



Leadership for Diverse Communities

*Our candidates are Ethical, Reflective, Critical Thinkers,
Valuing Diversity and Life-Long Learning*

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

CI 285 Advanced Seminar in Educational Psychology Master Syllabus in Compliance with CTC Standards 2001

Course Description

This graduate seminar is designed to allow you to explore educational psychology concepts in depth. Discussion, group and partner work, independent reading, brief weekly quizzes, video analysis, and a final mini-research paper/presentation will engage you in the subject matter pertinent to your discipline. In seminars, student and instructor construct knowledge (interpretation: you teach too!)

Prerequisites Minimum 3 units from the following: CI 130, 152; COUN 174, PSYCH 101

or enrollment in the Masters in Education program with permission of program advisor.

Note: This class is one of the core course requirements for the Masters in Education. This course is also an elective for the PPS Counseling program.

Purchase:

Required Text #1: Driscoll, M.P. (latest edition). *Psychology of Learning for Instruction*, Allyn & Bacon: Boston.

Additional readings are supplied by the instructor. (*Freakonomics; Readings in Educational Psychology*)

This course aims to provide the advanced student with opportunities to: (Objectives)

1. Explore previously-learned, research-based psychological frameworks important to **explaining and planning behavior**. **CTC 9, 11, 30**
2. Identify **psychological principles** that operate in **human learning**. **CTC 2, 5, 11**
3. **Become more conversant with a variety of psychological theories implicated in development, learning and design/implementation of instruction or intervention.** **CTC 2, 5, 8, 10, 11, 18, 19**
 - a. Such as:

- (1) Behavioral Learning Theories (& implications for practice)
 - (2) Cognitive-Behavioral Theories (& implications for practice)
 - (3) Interactional Theories of Learning (& implications for practice)
 - (4) Family Systems Theory (& implications for practice)
 - (5) Biological Bases of Learning and Behavior (& implications for practice)
 - (6) The Neurophysiology of Learning (& implications for practice)
 - (7) Theories of Motivation (& implications for practice) CTC 8
 - (8) Issues of Language (Theories & Practice) CTC8
 - (9) Culturally-based Theories of Learning (and implications for practice) CTC 3
 - (10) Constructivism (& implications for practice)
 - (11) Principles of Assessment (& implications for practice)
 - (12) Professional Ethics (& implications for practice) CTC 6
 - (13) Emotional Intelligence
4. Identify a context for brief intervention, develop an assessment plan, collect data, interpret results, and describe implications for planning and change. CTC 4, 5, 23, 30
 5. Examine, design and implement a method of measurement.
 6. Review and summarize the literature base around your discipline-specific topic.
 7. Implement your plan in your current setting, summarize the experience by writing up your mini-research project and present your process and findings to your peers.

Anticipated Learning Outcomes: Some of the major NCATE/CTC/NAEYC Standards for Advanced Students that CI 285 Addresses are:

1. Advanced candidates collect and interpret research, translate research findings into practice, demonstrate personal research skills, and implement applied research. CTC 9, 11, 30
2. Advanced candidates understand the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families (for example, social service agencies, public schools, private enterprise).
3. Advanced candidates use their understanding of young children's characteristics and needs,
 - a. and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children (NAEYC Standard 1).
4. Advanced candidates know about understand and value the importance and complex characteristics of children's families and communities. They use this

understanding to create respectful, reciprocal relationships that **support and empower families, and involve all families in their children’s development and learning** (NAEYC Standard 2).

5. Advanced candidates apply theoretical and research knowledge to practice in appropriate settings—in the context of field study projects, action research, curriculum projects, or observed clinical practice.
6. Advanced candidates know about and understand the goals, benefits and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning (NAEYC Standard 3)
7. Advanced candidates are reflective professionals capable of taking leadership roles in schools or programs, mentoring novice teachers, and acting as advocates for children at local, state, and national levels.
8. Advanced candidates integrate their knowledge of academic disciplines to design, implement and evaluate experiences that **promote positive development and learning for all children** (NAEYC Standard 4).
9. Advanced candidates identify and conduct themselves as members of their profession. They know and use ethical guidelines and other professional standards related to their professional practice (NAEYC Standard 5).

