do not grade assignments that are turned in early until all others have been received.
5. Students are encouraged to contact me if they are having difficulty or any other problems in the course. If you are struggling, worried, or confused, do not wait until it is too late to do anything about it. Any feedback about the course or course assignments is welcomed. I will also be glad to discuss any other matters related to your graduate education – such as course offerings, possible thesis topics, etc. Seek me out early and often and ask me for help, advice, etc. I will be more than glad to help. That's my job. It's what I do!

Course Due Dates and Outline

NOTE: I have included optional text readings from the Woolfolk introductory text. If you use a different introductory text you will need to match up your table of contents with the specific week's covered contents.

Week 1: January 23

- Readings to complete: None
- Assignments due **January 29** by 11:59 pm: Complete e-card under "Assignments" tab, read syllabus, familiarize yourself with Blackboard.

Week 2: January 30

- Readings to complete:
Blackboard:
 - Unit 1 Blackboard notes*Optional text:*
 - Chapter 1*Required text:*
 - Taking Sides
 - Issue 7. Should Schools Adopt a Constructivist Approach to Education?
 - Annual Editions
 - 1. What Makes a Great Teacher: PDK Summit Offers Many Ideas (Young).
 - 3. Embarking on Action Research (Brighton).
- Assignments due **February 5** by 11:59 pm:
 - Quiz 1
 - Reflection Paper # 1 addressing the following: "What is your idea of an expert teacher and how do you think an understanding of Educational Psychology can contribute to your becoming one?"

Week 3: February 6

- Readings to complete:
Blackboard:
 - Unit 2 Blackboard notes covering the Brain and Piaget's theory
 - Classroom Application Exercise # 1*Optional text:*
 - Chapter 2 (pp. 23 – 44)*Required text:*
 - Taking Sides
 - Issue 11. Do Recent Discoveries About the Brain and Its Development Have Implications for Classroom Practice?
 - Annual Editions
 - 10. Adolescent Decision Making: An Overview (Halpern-Felsher).
 - 20. A Fresh Look at Brain-Based Education (Jensen)
- Assignments due **February 12** by 11:59 pm:
 - Quiz 2, "The Brain and Piaget"
 - Reflection Paper # 2 addressing the following: "Discuss whether current

understanding about the brain can inform our understanding of both cognitive development and classroom practices.”

Week 4: February 13

- Readings to complete:

Blackboard:

- Remaining Unit 2 Blackboard notes.
- Classroom Application Exercise # 2

Optional text:

- Chapter 2 (pp. 44 – 56)

Required text:

- Taking Sides
 - Issue 12. Is the Whole Language Approach to Reading Effective?
- Annual Editions
 - 22. When Students Seem Stalled (Garner).
 - 28. “To Find Yourself, Think For Yourself”: Using Socratic Discussions in Inclusive Classrooms (Chorzempa & Lapidus).

- Assignments due **February 19** by 11:59 pm:

- Quiz 3, “Cognitive Development: Vygotsky and Language”
- Reflection Paper # 3 addressing the following: “What recommendations do you have for accommodating cognitive developmental differences in your classroom?”

Week 5: February 20

- Readings to complete:

Blackboard:

- Unit 3 Blackboard notes.
- Classroom Application Exercise # 3

Optional text:

- Chapter 3

Required text:

- Taking Sides
 - Issue 6. Should Schools Try to Increase Students’ Self-Esteem?
 - Issue 7. Should Character Education Define the Values We Teach Students?
- Annual Editions
 - 9. The Under-Appreciated Role of Humiliation in the Middle School (Frey and Fisher).

- Assignments due **February 26** by 11:59 pm:

- Quiz 4, “Personal, Social, and Moral Development”
- Reflection Paper # 4 addressing the following: “What do you feel is the best way to address self-esteem and moral development in the classroom? How is what you recommend likely to impact student development in these areas?”

Week 6: February 27

- Readings to complete:

- Blackboard:*

- Unit 4 Blackboard notes on Intelligence, Learning/Cognitive Styles, and the Exceptional Student.
 - Classroom Application Exercise # 4.

- Optional text:*

- Chapter 4

- Required text:*

- Taking Sides (*Select one*)
 - Issue 2. Should Struggling Students be Retained?
 - Issue 3. Is Full Inclusion Always the Best Option for Children With Disabilities?
 - Issue 9. Can Howard Gardner's Theory of Multiple Intelligences Transform Educational Practice?
 - Annual Editions
 - 15. Social and Emotional Development of Gifted Children: Straight Talk (Cross).

- Assignments due by **March 4** by 11:59 pm:

- Reflection Paper # 5 addressing the following: "How do you define intellectual ability and how should we accommodate intellectual ability in the classroom?"
 - Note: No quiz this week. The content for this week and next week are addressed in next week's quiz.

Week 7: March 5 – Spring Break!! No assignments!

Week 8: March 12

- Readings to complete:

- Blackboard:*

- Remaining Unit 4 Blackboard notes.
 - Classroom Application Exercise # 5

- Optional text:*

- Chapter 5

- Required text*

- Taking Sides (*Select one*)
 - Issue 1. Are Single-Gender Classes the Only Way to Ensure Equal Educational Opportunities for Boys and Girls?
 - Issue 4. Can Schools Close the Achievement Gap Between Students from Different Ethnic and Racial Backgrounds?
 - Annual Editions
 - 18. Becoming Adept at Code-Switching (Wheeler).

