COURSE: PY506 Methods for Teaching High School Psychology, Fall, 2009, 3 credit hours, Mondays, 3:00 to 5:50, VH128

INSTRUCTOR: Dr. Kenneth A. Weaver, Professor, VH211, 341-5552, office hours by appointment, e-mail: kweaver@emporia.edu

COURSE MATERIALS


You will need to provide an introductory psychology textbook. Other materials and handouts will be provided.

COURSE DESCRIPTION

There is nothing that is not psychological. If this is correct, then literally everything is available for pedagogical use to the high school psychology teacher. The challenge for the teacher is knowing how to incorporate this richness in the classroom to advance students’ understanding of psychology. This course will provide (a) readings, invited presentations, film, discussion, and lecture; (b) in depth lesson planning keyed to the national standards; and (c) delivery of course content in simulated classroom environments to teach psychological content in an engaging, memorable manner; to extend candidates’ understanding of psychological science; to ensure candidates’ pedagogical competence; and to emphasize the current applications of psychology in society.

STANDARDS FOR CANDIDATES

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: 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 as well as the 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.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Candidates exhibit knowledge of**
1. characteristics of diverse learners (race and exceptionality)
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.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

**Candidates demonstrate practical 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.

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.

KSDE Professional Education Standards
Standard #1 The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Standard #5 The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Standard #10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11 The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12 The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Standard #13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.
Kansas State Department of Education Standards for Psychology

Standard #1 The teacher of psychology understands the major theoretical approaches, research findings, and historical trends in the science of psychology.

Knowledge
1. The teacher demonstrates an understanding of the major theoretical approaches in psychology: behavioral, biological, cognitive, psychoanalytic, and social.
2. The teacher possesses a knowledge of the history of psychology including, but not limited to, the major theoretical approaches of behavioral, biological, cognitive, psychoanalytic, and social psychology.
3. The teacher is aware of emerging areas in psychology such as cross-cultural and evolutionary psychology.
4. The teacher is aware of expanding areas in psychology such as human factors and health psychology.

Performance
1. The teacher can compare and contrast the behavioral, biological, cognitive, psychoanalytic, and social approaches to psychology.
2. The teacher can explain the contributions of the major theoretical approaches/disciplinary areas as they relate to the study of human development, personality, and abnormal psychology.
3. The teacher demonstrates awareness of emerging areas in psychology such as cross-cultural psychology and evolutionary psychology.
4. The teacher demonstrates awareness of expanding areas in psychology such as human factors and health psychology.

Standard #2 The teacher of psychology demonstrates an understanding of the use of major research methods in psychology, including design, data analysis, and interpretation.

Knowledge
1. The teacher understands how to locate information, formulate research questions and hypotheses, design an ethical study, collect and analyze data using descriptive and inferential statistics, interpret the results and report them in the format of the American Psychological Association (APA).

Performance
1. The teacher locates research, theory, and information necessary to plan, conduct, and interpret results of research studies.
2. The teacher formulates a testable research hypothesis.
3. The teacher designs basic studies to address psychological questions using different research methodologies.
4. The teacher demonstrates APA guidelines for the ethical treatment of human and nonhuman research participants.
5. The teacher collects and analyzes the data designed to answer a psychological question using basic descriptive and inferential statistics.
6. The teacher reports the results in APA format.

Standard #3 The teacher of psychology applies the major theoretical approaches in psychology to reality-based personal, social, motivational, emotional, educational, and organizational issues.
Knowledge
1. The teacher recognizes the value of psychology in understanding and suggesting solutions for actual problems.
2. The teacher understands the application of psychology to the areas of abnormal behaviors, psychological assessment; motivational/emotional aspects of behavior; stress, coping, and health; education; and industries and organizations.

Performance
1. The teacher suggests psychologically-based solutions to actual problems including, but not limited to, those encountered in education and business and industry.
2. The teacher explains the various etiologies and treatments for abnormal behaviors.
3. The teacher explains the uses of psychological assessment.
4. The teacher incorporates knowledge and research findings concerning human motivation and emotion when teaching in the areas of stress, coping, and health.

COURSE OBJECTIVES
1. To understand and teach the science of psychology in a learner-centered environment from the perspective of the national standards.
2. To become knowledgeable about and competent to use the many pedagogical techniques (e.g., demonstrations, activities, active learning) for high school psychology.
3. To learn of the many supports (e.g., Teachers of Psychology in Secondary Schools, Psych-News, Internet web sites) for teaching the high school psychology course.
4. To develop a repertoire of demonstrations for the high school psychology course.
5. To hone a philosophy of teaching the secondary student.
6. To subscribe to and monitor the Psych-News list serve on the Internet.
7. To assist with the Kansas Workshop for High School Psychology Teachers.