Expectations & Grading

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| Mini-quizzes based on assignments..... | 40 pts |
| Participation (attendance, general engagement, presentations of text material with colleagues..... | 20 pts |
| Analysis of a Research Article..... | 21 pts |
| Team or Individual Mini-Research Project/Paper..... | 18 pts |
| | 99 pts |

Note: All students complete research mini-project. Students may select manner of presentation: paper, power point, poster, etc...

90% of the possible pts. = A, 80%-89% of the possible pts. = B, 70-79% of the possible pts. = C, below 70% = individual contract for improvement

*late assignments (before last day of instruction) will be subject to point deductions.

**late assignments (after last day of instruction) will not be graded.

Attendance-related Issues: You are expected to be present as there will only be make-up quizzes for doctor-excused absences and documented family emergencies. Also, your colleagues cannot have meaningful learning experiences without you. If you know you are going to be out for a religious holiday, please inform me in writing, three weeks before that

date. You are, of course, responsible for assignments missed. missed classes will result in loss of participation points.

Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances.

| <u>Class</u> | <u>Standards</u> | <u>Today's Topic/Activity</u> | <u>Reading Prep</u> |
|---|--|---|--|
| 1 Aug 24. Preface, Ch. 1 Driscoll | CCTC Relationships Between Theory & Practice | Intro to Course Content, Objectives & Expectations Topic: Theory... Interpretation of behavior And how theoretical frames affect practice. | (1) Read and Ch. 2 in for the next class. (2) Theorists and on Blackboard |
| Theories | | <i>The Importance of Child Development Knowledge to Your Practice</i> Video Review: Theory/History | |
| <hr/> | | | |
| 2 Aug. 31 Conditioning Blackboard | <u>Standards</u> CCTC 3, 4 4b, 4c | Topic: Radical Behaviorism To Social-Cognitive Behaviorism (social learning theory) Behaviorism Video | (1) Classical & Operant on (2) Behaviorism on Blackboard (3) Bandura on Blackboard |
| | | <i>Relevant Theory and Research</i> Skinner to Bandura | |

| <u>Class</u> <u>Prep</u> | <u>Standards</u> | <u>Today's Topic/Activity</u> | <u>Reading</u> |
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| 3 Sept. 14 | | Assessing Change: | (1) APA format website |
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<http://www.docstyles.com/apacrib.htm>

Measurement in Research

(2) Research Assists on Blackboard

Inquiry Skills & Research Methods
fun w/Freakonomics

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| on | | <u>Standards</u> | (1) Syllabus Material |
| Style | Sept. 28 | CCTC 3, 4, 8,14 Prep to Teach | Topic: Inclusion Research & APA |

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| supplementals: | | MINI QUIZ # 1 | Behaviorism | (2) Read |
| exceptional | | Special Populations | teaching learners | |

Exercising Cultural Competence

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| 5 question. | Oct. 5 | <u>Standards</u> Prep to Use Educational Ideas & Research | Topic: Patrick Newell Madden Library ERIC and PSYCH INFO search methods | (1) Be prepared with a topic, two variables, and a research |
|----------------|--------|--|--|--|

Inquiry Skills and Research Method

Topic:

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| prepare with 6 Oct. 12 Driscoll pp. 2 | <u>Standards</u> CCTC | Cognitive Views Of Human Learning and Change How have cognitive frameworks Influenced your practice? Inclusion and Atypical Learners *DUE Analysis of a Research Report (Coloring) | (1) For this class (team reading). 1/3 Class read pp. 71-112. 1/3 class read Driscoll pp. 183-200. 1/3 class read Woolfolk (2) Theorists and Theories on Blackboard |
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| 7 Oct. 19 reading) 1/4 class Theories 216. 218-255. | <u>Standards</u> prepare with CCTC | Interactional Views & Constructivism (Vygotsky, Piaget and Bruner) Relevant Theory and Research MINI-QUIZ #2 Cognitive Psychological Frameworks | (1) For this class (team read Woolfolk articles # 21 and #32. (2) Theorists and on Blackboard (3) 1/4 Driscoll pp. 200- and 1/4 Driscoll pp. 1/4 Driscoll pp. 373-395 |
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| 8 Oct. 26 prepare by | <u>Standards</u> 3, 4, 5, 6, 10 supplemental | Topic: Emotional Intelligence & Biological Bases of Learning | (1) For this class reading |
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pp. CCTC materials and Driscoll
 “Environmental Encouragers” pp. 257-298
Building Family & Community (2) Read Working
 w/Families on Blackboard
Relationships

