Open Access Academic Service Learning Syllabi

SNC Teaching Commons

Spring 2017

Educational Psychology (EDUC130) Syllabus

Reid Riggle

Follow this and additional works at: https://digitalcommons.snc.edu/asl_syllabi

EDUC 130
Educational Psychology

Sections A & B

This course fulfills the Individual & Society requirements of the Core Curriculum (C-IS).

Monday/Wednesday/
Friday (workshop)

CVC Lower Level

Core Curriculum program learning objectives:

The acquisition of intellectual and cognitive skills, which includes:

- The desire and ability to question, to pursue truth, and to be life-long learners
- Oral and written communication
- Capacity for quantitative thought and expression
- Critical analysis, interpretation, synthesis and integration using the methods of the humanities, natural sciences, social sciences, and visual and performing arts
- Understanding the integrative approach of the Catholic intellectual tradition

Understanding the world and one's place in it, which includes:

- The natural world, its relationship to human activity, and stewardship of the environment
- Human nature, human relationships, and society
- The commonality, diversity, and continuity of human experience and culture
- The influence of religious heritages
- Personal and social responsibility, social justice, service, pluralism, and the tradition of peace and reconciliation

Introduction

> *"Psychology is the science of the intellects, characters and behavior of animals including man. Human education is concerned with certain changes in the intellects, characters and behavior of men, its problems being roughly included under these four topics: Aims, materials, means and methods.*
>
> *Psychology contributes to a better understanding of the aims of education by defining them, making them clearer; by limiting them, showing us what can be done and what cannot; and by suggesting new features that should be made parts of them.*
>
> *Psychology makes ideas of educational aims clearer. …*
>
> *Psychology helps to measure the probability that an aim is attainable. …*
>
> *Psychology enlarges and refines the aim of education. ….*
>
> *To an understanding of the material of education, psychology is the chief contributor."*
> *Edward L. Thorndike (1910)*

Edward Thorndike is generally considered "The Father of Educational Psychology." His 1910 quote highlights the intimate relationship between psychology and education. While much has changed in the last 107 years, the crux of Thorndike's claims remain accurate. The central aim of education is to facilitate learning. Understanding learning is one of the main purposes of psychology. It is a natural marriage.

The Key Areas of Study

Our overarching goal of the course is to help you develop basic working knowledge of the fundamental concepts associated with ***learning, motivation, human development, and assessment as they apply to teaching. To gain this understanding we must also explore the nature of the scientific process as it applies to the social sciences.*** To this end we will use a variety of experiences to explore a range of theories, research, and provide you with an opportunity to get in the field to apply this knowledge while working with children. This first step on your journey will require that you do more than simply memorize information, you must begin to think critically about how you can facilitate student learning.

The Big Picture

Educational Psychology EDUC 130 is both a Core Curriculum course (http://www.snc.edu/registrar/core_curriculum.htm) representing Individual and Society (C-IS) and a required Teacher Education course for those seeking certification. This later group includes Elementary majors (Early Childhood/Middle Childhood or Middle Childhood/Early Adolescence), those seeking secondary certification (Early Adolescence/Adolescence) in their majors (e.g., mathematics, English, Spanish, history etc.), Music majors (vocal, instrumental, general), or Art/Theater.   Thus, the participants in the course are likely to include a significant number of Education and Music folks but will also include a range of others.

Many of you registered for this class because you are on a journey to become a teacher. A noble profession that is essential to the future of our nation and the world. It may well be that teachers play the single greatest role of any profession in helping to shape the minds of future generations. We facilitate the development student's knowledge, help them generate and fine tune skills, and encourage them to form the positive dispositions they need to lead successful lives as productive citizens.

I am fond of saying, "**Being a teacher is a constant state of becoming**." This phrase is meant to express the notion that being a good teacher requires that you continually build on what you know, honing your skills, so that you improve each and every day of your career. The second half of this credo is equally important, "The day you stop becoming, you should stop teaching." This course (along with EDUC 125) is the first formal step on your long personal quest. While much can be gained from working with the teaching professionals you will encounter here at SNC, and in the community, the ownership of this journey belongs to you. Welcome to the adventure!

