

EDCI 508-01
Advanced Educational Psychology
Spring 2008

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Course Description

This course examines the theory and research related to learning and motivation for students from diverse cultural backgrounds. Practical implications for effective teaching will be identified throughout the course.

Goals

This course is designed to help you develop professional knowledge of the central theories related to learning, teaching, and motivation. Integration of theory, research and practice will be emphasized.

As a result of this course, you should be able to:

1. describe and explain how theoretical principles of learning and motivation are related to students' academic performance;
2. describe and explain how contextual factors influence students' academic performance;
3. apply theoretical principles of learning and teaching to your professional work as an educator in today's society;
4. conduct literature-based research to address key concerns in schools and classrooms today.

Required Texts

Schunk, D. (2008). Learning theories: An educational perspective, 5th edition. Columbus, OH: Prentice Hall.

Mayer, R. (2002). The promise of educational psychology, Volume II: Teaching for meaningful learning. Columbus, OH: Prentice Hall.

Academic Expectations

1. **Plagiarism** - Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.
2. **Collaboration** - University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.
3. **Withdrawal** - After April 18, I will only support requests to withdraw from this course with a "W" grade where extraordinary circumstances exist.
4. **Behavior** - Section 310.00 in the MSU Conduct Guidelines states that students must:
 - be prompt and regular in attending classes;
 - be well prepared for classes;
 - submit required assignments in a timely manner;

- act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- make and keep appointments when necessary to meet with the instructor.

5. Students with Disabilities - If you have a documented disability for which you are or may be requesting an accommodation(s), please contact me and Disabled Student Services as soon as possible.

6. Cell Phones – Please turn phones **OFF** before class begins.

For additional information go to www2.montana.edu/policy/student_conduct/cg600.html.

Course Requirements

1. Required Reading & Written Reflection 20 points

For each class meeting, you will prepare a 1-2 page typed summary of the assigned reading as indicated in the course outline. Your summary is to end with at least 2 well-written questions and/or issues you wish to discuss. Try to formulate questions that are high-level, integrative, reflective, and grounded in the literature. Avoid factual questions (e.g., What was Piaget's wife's name?). You will have an opportunity to raise your questions during class time.

Written Reflection papers will be evaluated according to their adherence to the following standards:

- thoughtful summary of assigned reading
- presence of meaningful questions for class discussion
- professional presentation ~ APA format, organization, spelling, grammar, neatness, length

2. Personal Philosophy of Learning and Teaching 25 points

A philosophy of learning and teaching is a narrative that articulates your beliefs about the nature of teaching and learning, describes your goals and instructional practices, and provides a clear rationale for your ideas. One expert described the philosophy statement as “a distinctive organizing vision—a clear picture of why you are doing what you are doing” (Brookfield, 1990).

Your philosophy statement provides a window into your personal beliefs about the work of learning and teaching and should be specific and relevant to your personal context. For this assignment, your personal philosophy statement will be a 5 page paper composed of the following five sections: The Nature of Learning; The Nature of Teaching; Goals for Students; Instructional Practices; and Areas for Growth.

As you begin this project, please brainstorm your responses to some of the questions below. As you form your responses, please draw upon your observations and experiences, as well as current literature on teaching and learning.

- What do I mean by learning?
- How do people learn?
- What happens in a learning situation?
- What do I mean by teaching?
- What happens when someone is really teaching effectively?
- As a teacher, how do I facilitate students' learning?
- Why do I teach the way that I do?
- What do I believe about students' motivation and engagement?
- How do I motivate students to learn?
- What is my theoretical platform(s) for my understanding of learning and teaching?

- What's important to me in my teaching?
- How do I challenge students intellectually and support them academically?
- How do I respond to different learning preferences?
- How do I help students who are frustrated, and accommodate different abilities?
- What skills do I expect students to obtain as the result of learning?
- What goals do I have for my students? Why?
- How are my beliefs about teaching and learning and goals for students realized in classroom activities?
- What kind of activities do I select to reach these goals?
- Have my goals changed over time as I have learned more about teaching and learning?
- How do I operationalize my philosophy of teaching in the classroom?
- What activities, assignments, and projects do I implement in the teaching-learning process? Why?
- What do I do to implement these ideas about teaching and learning in the classroom?
- How do I interact with students in and outside class? Why?
- What goals have I set for myself as a teacher?
- How do I accomplish these goals?

You can also look at websites such as <http://www.celt.iastate.edu/teaching/philosophy.html> for further ideas and direction in writing your statement.

Please be prepared to submit two versions—a draft and a final copy—of your personal philosophy statement. The 2 page draft will be due February 9th and will contain your preliminary responses to selected questions. Over the course of the semester, you will have an opportunity to refine your thinking and ground your position in research-based findings. The final 5 page paper will be due April 26th.

Personal Philosophy papers will be evaluated according to their adherence to the following standards:

- 5 sections are present
- the ideas and beliefs in each section are clearly stated
- current literature is provided to support each core idea
- professional presentation ~ APA format, organization, spelling, grammar, neatness, length

3. **Critical Issues in Teaching Workshops** **25 points**

Each student will be a member of a 3 person team. Each team will work together to create and present a 30 minute workshop on a critical issue that effects the work of learning and teaching. As a team you will be responsible to select a relevant critical issue, research the key issues and controversies surrounding the issue, and plan a 30 minute workshop for the class grounded in research-based principles of learning and teaching.

