



California State University, Fresno  
*Leadership for Diverse Communities*

**CI 171ECE**

**Psychological Contexts of Teaching and Learning**

Vision:

*The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.*

*The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.*

Course Description

Prerequisite: Admission to the Multiple Subject Credential Program, Early Childhood Educ. CI 171ECE is a required course in Phase 1 of the Multiple Subject, ECE Program. It is taken concurrently with CI 172ECE (Cultural Contexts ECE), LEE 173ECE (Teaching Literacy and ELD, Grades 4-8), EHD 174ECE-Field Study A-ECE), and CI 176 (Math Instruction and Applied Assessments). Students not enrolled in Field Study A will need to make special arrangements with the instructor.

CI 171ECE is designed to offer insight to the psychology of learning and instruction with specific attention to both theoretical and practical issues and to provide the necessary background for proper instructional design and assessment. The course will relate principles of educational psychology to instruction, and thereby:

- clarify the developmental levels and needs of elementary school students;
- assist you in determining how learning, memory, and problem solving skills are acquired and how to promote their acquisition;
- suggest processes to motivate children, manage their behavior, use class time effectively and respond to individual differences.
- examine the design of integrated curriculum in K-8 classrooms and investigate reforms, curricular theories, and instructional models
- focus on setting objectives, organizing related activities and assessing student progress.

Units: 3

Time:

Location:

Instructor Website:

Instructor:

Office:

Email:

Telephone:

Required Texts and Instructional Materials

- Slavin, Robert E. (2010). *Educational Psychology: Theory and Practice* (10<sup>th</sup> Edition). Boston: Allyn and Bacon.
- Marzano, R.J., Pickering, D.J., Pollack, J.E. (2001). *Classroom Instruction That Works*. Washington, DC: ASCD.
- Additional materials will be disseminated by your instructor in hard copy or electronically.

Primary Learning Outcomes

- Teacher candidates will demonstrate knowledge about a broad range of critical topics in learning and development and their relationship to professional practice in schools and classroom. (CCTC 4; TPE8; NAEYC 1a-1c; NCATE 1.1, 1.2, 1.3)
- Teacher candidates will learn major psychological, cognitive and motivational principles, theories and research strategies related to child and adolescent development. Candidates will learn and utilize knowledge of human learning theory in designing, planning and delivering instruction. (CCTC 3 & 4; TPE 8; NAEYC 1a-1c; NCATE 1.1, 1.3, 1.4)
- Teacher candidates will become familiar with professional perspectives on teaching that includes: professional, legal and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, and to develop as a professional educator. (CCTC 5; TPE 12; NAEYC 5a-5e; NCATE 1.6)
- Teacher candidates will gain overall knowledge of assessment, which is inclusive of, but not limited to: informal, formal, formative, summative, systematic observation, thematic anecdotal, criterion referenced, normative, standardized and other diagnostic measures. (TPE 2 and 3; NAEYC 3a-3d; NCATE 1.7).

Major Assignments and Examinations (assignments will be posted on Blackboard)

MAJOR ASSIGNMENTS AND GRADING

Assignment		Point Value
Regular Quizzes		20 points max
Infant Affect	CCTC 4, 10; TPE 3, 8	10 points
<p>Social interaction is an important component of child development. Children who manage their emotional and social behavior are considered competent. Both parents and teachers can be accurate assessors of young children’s behaviors. The early identification of social and emotional milestones is important to effective parenting and classroom intervention. Therefore, it is important that ECE Credential candidates understand a bit about both infant social-emotional development and assessment. The readings and the Ages and Stages Questionnaire-Social-Emotional (ASQ SE) will assist you in that process. Questions on each component of the ASQ-SE are grouped into the areas of: self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interactions with people.</p>		

Assignment:

1. Read the attached articles:
  - (a) *Post-term Pregnancies Risk Infant's Life and Health* (Science Daily)  
*Early Caesareans Pose Risks to Newborns* (New York Times)  
*Breast-Feed or Else* (New York Times)
  - (b) *Raising Baby: What You Need to Know*, Joanna Lipari (Psychology Today)
  - (c) *How Nature Overrides Kids' Nature*, Sharon Begley (Wall Street Journal)
  - (d) *Ages and Stages Questionnaire—Social-Emotional*
1. Make an appointment at the Huggins Center (Kirsten is the Infant Teacher) and identify an infant to observe using the criteria above.
2. Observe your infant for a period of at least 30 minutes and interview the infant's teacher about his/her normal behavior. Ask your instructor for the appropriate ASQ-SE form.
3. Make an appointment to meet the infant's parent.
4. Ask the parent to fill out the appropriate ASQ-SE questionnaire and make an appointment to review the questionnaire with the parent and the child's teacher.
5. Write up your observations as follows:
  - a. write a short review of the readings a, b, c (1-2 pages each).
  - b. write a section (about 1 page) about infant emotional development in your target infant's age range using the criteria in the assignment packet.
  - c. describe your infant's behavior and compare it to normal behavior (about 1 page).
  - d. describe your meeting with the parent and the infant's teacher and refer to the ASQ-SE form (about 1 page).
  - e. summary (about half to one page—what you've learned) and reaction (about half to one page--what you felt about what you learned).