- Assignments due by **March 18** by 11:59 pm:

- Quiz 5, "Student Diversity" NOTE: This quiz addresses content from both this week and last week.
 - Reflection Paper # 6 addressing the following: "What is your philosophy for educating culturally diverse (i.e., in terms of ethnicity, language, gender, and SES

differences) learning populations?”

Week 9: March 19 – MIDTERM

- Readings to complete:
 - None
- Assignments due by **March 25** by 11:59 pm:
 - Midterm

Week 10: March 26

- Readings to complete:

Blackboard:

 - Unit 5 Blackboard notes.
 - Classroom Application Exercise # 6

Optional text:

 - Chapter 6 (pp. 197 – 215), Chapter 9 (pp. 314 – 322).

Required text:

 - Taking Sides
 - Issue 8. Does Reinforcement Facilitate Learning?
 - Annual Editions
 - 34. The Perils and Promises of Praise (Dweck).
- Assignments due by **April 1** by 11:59 pm:
 - Quiz 6, “Behavioral and Social Cognitive Theories of Learning.”
 - “Reflection Paper # 7 addressing the following: “What do you think the role of reinforcement should be in the classroom and how do you think student learning would be impacted as a result of your stance?”

Week 11: April 2

- Readings to complete:

Blackboard:

 - Unit 6 Blackboard notes.
 - Classroom Application Exercise # 7

Optional text:

 - Chapter 7, Chapter 9 (pp. 322 – 328)

Required text:

 - Taking Sides
 - None
 - Annual Editions
 - 21. What Will Improve a Student’s Memory (Willingham).
 - 24. Backward Design: Targeting Depth of Understanding for All Learners (Childre, Sands, & Pope).
 - 26. The Goals of Differentiation (Tomlinson).
- Assignments due by **April 8** by 11:59 pm:
 - Quiz 7, “Cognitive Learning Theories”
 - Reflection Paper # 8 entry addressing the following: “In your mind, what must the

teacher do to ensure that effective student information processing occurs in the classroom and how would student learning impacted as a result of your stance?"

Week 12: April 9

• Readings to complete:

Blackboard:

- Unit 7 Blackboard notes.
- Classroom Application Exercise # 8

Optional text:

- Chapter 10, Chapter 11

Required text:

- Taking Sides
 - Issue 10. Will a Push for Standards and Accountability Lead to More Motivated Students?
- Annual Editions
 - 35. Should Learning be its Own Reward (Willingham).
 - 37. Successful Teachers Develop Academic Momentum with Reluctant Students (Strahan).
 - 38. "I'll Repeat Myself, Again?!": Empowering Students through Assertive Communication Strategies (Kolb & Griffith).

• Assignments due by **April 15** by 11:59 pm:

- Quiz 8, "Motivation."
- Reflection Paper # 9 addressing the following: "What steps would you suggest to administrators and teachers that will ensure that student motivation to learn is improved and positively impacted?"

Week 13: April 16

• Readings to complete:

Blackboard:

- Unit 8 Blackboard notes.
- Classroom Application Exercise # 9

Optional text:

- Chapter 13

Required text:

- Taking Sides
 - Issue 13. Is Greater Parental Involvement at School Always Beneficial?
 - Issue 14. Should Schools Embrace Computers and Technology?
- Annual Editions
 - 14. Universal Design in Elementary and Middle School: Designing Classrooms and Instructional Practices to Ensure Access to Learning for All Students (Flores).

Assignments due by **April 22** by 11:59 pm:

- Quiz 9, "Planning, Instruction, and Technology"
- Reflection Paper # 10 addressing the following: "What is (or are) the most

important consideration(s) for a teacher in terms of planning for instruction?”

Week 14: April 23

• Readings to complete:

Blackboard:

- Unit 9 Blackboard notes.
- Classroom Application Exercise # 10

Optional text:

- Chapter 12

Required text:

- Taking Sides
 - Issue 16. Can a Zero-Tolerance Policy Lead to Safe Schools?
- Annual Editions
 - 36. Beyond Content: How Teachers Manage Classrooms to Facilitate Intellectual Engagement for Disengaged Students (Schussler).
 - 39. Strategies for Effective Classroom Management in the Secondary Setting (Pedota).
- Assignments due by **April 29** by 11:59 pm:
 - Quiz 10, “Classroom Management”
 - Reflection Paper # 11 addressing the following: “What are the most important considerations for effective classroom management that you would suggest to future teachers?”

Week 15: April 30

• Readings to complete:

Blackboard:

- Unit 10 Blackboard notes

Optional text:

- Chapter 14 (p. 513 – 524), Chapter 15

Required text:

- Taking Sides (*Select one*)
 - Issue 15. Should Schools Decrease Class Size to Improve Student Outcomes?
 - Issue 17. Should Student Time in School be Changed?
- Annual Editions
 - 48. Reliability and Validity of Information about Student Achievement: Comparing Large-Scale and Classroom Testing Contexts (Cizek).
- Assignments due by **May 6** by 12:00 pm (noon)
 - Quiz 11, “Assessing Classroom Learning.”
 - Reflection Paper # 12 addressing the following: “What sources of information should be considered in evaluating how well learning has occurred in schools?”

Thursday, May 10 FINAL DUE by 11:59 pm