MINI-QUIZ #3 Piaget, Vygotsky, Bruner (take home)

Exercising Cultural Competence
Working with Families

9 Nov. (1) **Show n’ Tell**
 program/example Topic: Bring a
 2 Standards **Promoting Positive Character** from your
 setting CCTC 8, 10, 11 **Development in Youth** that
 incorporates EQ **Using Collaborative, Teaching and** notions—addressing
Mentoring Skills social-emotional needs as well as
MINI QZ #4 academic.
EQ & Biological (2) Read
Bases of Learning
 Character
 Education on
Blackboard

10 Nov. (1) Prepare for this
 9 class with team reading.
Standards **In Learning** 1/4 class read Driscoll
 CCTC 3, 4, pp. 299-317.
 10, 11 1/4 class read Dr
 pp. 317-325.
Assessment as Motivation and 1/4 class read
“Reality Base” for Learner pp. 325-337.
 Driscoll1, 2, **self-regulation** 1/4 class read Woolfolk
 pp. 167-192.

(2) Read Motivation on Blackboard

11 Nov. 16

of ethics

Standard **Professional Ethics** (1) search the web for your professional code
CCTC 8, 11, 12 & Moral Maturity

Blackboard Professional Perspectives **Interprofessional Collaboration** (2) Read Bebeau on
And Professional Identity

12 Nov. 23

CCTC **Your Presentations** *Growing As A Professional*
 Demonstrating your Professional Communication, Mastery of Research And Leadership Skills in your specialization area

13 Nov. 23

CCTC **Your Presentations** *Growing As A Professional*
 Demonstrating your Professional Communication, Mastery of Research And Leadership Skills in your specialization area

14 Nov. 30 **New Contributions of “New” Psychology to Education**

Assignment: Analysis of a Research Article (coloring assignment)

Rationale: **Before you become engaged in implementing your own mini-research (see next assignment), you must become familiar with the typical research report format.**

As you know, reading and writing are aligned skills, and the more research you read, the more you will become an intelligent consumer, critical thinker and potential writer of your own research results.

Your Assignment: **Look at research journal articles in your area of interest. Select one with “traditional, quantitative” format for this assignment.**

Make a color key (like a map key). With highlighters, color the parts of the research report and make notes in the margins when necessary. You will submit this colorful product to your professor who will give you feedback on your recognition and identification of the elements of the research report. Later in this class, you will be writing up your own research and will find this “coloring” assignment most helpful in preparing you for that, more generative task.

Evaluation: You will earn up to 3 pts for each of the research report elements you identify correctly.

Please identify: **1. Literature Review, 2. Statement of Hypothesis or Research Question, 3. Method Section 4. operational and conceptual definitions, 5. Results including knowledge claims, 6. limitations of the study, 7. Discussion and Implications for Practice and Future Research**

CI 285 Assignment: Mini Action Research Project/Paper/Presentation

This Assignment represents ECE Advanced Program Assessment
#5 (Required) Effects on Student Learning

This Assignment Addresses These Specific Program Standards Affecting the Development of Both the Early Childhood Teacher Leader and The Early Childhood Program Leader; CTC Standards 1.3.1, 2.1

Rationale: Every profession has a knowledge-base specific to the discipline. Early Childhood Education is no exception. When a question is asked in our field, it is set in the context of research findings and/or previously established best practices.