CONTENT AND CALENDAR

August 24
1. Welcome, two-minute self-introduction, syllabus review/ review the standards
2. Tour the department office
3. Rubric for lesson planning--developing lesson plans is the central task of this course.
4. Bloom’s and Anderson-Krathwohl’s cognitive taxonomies
5. Culture of the high schools (Jack Mitchell video)

ASSIGNMENT: Read Standard IA. Introduction and Research Methods and come prepared with ideas to teach this content, read 25 learning principles (have emailed them to you) and be prepared to apply them to your teaching and student learning throughout the course.

August 31
1. Cognitive psychology for teaching and learning

2. Applying the 25 learning principles

3. Teaching the Methods Domain

ASSIGNMENT: 1) Complete Research Methods lesson plan, 2) read the Special Education Readings packet, 3) read Standard IIA Biological Bases of Behavior and come prepared to teach the content

**September 7**–Labor Day

**September 14**

1. First lesson plan on Research Methods (organizational application) due

2. Demonstration presentation

3. Looking at diversity. Six Principles of Individuals with Disabilities Education Act (IDEA), Individual Education Plan (IEP), Response to Intervention (RTI) or Multi-Tier System of Supports, accommodations vs. modifications, 13 elements of inclusion, least restrictive environment, differentiated instruction, accommodations in the high school psychology classroom, assistive and adaptive technology (auditory, visual, kinesthetic learners).

4. How to teach Biological Bases of Behavior (personal application)

ASSIGNMENT: Read Standard Area IIB: Sensation and Perception and come prepared to teach the content

**September 21**

1. Review the Research Methods lesson plan

2. How to teach Sensation and Perception (educational application)

3. Show *The Scientific Method in Action*

ASSIGNMENT: Read Standard IIC: Motivation and Emotion and come prepared to teach the content, prepare biological bases of behavior lesson plan

**September 28**

1. Lesson plan for Biological Bases of Behavior due

2. Demonstration presentation

3. How to teach Motivation and Emotion (emotional application)
4. Present professional development resources for the high school psychology teachers--TOPSS, Kansas Psychological Association, Division Two (Teaching) now called Society for the Teaching of Psychology, Internet (World Wide Web), URLs of psychology resources, KTOPSS, Psych-SIG

ASSIGNMENT: Read Standard IID: Stress, Coping, and Health and come prepared to teach the content. Prepare sensation and perception lesson plan

October 5: NO CLASS FOR THE Kansas High School Psychology Teachers Workshop in VH330, all students are expected to attend and assist for at least some of the time.

October 13

1. Lesson plan for Sensation and Perception due
2. Demonstration application
3. How to teach stress, coping, and health
4. Explain the introductory psychology textbook comparison task.
5. Blind spot and exploding head demonstrations

ASSIGNMENT: Prepare comparison of textbooks, read Standard IIIA: Life Span Development and come prepared to teach the content

October 20

1. Candidates present textbook comparisons (see instructions later in the syllabus)
2. How to teach development (motivational application)
3. PsychNews discussion
4. Show the Candid Camera video

ASSIGNMENT: Read Standard IIIB: Personality and Assessment and come prepared to teach the content, prepare development lesson plan

October 27

1. Development lesson plan due
2. Demonstration presentation
3. How to teach personality and assessment
4. Reviewing the Teaching Philosophy and looking at self-reflection (Teacher Work Sample and Conceptual Framework)
ASSIGNMENT: Read Standard IVA: Learning and come prepared to teach the content.

**November 2**

1. Discuss and ask questions about the website comparative analysis
2. How to teach learning (educational application)
3. Show *Discovering Psychology* video

ASSIGNMENT: Prepare websites presentation, read Standard IVB: Memory and come prepared to teach the content

**November 9**

1. Candidates present website analyses.
2. How to teach memory
3. Show *Memory: The Past Imperfect*

ASSIGNMENT: Read Standard VA: Psychological Disorders and come prepared to teach abnormal psychology, prepare learning lesson plan

**November 16**

1. Learning lesson plan due
2. Demonstrations
3. How to teach abnormal psychology + Phineas Gage handout and video

ASSIGNMENT: Read Standard VC: Social and Cultural Dimensions of Behavior and come prepared to teach the content, prepare the memory lesson plan