Relevant Teacher Education Standards

Most of you are enrolled in this course because it is a required course for all those seeking teacher certification at the college. Regardless of if you want to teach young children, older children and young adolescents, older adolescents, music, or art this is a foundational class for each of these certifications.   However, if you are simply taking the class to meet your Individual and Society requirement in the core curriculum or because you are interested in the field, then this section and the one that follows in the portfolio do not apply to you.

For those of you in Teacher Education, your work this semester is also tied to a subset of the St. Norbert Teacher Education Standards http://www.snc.edu/education/standards.html

- *Standard 2: Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.*
- *Standard 3: Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. Standard 4: Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem-solving and performance skills.*
- *Standard 5: Teachers know how to manage a classroom. The teacher 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: Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.*
- *Standard 8: Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil*
- *Standard 9: Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.*
- *Standard 10: Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.*
- *Standard 11: Teachers have the appropriate foundation to become agents of change. Teachers understand the fundamental purpose of schooling in a democratic society and pursue teaching as a transformative experience for the promotion of social justice and the common good.*

These standards represent the relevant principles of the SNC Teacher Education program that you should strive to address during your time in this course and throughout your tenure at the college. The fact these standards are included here indicates the expectation that you are beginning your pathway toward becoming a teaching professional today.

Key Methodology- Academic Service Learning

As this is a recognized and designated (flagged) service-learning course, service learning is central to our work together this semester.

Defining Service-Learning

Service-learning is a multifaceted concept that embraces both curricular and co-curricular approaches to service and educational opportunities. The hyphen between the words "service" and "learning" strongly suggests a balance between learning goals and service outcomes that can be achieved only through an integration of each. The Council for the Advancement of Standard (CAS) in Higher Education defines service-learning as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development." While there are various definitions and interpretations of service-learning, this definition most accurately represents the concept in action at St. Norbert College.

Since St. Norbert College values a holistic approach to student development that encompasses both academic and co-curricular learning objectives, the Sturzl Center for Community Service & Learning (Sturzl Center) has consciously chosen to apply service-learning principles to both the curricular and co-curricular realms; therefore, instituting a differentiation between Academic Service-Learning (ASL) and Co-Curricular Service-Learning (CoSL). Academic Service-Learning at St. Norbert College is defined as "a pedagogical method that enhances the curriculum by integrating academic and civic learning with authentic community service."

Academic Service-Learning and Co-Curricular Service-Learning
Academic Service-Learning is not the same as student community service or Co-Curricular Service-Learning. While sharing the word "service," these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves a learning agenda. In contrast, both forms of service-learning – academic and co-curricular – make intentional efforts to engage students in planned and purposeful learning related to the service experiences.

Co-curricular Service-Learning, illustrated by many alternative spring break programs, is concerned with raising students' consciousness and familiarity with issues related to various communities. Academic Service-Learning, illustrated by student community service integrated

into an academic course, utilizes the service experience as a course "text" for both academic learning and civic learning.

Source: Service-Learning Course Design Workbook, *Michigan Journal of Community Service Learning, pg. 10*

Our service work will be conducted in collaboration with the staff of The Sturzl Center for Community Service and Learning. http://www.snc.edu/sturzlcenter/ Sturzl Center staff will lead the orientation, training, placement, logistics, and reflection sessions. Most of these sessions will be conducted during our class time, with a couple of notable exceptions. Service-learning necessarily requires time "in the community." Consequently, **you will need to spend approximately 30 hours, outside of class time, engaged in the community this semester.**

The main Sturzl Center staff contacts for our projects will be:

Nancy Mathias- **Director of the Sturzl Center for Community Service and Learning**

Location: Todd Wehr Hall
Room: M39
Phone: (920) 403-3363
Fax: (920) 403-4043
nancy.mathias@snc.edu

Abigail Vandenhouten- Village Project Program Coordinator

Location: Todd Wehr Hall
Room: M36
abigail.vandenhouten@snc.edu

Class Resources

I do not use a required text for the course; that is not to say that you will not be asked to read, only that the resources are available online or from the library.