Your Assignment: Is there a question about the profession you are entering that you are eager to explore? Both basic research and action research are encouraged. Basic research typically establishes new knowledge about developmental phenomena or learning. A basic research question: “*What effect does age of puberty onset have on peer relationships?*” Action Research endeavors to discover which ways of doing things yield the best results. An action research question: “*What is the relationship between classroom management model and student self-regulation?*”

- 1. Find a partner/team (research is seldom done alone these days).**
- 2. Develop a question. Check its suitability with your professor.**
- 3. Consult four research journal articles on your topic.**
- 4. Write a summary of previously-generated research findings (gleaned from your journal article reading).**
- 5. Think up a method for investigating your question (consult professor).**
- 6. Collect a small sample of data with your partner/team (consult professor).**
- 7. Analyze your data --make sense of what you gathered (consult).**
- 8. Relate your findings to the formal research reviewed earlier (#4).**
- 9. What implications does your research have for your profession?**

If you are presenting, your research work is due on the day selected for your presentation. If you are writing a paper, the paper is due on the last day of instruction. You will earn up to 3 pts for each of the sections of the mini research report completed professionally: Intro/Literature Review, Method, Results, Discussion, and Conclusion and Implications (18 pts possible...an additional 3 for writing quality). **You will learn a great deal about your professional knowledge base by completing this mini research activity and report. Welcome to the club!**

Special Needs:

Upon identifying themselves to the instructor, students with disabilities will receive reasonable accommodations. For more info, contact services in Madden Library 1049 at 278-2811.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities."

For more details, please check out APM-236 for the complete text of the Honor Code. (<http://www.csufresno.edu/aps/documents/apm/236.pdf>)

University Policy

- **ethical behavior is expected of all students and especially of candidates seeking professional credentials (see university policy on cheating and plagiarism in the catalogue and schedule of courses).**

- every student is required to have a personal computer or access to a university computer.
- student behavior which disrupts the learning process shall not be tolerated.

Evaluation Criteria for Mini-Action Research Related Materials

Regardless of the mode in which you choose to “tell the story” of your research experience in this class (poster, paper, power point presentation, video, etc...), you will need to adhere to scholarly standards for graduate work.

The following rubric will help you reflect on the quality of your own work and be apprised of the evaluation criteria that will be used by your professor.

If you are part of a research team, make sure that you have distributed tasks equitably. See your professor for advice in this matter. The “team” grade will become your individual grade for this assignment.

| Criterion Needed | Characteristics of work meeting and/or exceeding expectations | Improvements |
|---|---|---|
| <p>I. Quality of Conceptual Framework, Background</p> <p>Intro/Lit Review: How well your report introduces, defines, and develops concepts that will be used to describe and interpret the data you gathered.</p> <ul style="list-style-type: none"> • The conceptual framework should identify relevant concepts, principles, and issues which you may refer to again in your discussion. • Concepts may be derived from assigned reading, lectures, or journal references | <p>___ A specific issue or question is stated to focus the work.</p> <p>___ A conceptual framework for stating the problem and analyzing one or several issues is presented clearly and concisely.</p> <p>___ Concepts are based on reliable and relevant sources; references are cited.</p> <p>___ Concepts are presented logically and justified with</p> | <p>___ Introduction provides little or no focus.</p> <p>___ “Focus” is too broad or vague.</p> <p>___ Relevant concepts are not adequately presented and developed.</p> <p>___ Concepts are not</p> |

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| <ul style="list-style-type: none"> • Concepts may also be based upon your own personal beliefs and experiences. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Overall Rating</p> <p>1 expectations unmet</p> <p>2 expectations met</p> <p>3 expectations exceeded</p> </div> | <p>supporting arguments.</p> | <p>relevant to the data or to conclusions that follow.</p> |
| <p>II. Quality of Method, Observations, Raw Data, Accuracy of Recording</p> <p>Method: Appropriateness of the sample, measures, and procedures. Adequacy of data.</p> <ul style="list-style-type: none"> • Relevant aspects of the method should be described clearly and concisely • Data notes are contained in “Appendix” <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Overall Rating</p> <p>1 expectations unmet</p> <p>2 expectations met</p> <p>3 expectations exceeded</p> </div> | <p>___ Setting, participants, method, and procedures are clearly described.</p> <p>___ Observations are detailed and thorough.</p> <p>___ Accurate and complete notes were taken during or recorded immediately after the observation/interview/instruction/session, etc...</p> <p>___ Raw data substantiate the descriptive results presented.</p> | <p>___ Method is not described adequately.</p> <p>___ Raw data or data notes are not presented.</p> <p>___ Data notes are sketchy and incomplete.</p> |
| <p>III. Quality of Descriptions and Data</p> | | |

