EMPORIA STATE UNIVERSITY
The Teachers College
Department of School Leadership/Middle & Secondary Teacher Education

ED332 Educational Psychology, 2 credit hours
Spring Semester 2011

Visser Hall 126, Thursdays 1-2:50
Instructor: Mrs. Carol Strickland

The Teachers College Conceptual Framework

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
ED 332 focuses on the following elements of the Conceptual Framework:

**Knowledge**
Candidates exhibit knowledge of:
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. philosophical, historical, social, and theoretical foundations of education.
5. teaching and learning as a dynamic, constructive, and metacognitive process.
6. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
7. ever changing educational needs of students living in a global society.
8. appropriate technology and how it may be used to enhance teaching and learning.
9. various instructional strategies that can be used to meet the needs and learning styles of individual students.
10. theories of human physical, cognitive, social, and emotional development.
11. appropriate techniques for teaching and using self-reflection strategies.
12. a variety of assessment strategies to diagnose and respond to individual learning needs.
13. professional ethics and standards for practice.
14. teamwork and practices for creating healthy environments for learning and teaching.
15. effective communication techniques in order to develop a positive learning environment.

**Skills**
Candidates demonstrate ability to:
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

**Dispositions**
Candidates exhibit dispositions that exemplify:
1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

**Course Description**
This course is part of the first phase of professional education and is designed to teach the relationships between psychological principles and the educative process. Practical experiences are related to classroom organization, management and learning activities. Adolescent development is treated through application of learning theories, research design, and behavioral objectives. This professional education
course integrates with the other courses in Phase I to provide a theoretical and practical base for observation and micro lab teaching activities.

**Textbook**


**Objectives and Outcomes**

The objective of this course is to acquaint students with the following:

1. Relationships between psychological principles and theories and education practical for middle and high school teaching.
2. Theory and research in the following areas:
   a. application of educational research.
   b. learning theory and practice for different developmental levels.
   c. cognitive processes and learning styles for diverse populations.
   d. critical thinking for various developmental levels.
   e. motivation of learners.
   f. effect of adolescent development on teaching and learning.
   g. educational measurement.
   h. inclusive education.
   i. special education law.
   j. individual differences.
   k. Action research, a complementary approach to the scientific method.
   l. Print and electronic resources available for teachers.
   m. Ethics and legal obligations as relate to classroom teachers.

The student outcomes of this course include a demonstration of understanding of:

1. Learning and cognition as explained by classic conditioning (Pavlov), connectionism (Thorndike), operant conditioning (Skinner), theories of cognitive development (Piaget, Erikson, Kohlberg), and cognitive science, and application of this knowledge in explaining classroom dynamics and implications for instruction.
2. Motivation as explained by social learning theory and behavioral theory, and application of this knowledge in explaining classroom dynamics.
3. Requirements for accommodating instruction to meet diverse learning styles and needs, and use of varied instructional techniques including lecture, discovery learning, and cooperative learning. Principles of inclusive education and special education law will be an inherent part of this topic.
4. Methods of evaluating student outcomes including use of test scores, writing teacher-made tests, standardized tests, criterion versus norm-referenced tests, and alternative assessments.
5. Use of research literature and action research to give a broader understanding to issues that arise during their Phase I experience, including an understanding and application of basic principles of research design.
6. Legal and/or ethical issues related to diversity, disability, and confidentiality which may arise during the course of classroom teaching, and principles to apply in resolving such issues.

**Grading Scale and Evaluation**

The traditional grading scale in 10-percentage point increments will be used as follows:
1) Much of your grade will be based upon quizzes and written assignments over content given in class as well as over your chapter readings and outside articles. Those quizzes will be given with regularity throughout the course, will mostly (but not always) be announced in advance. If you fall behind in your readings, you will have great difficulty earning a good grade in this course.

2) Most remaining work will consist of various homework assignments and in-class activities designed to give you the opportunity to demonstrate application of the material to your particular content area.

Note: All fractions of points are rounded up to the next whole number for your benefit, but no other rounding will occur. I do not use the plus/minus grading scale.

**You must earn a grade of C or higher for this course to count as part of Phase I.**

**Academic Dishonesty Policy**

All work turned in for the course must be original. Plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources) and cheating are serious offenses. The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

**Expectations and Procedures**

1. A student known to have violated the academic dishonesty policy will automatically fail the course, and may be dismissed from the Phase I program.

2. Each time we meet, I will assume that you have already read the material assigned for that day.

3. Ask questions whenever you are unsure of the material. If you have a question, others probably do as well. It is only by students asking questions that I know when I have clearly presented a topic.
4. Do not expect to be a passive observer in class, during group projects, or during in-class discussions and earn full credit for participation.

5. Attendance is expected, and lack of attendance will cost you points not only due to lack of participation, but because you will likely miss in-class assignments and/or homework assigned. If you cannot attend because of university-validated activities, provide evidence prior to class. It is your responsibility to contact me regarding an absence and missed assignments. In-class group assignments cannot be made up. Excessive absences will result in failure of the course.

6. Late assignments are accepted but are assessed a 10% per day penalty, whether you are absent or not.

7. Quizzes and/or exams can only be made up with an acceptable and verifiable excuse communicated to me or to the division office on the day absent. It is expected that quizzes or exams will be made up at the first available opportunity.

8. A NOTE ABOUT CELL PHONE USAGE: AS A COURTESY TO YOUR INSTRUCTOR AND CLASSMATES, YOU ARE EXPECTED TO TURN OFF CELL PHONES DURING CLASS TIME. IF YOUR CELL PHONE DOES RING DURING CLASS, A) TURN IT OFF OR B) LEAVE CLASS IMMEDIATELY AND THEN ANSWER IT.

Accommodations for Disability

"Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential."

For further information or questions, please contact:

Office of Disability Services and Non-Traditional Student Programs is 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu.

Instructor Contact Information

On campus:
by appointment in Visser Hall, room 114-115, National Teachers Hall of Fame
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Campus mailboxes in Visser 209 and Visser 114/115 (NTHF)

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