Many educators use Learning Management Systems (LMS) as the online platform for courses. You may have worked in such a system in high school (Blackboard is the most common). St. Norbert College's standard LMS is SNoodle (the SNC version of Moodle). However, as options proliferate, the college is exploring the idea of supporting a number of different LMS options. This strategy would allow faculty members to pick the LMS for their class the same way they choose text books. To that

end, a handful of professors, including myself, are piloting using **Google Classroom** this fall. Because we are a Google campus, Classroom offers some flexibility and ease of use that we may find useful.

Think of our Classroom site as our digital learning space. The platform allows me to provide you with electronic materials in a secure environment. In addition, I create assignments which you to turn in electronically. There are also a number of teach/learning tools included in the system that we will employ.

One of the interesting design aspects of Classroom is the ability to integrate Google apps or resources that work well within the Google architecture. To that end, our Google Classroom group is testing a new gradebook tool to keep track of your performance.

Effective educators, by definition, continuously try new things in an effort to facilitate student learning. Of course, trying new things means you do not know exactly how it is going to work until after you do it. Sometimes there are missteps. Sometimes there are failures. The effective educator understands that these challenges are part of the learning process. Thus, we adjust and adapt with we encounter issues. Thus, I ask that you understand that we will encounter "bumps in the road" as we travel this path together. Please be patient and understanding. I am counting on you to bring any challenges to my attention so that we can learn together.

So we begin....

Expectations

Professional Etiquette-

Teacher Education is a professional program. That means that our program is designed to develop a strong knowledge base in the content and strategies associated with teaching, a comprehensive set of skills that allow you to effectively lead student learning, and a collection of dispositions that enable you to meet the needs of your students, work cooperatively with parents, and collaborate with colleagues. Consequently, this program involves a lot more than simply passing classes. From the beginning we will expect a degree of commitment to becoming a professional. One of the ways you can demonstrate this capacity is through professional etiquette. That is, behavior that a professional teacher, a role model for his or her students, would likely engage in. In other words, when making decisions you need to ask yourself, **"What would a teacher do?"** We realize that you are not yet teachers, but in our minds you are "**pre-service teachers**". Below are a couple of policies that relate to professional etiquette in this class.

Following these polices will provide evidence of positive teacher dispositions.

Laptops, Tablets, Smartphones….-

We increasingly live in a digital world. Technology has become woven into the fabric of the way we communicate, interact, and learn.   As technology continues to evolve at a rapid pace, I explore ways to incorporate new tools. Consequently, you need to have a digital device to participate in much of our work. Frequently a laptop is the best tool; however, a tablet may work just as effectively and a smart phone may even suffice. In any case, **you must have a digital device with you every class period.**   Think of it like bringing a pencil and paper, it is a basic resource. The day you don't bring it is the day you are sure to need it.

My hope is that we will work together to generate a learning environment that will help you to develop a firm understanding of the core concepts and theories related to leaning, motivation, assessment, and achievement.

My Technology Etiquette Policy-

For our purposes digital devices are learning tools; they provide us with access to information, means to communicate, and resources to record and organize information. We will use digital tools to facilitate learning in this class. We will not use them all the time, even though I expect you to have them with you and charged each time you come to class. There will be times when I will ask you to "power down" your device so you can focus on thinking or talking with your classmates. The rest of the time you can have your digital device open and running.