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| <p>Summary</p> <p>Results: Clarity, scope, and relevance of observations and summary statements</p> <ul style="list-style-type: none"> • Findings described with low inference statements. • Examples illustrate summary statements. • Figures and Tables are Clear. | <p>___ Extensive and relevant observations are described clearly and supported with examples, quotations, and details.</p> <p>___ A “rich” picture is presented and the information is synthesized and summarized concisely.</p> | <p>___ Vague, sketchy, fragmented, incomplete.</p> <p>___ Facts confused with opinion and conjecture.</p> <p>___ No supporting examples.</p> <p>___ Excessive details and trivial facts obscure more important general patterns.</p> <p>___ No observations or descriptions are presented.</p> |
| <p>Overall Rating</p> <p>1 expectations unmet</p> <p>2 expectations met</p> <p>3 expectations exceeded</p> | | |
| <p>IV. Quality of Interpretation</p> <p>Discussion: The extent to which reasonable interpretations and inferences are based upon the behavior observed</p> <ul style="list-style-type: none"> • Underlying behavior or performance | <p>___ Plausible interpretations and explanations are offered to tie the observations or activities into an organized and coherent pattern.</p> <p>___ Interpretations and explanations are supported by logic and evidence.</p> | <p>___ No interpretations.</p> <p>___ Explanations and interpretations are vague and not well developed.</p> |

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| <p>patterns are noted and explained</p> <ul style="list-style-type: none"> • Concepts derived from assigned readings, lectures, or outside references are used to explain observations • Interpretations reveal insight into subject/participant perspective <div style="border: 1px solid black; padding: 5px;"> <p>Overall Rating</p> <p>1 expectations unmet</p> <p>2 expectations met</p> <p>3 expectations exceeded</p> </div> | <p>___ Observations are described, but not analyzed or explained.</p> | <p>___ Interpretations are not supported by logical reasons and evidence.</p> <p>___ Observations are described, but not analyzed or explained.</p> |
| <p>V. Organization and Quality of Reasoning and Analysis</p> <p>Conclusion and Implications: The extent to which the work develops a clear conclusion that follows from the statement of the problem and relates this to the field.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Overall Rating</p> <p>1 expectations unmet</p> <p>2 expectations met</p> <p>3 expectations exceeded</p> </div> | <p>___ A process of “discovery” is clearly explained, such that the reader or listener learns what generalizable “knowledge” was developed in the investigation, how the conclusion was reached and what difference this makes.</p> <p>___ Conclusions are based on data and thoughtful analysis</p> <p>___ Implications relate to the researcher’s practice and/or to the field’s knowledge base.</p> | <p>___ No conclusions</p> <p>___ conclusions are not well developed, are overly general, vague or unfocused.</p> <p>___ conclusions are too narrow and specific.</p> <p>___ No implications</p> <p>___ Implications are not related to practice or to the field’s</p> |

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| | | knowledge base. |
| <p>VI. Quality of Presentation</p> <p>Effectiveness of Written Expression</p> <ul style="list-style-type: none"> • Writing style is parsimonious and engaging. • APA style is adhered to. • Standard English grammar, spelling and punctuation are used consistently. | <p>___ Writing is Standard English and clear; concise.</p> <p>___ All visuals are professional in appearance, proofread and contain few errors.</p> <p>___ Style demonstrates knowledge of APA requisites.</p> | <p>___ Understandable, readable, but not up to graduate work standard.</p> <p>___ Poorly written; unclear.</p> <p>___ Errors reduce understandability or require substantial effort to decipher.</p> <p>___ APA style has not been considered.</p> |
| <p>Overall Rating</p> <p>1 expectations unmet</p> <p>2 expectations met</p> <p>3 expectations exceeded</p> | | |