Some possible ideas for workshop topics include:

- Role of Teacher Beliefs
- Teacher Stress & Burnout
- Student Self-Regulation
- Student Led Conferences
- Social Promotion vs. Retention
- Dealing with School Violence
- Ability-Level Tracking
- Bilingual Education
- Full vs Half-day Kindergarten
- Performance-Based Pay
- Eliminating Recess
- Vending Machines in Schools

- Technology in the Classroom
- Dealing with ADHD
- Single-Gender Classes
- Problem-Based Learning
- Character Education
- Corporate Sponsorship of Schools
- Cheating
- Pregnancy
- Reducing Class Size
- Homework

Critical Issues Workshops will be evaluated according to their adherence to the following standards:

- presentation demonstrates the hallmarks of excellent teaching
 - critical synthesis of key issues and controversies
 - scholarly and well-organized content
 - engaging delivery to facilitate students' understanding

4. Research in Learning and Teaching 30 points

A deep understanding of the nature of learning and teaching requires thoughtful consideration and careful integration of multiple sources of data. For this assignment, you will need to choose either learning **OR** teaching, and examine one element of that domain through the lenses of both research and practice.

Learning Research Paper (Due March 1st)

Select one of the learning theories (e.g., motivation) and choose one element of the theory (e.g., achievement goals). You will write a 9-10 page paper that includes the following:

1. Write a 1 page description and synthesis of the key points of your topic.
2. Find 5 peer-reviewed research journal articles about your topic and write a 1 page evaluation of each article using the criteria below.
3. Observe and interview a student about your topic.
4. Write a 1 page summary of what you learned through your field data.
5. Write a 2 page statement that reflects your new understanding about the topic; integrate material from the assigned readings, research findings, and practice; refer to evidence from the research to support your new insights.

Teaching Research Paper (Due April 5th)

Select an instructional strategy (e.g., cooperative learning) that is of interest to you and write a 9-10 page paper that includes the following:

1. Write a 1 page description and synthesis of the key points of your chosen strategy.
2. Find 5 peer-reviewed research journal articles about your chosen strategy and write a 1 page evaluation of each article using the criteria below.
3. Observe and interview a practicing teacher about the strategy.
4. Write a 1 page summary of what you learned through your field data.
5. Write a 2 page statement that reflects your new understanding about the strategy; integrate material from the assigned readings, research findings, and practice; refer to evidence from the research to support your new insights.

Research Papers will be evaluated according to their adherence to the following standards:

- thorough description of the chosen topic
- 5 relevant peer-reviewed research journal articles selected for evaluation
- thoughtful and critical evaluation of each article following the guidelines provided
- clear description of field data
- critical synthesis of findings from readings, research articles, and field data
- professional presentation ~ APA format, organization, spelling, grammar, neatness, length

20 Questions for Evaluating Research Articles

- | | |
|--------------------------|--|
| Introduction | <ol style="list-style-type: none"> 1. Does the article have a good problem statement? 2. How did the purpose develop? 3. How were the research questions derived? |
| Literature Review | <ol style="list-style-type: none"> 4. Is there a thorough literature review? |
| Methodology | <ol style="list-style-type: none"> 5. Is there a good description of the context of the study? 6. Is there a good description of the participants, who they were, how and why they were chosen? 7. Is the methodology thoroughly described? 8. Are the techniques for data collection appropriate to the problem under consideration? 9. Is there sufficient data collected over an appropriate length of time? |
| Analysis | <ol style="list-style-type: none"> 10. Do the researchers thoroughly describe the data analysis process? 11. Do they explain how they arrived at their themes, codes, conclusions, etc.? 12. Do they present the findings in the form of graphs or charts? 13. How do they treat outliers/discrepant data? |
| Discussion | <ol style="list-style-type: none"> 14. Do they acknowledge their limitations re: sampling, time, subject area, context, etc.? 15. Do they propose more than one explanation for their findings? 16. Do the researchers acknowledge their assumptions, perceptions, and biases in interpreting the data? 17. Do the researchers compare their data to existing theory? 18. Are their conclusions and/or generalizations reasonable given their participants and context? |
| Overall | <ol style="list-style-type: none"> 19. Is the paper well written; is the argument clear? 20. Does this paper tell a coherent story? |

Summary of Requirements and Points

Reading Reflections	20
Personal Philosophy	25
Workshop	25
Research Paper	<u>30</u>
Total	100 points

Letter Grade Equivalents

A	93 & above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 & below

Proposed Course Outline (this schedule will be modified if needed)

January 19

Content

- Introduction to Educational Psychology
- Educational Neuroscience
- Behaviorist Theories
- Educational Research

Assignments Due

- Reading: Schunk Ch. 1, 2, 9

February 9

Content

- Information Processing Theory
- Social Cognitive Theory

Assignments Due

- Reading: Schunk Ch. 3, 4, 5
- Reading Reflection
- Personal Philosophy Draft
- Critical Issues in Teaching Workshops
 - Group 1
 - Group 2

March 1

Content

- Constructivist Theories
- Motivation Theories
- Risk & Resilience

Assignments Due

- Reading: Schunk Ch. 6, 11
- Reading Reflection
- Learning Research Paper
- Critical Issues Workshops
 - Group 3
 - Group 4

April 5

Content

- Cognition and Instruction
- Factors Influencing Learning & Teaching (Culture, Gender, SES, Family)

Assignments Due

- Reading: Schunk Ch. 7 & Mayer Ch. 1-4
- Reading Reflection
- Teaching Research Paper
- Critical Issues Workshops
 - Group 5
 - Group 6
 - Group 7

April 26

Content

- Content Area Instruction
- 10 Big Ideas in Teaching & Learning

Assignments Due

- Reading: Schunk Ch.10 & Mayer Ch. 5-8
- Reading Reflection
- Personal Philosophy Final
- Critical Issues Workshops
 - Group 8
 - Group 9