One of the challenges we face with this situation is the fact that you will be tempted to engage in a range of behaviors that do not directly relate to what is happening in the class

(email, Facebook, twitter, snap chat, Pinterest, etc.). I am aware that "multitasking" may be almost second nature to you, but this is where the idea of **professional etiquette** comes into play. When you are tempted to text or IM a friend during a presentation or discussion in class you need to ask yourself **"What would a teacher do?"**   If you answer this question truthfully and follow the pathway such a conclusion suggests, you will be well on your way to developing the teacher dispositions that will help you to become a successful teacher.   (FYI it is relatively easy to see when a pre-service is interacting with their digital devices when he or she should be focusing on other activities- all I need to do it watch your eyes). This is a matter of professional courtesy. Violations will be considered a

dispositional issue; such behavior is inconsistent with SNC Teacher Dispositions - principled and respectful.   Behaving in this manor also reflects your role as a member of the college community living the college's mission, particularly the principle of "communio" http://www.snc.edu/mission/statement.html

Assessment and Evaluation

Participation

* *Attendance*: Much of our learning takes place in class. That means you need to be in class when we meet. It is my policy to allow a margin for error on attendance. **You may miss two hours without penalty. Each additional missed class will result in a 25-point deduction from your point total at the end of the semester.   *Note that several Friday Workshop sessions are marked as "optional." These sessions will not be included in the attendance policy.***

* *Preparation*- To be an active learner you must come to class prepared. That means you have completed the assigned reading and or "homework" when you enter the classroom.

* *Engagement in class activities*- We will be doing many activities in-class during the course of the semester, your participation is essential for these activities to be successful.

* *Contributions to class discussions*- When we have discussions in class you need to contribute. **Silence is frequently interpreted as indifference**.

* *Cooperation with others*- Cooperation is an essential skill for a teacher. As a pre- service teacher you are expected to work effectively with others.

Teaching Philosophy – Key Course Elements

I am employing a "**project-based**" format for the course. Consequently, the course will consist of a series projects conducted both within and outside of class time. Learning will be assessed by your performance on the video projects, quizzes, blog entries (NO EXAMS or PAPERS). In addition, you will be given credit for the time spent in training for your service work and the hours you served in the community.

For a more elaborated explanation of the key design elements of the course and how they will be incorporated, see:

https://sites.google.com/snc.edu/keydesignelements-edpsych/

Assessment of Your Understanding Will Occur Through:

- Reflection - 5 Insights Blog entries and Twitter (150 points possible)
- Academic Service-Learning (250 points possible)
  - Training
    - Preparing to Work with Children in Schools – online (25 points)
    - Site – With site coordinators for VP sites (25 points)
    - Trauma-Informed Care with B&G Club & Y staff (25 points)
  - Reflective Analysis of Service-Learning Experience (50 points)
  - Service-Learning Visits (completion of required 16 visits) (125 points)
- Video Projects (450 points possible)
  - Hello, My Name is… video (20 points)
  - Meaningful Learning video (20 points)
  - Explaining a Concept video (30 points)
  - Description of a Learning Event video (30 points)
  - Analysis of Learning 1 video (50 points)
  - Description and Analysis of Learning video 2 (50 points)
  - Final Project video (200 points)
- Quizzes- Formative assessment- check for understanding (100 points possible)
- Professional Development (50 points possible)

Grading Scale (1000 points possible)

A = 95% = 950

A/B = 90% = 900

B = 85% = 850

B/C = 80% = 800

C = 75% = 750

C/D = 70% = 700

D = 65% = 650

Academic Honor Code

This course will adhere to the provisions in the St. Norbert College Honor Code. Please Carefully read and reflect on the Honor Code in your student handbook. The Honor Code can be found at the following website: http://www.snc.edu/stulife/handbook/honor.htm

"In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For more information, please visit the Academic Support Services Office located in Todd Wehr Hall, or contact Karen Goode-Bartholomew, Coordinator of Services to Students with Disabilities (Phone: 403-1326), or visit the website www.snc.edu/academicsupport/disabilities.html."

This is the formal syllabus for the course that outlines the philosophy and structure. Specifics of the projects will be posted under relevant sections of the class website in Classroom. The Classroom site includes the schedule for the semester, including topics for each class session, readings, and assignments. It also includes all the dates for the Village Project activities; these can also be found in the Village Project Schedule. The projects and homework are color-coded.