**November 23**

1. Memory lesson plan due
2. Demonstrations
3. How to teach social psychology
4. Show *Everyday Creativity* video

ASSIGNMENT: Prepare psychological disorders lesson plan

**November 30**

1. Psychological Disorders lesson plan due.

2. Demonstrations

3. What makes effective, ethical teachers?

4. Discuss final examination

**December 7**

1. Candidates evaluate course.

2. Candidates present their teaching philosophies.

3. Looking at the Teacher Work Sample, initial licensure and KSDE, the Praxis content examination, Career Clusters, Kansas Career Pipeline, 21st century skills, and Kansas State Board of Education goals

**Wednesday, December 16, 3:00—FINAL EXAMINATION**

**COURSE REQUIREMENTS**

1. Using the *National Standards for High School Psychology Curricula* as your guide, you will produce lesson plans for an 80 minute block of class over the following topics: Research Methods, Biological Bases of Behavior, Motivation and Emotion, Sensation and Perception, Development, Learning, Memory, Psychological Disorders, Social and Cultural Dimensions of Behavior.

2. The Teaching Philosophy is a reflection piece addressing questions about the course, your preparedness to teach the course, and the steps you plan to take to continue improving yourself as a high school psychology teacher. I am expecting expanded answers representative of beginning teachers

3. 10-minute presentation of comparative analysis of three introductory high school psychology textbooks. You can prepare one 5 x 8, two 4 x 6 or three 3 x 5 index cards with notes for your presentation. 10 point deduction for finishing less than 9 or more than 10 minutes.

4. 10-minute presentation of comparative analysis of three World Wide Web sites that 1) are “end” sites and not sites that contain only links and 2) you would have your students use in class working on content from one of the standards. You can prepare one 5 x 8, two 4 x 6 or three 3 x 5 index cards with notes for your presentation. 10 point deduction for finishing less than 9 or more than 10 minutes.
COURSE EVALUATION

40% Written and oral presentation of lesson plans with demonstrations
20% Teaching Philosophy
20% All of the following:
  • Oral presentation of comparative analysis of three introductory psychology textbooks
  • Oral presentation of comparative analysis of three Web sites
  • Attendance—10 point deduction for any class missed, unless excused by doctor’s note specifically indicating that poor health meant that student could not come to class that day
20% Final examination

A  =  92–100   C+ =  78–79
A– =  90–91    C  =  70–77
B+ =  88–89    D  =  60–69
B  =  82–87    F  =  0–59
B– =  80–81

All assignments are due as indicated in the syllabus. Lesson plans returned to be worked on are due the following Monday or a late penalty of 10 points per day is deducted from grade. All assignments except the Psychological Disorders lesson plan must be submitted for final grading by December 7. Any assignment without a grade becomes a 0.

ASSESSMENT CRITERIA

Teaching Philosophy

This is a reflective exercise as you engage in self-examination on the following dimensions. I expect you to elaborate considerably on each. Your Teaching Philosophy should be in the 8 to 12 page range.

1. How do you view your current content knowledge in psychology? What are you doing and/or what do you plan to do in order to strengthen your background to increase your knowledge and awareness of the standards? When you seek assistance understanding psychological knowledge, where will you go and whom will you ask? Address all five domains.
2. How do you view students’ learning
3. How do you view your learning?
4. How do you define student success?
5. How will your classroom be student-centered?
6. How do you reconcile the roles of knowledge and pedagogy in your teaching and your students’ learning?
7. What factors influencing student learning do you feel the most responsible for addressing in the classroom?
8. What is your role as teacher to facilitate your students’ ways of learning? How competent will you be making psychology “come alive” for my students? How can you do a better job at this? Elaborate
9. As a professional, what is your emotional disposition towards your students and how will situations (specify the situations) influence that emotional disposition?
10. How does your classroom contribute to learning?
A. Physical set-up
   1. Seating
   2. Bulletin boards
   3. Placement of desk
   4. Technology

B. Other factors
   1. Ethics/Class Rules
   2. Discipline

11. What are your expectations for parents?
   A. How are your classroom practices affected if these expectations are not realized?

12. How do you view diversity both in terms of exceptionality and culture?
   A. How do you incorporate diversity into your instruction, assessment, and classroom practices?

13. How do you view grading and assessment of student learning?
   A. How will you use/evaluate homework?
   B. Will you use peer evaluation, and if so, how?
   C. How difficult will it be for you to fail a student or give a student a D and how will you manage this?
   D. Contrast in your classroom performance-based assessments with traditional assessments

14. What will you do to remain intellectually active and enthusiastic about teaching across your career?

15. What are my concerns about teaching psychology? What most excites you or makes you enthusiastic about teaching psychology? Knowing what I know now about teaching high school psychology, what do I need to do to become better prepared to teach the course?

Comparative Analysis of Introductory Psychology Textbooks

1. What is the order of chapter topics? What do you think the optimal order should be for student learning?

2. How much space is taken up by pictures/graphics? Is it too much or just right or too little? Do the pictures/graphics make for greater interest in the book?

3. List the pedagogical aids in the textbook. How helpful do you think they are to student learning? Which book has the best aids, what are they, and why do you think they are the best?

4. Pick three chapters in separate books about the same topic and read them. Which textbook’s chapter is the best and why?

5. Describe how each book aligns with the National Standards for the Teaching of High School Psychology. Which book does the best job presenting the standards?

6. Which book would be best for high school students (assume a 10th grader taking Psych 1) and why?

7. Describe the writing styles of the different authors (can do this while doing #4 above).

8. How well done are the pictures/graphics in the book? How would you improve them?
9. What changes would you recommend to your three textbooks to make them better for high school students?

**Comparative Analysis of Web Sites**

1. What makes this web site an educationally informative one?

2. How well organized is the information in the web site? What improvements would you suggest?

3. How good are the links--how many links are given and in a small sampling of them, how valuable and pertinent is the information to psychology?

4. How complex is the information given--is it understandable to or written for high school psychology students, college students, or faculty or everyone? Cite examples to illustrate.

5. How visually appealing is the web site? Describe the use of color and graphics.

6. How are psychological principles used by the web site developers (this is an educational psychology question that we addressed with the *Bulletin* activity)?

7. Overall, what do you think are this web site’s educational strengths and why? What are this web site’s educational weaknesses and why?

8. How would you use this web site in your high school psychology class?

**ATTENDANCE POLICY**

We will use the same attendance philosophy adopted by the Phase course. As a teacher, you are expected to show up for work, prepared and on time every day. As a PY506 student, candidate for licensure, and future teacher, you are expected to show up for work every class session, on time and prepared everyday. Attendance will be taken.

**ESU’S ACADEMIC DISHONESTY POLICY**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources).

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.

**ESU’S DISABILITY ACCOMMODATION POLICY**

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.

**SUBSCRIBING TO PSYCH-NEWS**

Send the following message to LISTSERV@LISTSERV.UH.EDU:

Subscribe Psych-News "your name" (where "your name" is your full name, i.e. John Smith)

Do not sign the message or give it a subject.

**TOP TEN LISTSERV HINTS** (anonymous)

10. Sign all of your e-mails with both your full name and your state (everyone wants to know who they are "talking to.")
9. Send all personal e-mail directly to the recipient and not the entire list (we all goof on this sometimes, just don't make it a habit.)
8. To send messages to everyone on the list, simply press the reply key.
7. Send all requests for address changes and subscription deletions DIRECTLY to the address you were given when you signed up. Sending it via the reply key will have no effect.
6. Be courageous! Suggest new topics for discussion! Chances are someone has the same interests and questions as you!
5. When writing new messages, please type a NEW subject in the subject line. That way, we will all know what's coming!
4. If you would like to post long, long messages, do it through a web page. Use a few sentences to describe your subject. All interested can then turn to it.
3. As the list grows, we are accommodating more and more messages. Please keep your messages brief. Remember to put a space between your paragraphs to break up the text and make messages easier to read.
2. Volunteer to be the guest moderator! (may not be too applicable)
1. Have fun. Take risks! Ask questions! Jump into the discussion! Write about what is happening in YOUR classroom.

**STUDY CHECKLIST** (anonymous)–good ideas for you and your students

1. I read the assigned material the day before the material is covered in class.
2. I allow enough time for reading the assigned material so that I can read it slowly and thoughtfully.
3. I read to find out “why?” in addition to “what?” because I really want to understand the material and be an effective learner.
4. I attend class regularly and am rarely or never late.
5. I sit near the front of the class so that I feel like a participant not a passive observer.
6. I take notes on virtually everything that is said or discussed in class.
7. I ask questions in class until the concept being presented is clear in my mind. This also helps me feel a part of the class instead of an observer watching others learn.
8. I have organized a study group of three or four friends with whom I review the textbook material, handouts, homework, and class presentations two or three days prior to the exam.
9. I get a good night’s sleep prior to the day of the exam.
If your answer to one or more items is “no,” you want to fine tune your study habits and practices to incorporate these methods and strategies.

BIBLIOGRAPHY


Teaching of Psychology. All volumes 1974-present.


Ware, M. E., & Johnson, D. E. (1996). Demonstrations and activities in the teaching of psychology (volumes 1, 2, and 3). Mahwah, NJ: Erlbaum