Conservation Assessment                      CCTC 3, 4, 10    TPE 3, 6, 8                      10 points

Give two of the attached conservation tasks to at least four children at each of two different ages (for example, two six year olds and two eight year olds). Two of the children should be Preschool-1st and the other two should be 3rd-5th grade. If the older children are able to immediately answer the task correctly, administer a later task to them. Evaluate their responses based on the criteria below and write up your observations as required:

Moral Judgment (children)                      CCTC 3, 4    TPE 3, 6, 8                      10 points

Give the Moral Judgment Test to at least two children. One of the children should be Kindergarten-1st and the other should be 3rd-5th grade. Evaluate their responses based on the criteria below and write up your reactions as follows:

1. Name of children tested and grades/ages
2. Setting and procedure for the testing
3. Questions asked
4. Responses given (including any follow up questioning by you)
5. Your interpretation (based on Piaget's theory of moral judgment—using his two stages: Heteronomous Morality and Autonomous Morality)
6. Your assessment of this assignment in terms of its usefulness in understanding children.

Moral Judgment (adults)	CCTC 5	5 points
<p>Give the attached dilemma (Heinz) to at least three people (over the age of 14). Ask them to read the dilemma, think about it and make a choice about what Heinz <u>should</u> do. Ask them to provide a carefully thought out rationale for their decision and to write that out. Collect the responses. Then, evaluate their responses based on a) our class discussion of Kohlberg's stages, b) the class handout and c) the description of Kohlberg's stages in your text:</p>		
Observing/Recording Behavior	CCTC 4, 5 TPE 2	10 points
<p>Observe students both in your classroom and on the playground. Observe their behavior during work time and in their interaction with peers, teachers and other adults. Use and refer to the Slavin text, pp. 79-85 to structure your observations. Write 1-2 pages on <u>each</u> of the following categories using the following as a guide (address all specific topics as disseminated in class):</p> <ul style="list-style-type: none"> <li>• Physical Characteristics of the Students</li> <li>• Cognitive Characteristics of the Students</li> <li>• Socio-emotional Characteristics</li> </ul>		
Behavioral Strategies	CCTC 4, 6, 10	10 points
<p>Read, "<i>BEHAVIOR MODIFICATION IN THE CLASSROOM</i>", by Mather and from <i>LEARNING DISABILITIES AND CHALLENGING BEHAVIORS: A GUIDE TO INTERVENTION AND CLASSROOM MANAGEMENT</i>. This chapter will also give you some good references (<a href="http://www.ldonline.org/ld_indepth/behavior/behavior_modification.html">http://www.ldonline.org/ld_indepth/behavior/behavior_modification.html</a>) Then, answer seven (7) of the following questions using both the Slavin text (give page references) and the Mather and Goldstein article (give page references):</p> <ol style="list-style-type: none"> <li>1. Describe, with examples, how schedules of reinforcement work.</li> <li>2. What is positive reinforcement, how does it work best? Give examples.</li> <li>3. What is the response discrepancy observation method? Give examples.</li> <li>4. How does a thoughtful teacher select the best positive reinforcements for individual children?</li> <li>5. What is the theory behind negative reinforcement? Give examples.</li> <li>6. What is the theory behind modeling and how will that apply to your behavior as a teacher?</li> <li>7. What is the theory behind shaping and how can you apply it best to students in your classroom?</li> <li>8. Are there good punishments and bad one? Why punish? Is there a better way and a not-so-good way? What are three keys to effective use of punishment?</li> <li>9. What is response cost and how can you best use it? Give examples.</li> <li>10. Should you ever use time-out in a classroom? If so, when?</li> </ol>		
Marzano Strategies Research Paper and Presentation (Group Assignment)	CCTC 3, 6, 10	20 points
<p>a.) Each group will present its Research-Based instructional strategy in an engaging manner (20-25 minutes). It will highlight the important components of each strategy, providing research and theory, guiding principles and instructional strategies for when best to use each strategy.</p>		

b.) Each group will lead the class in an activity demonstrating the relevant power of its Research Based instructional strategy. Not all the techniques have to be demonstrated, but at least one useful technique that your group felt to be particularly important should be very clearly demonstrated.

c.) Each group will provide a 1-2 page handout of its strategy to each member of the class providing the name of the strategy, a bit about its research and theoretical background, its guiding principles and how it can best be used in the classroom

Final Exam		5 points
TOTAL POINTS		100 POINTS

Course Policies:

1. Read all assigned readings before coming to class.
2. Class attendance is important. If you must be absent, call my office or leave an e-mail. If you are absent from class, it is your responsibility to check on announcements made while you were away. Late assignments will be penalized. Very late assignments (more than two weeks late) may not be accepted.
3. Complete all assignments in a professional manner. Grammar and punctuation are important and will contribute to the overall grade assigned to any written assignment.
4. Take and pass a final exam.

NOTE: This syllabus and schedule are subject to change.

*\* Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.*

POSSIBLE SCHEDULE OF CLASSES AND TOPICS

Session	Topic	Assignment
1	Overview of course	
2-3	Chapter 2: Piaget Theories of Development	Infant Assignment explained
4	Chapter 2: Piaget continued; Vygotsky	Assess four children at two different ages on conservation assessments
5	Chapter 2: Moral Development--Piaget and Kohlberg	<ul style="list-style-type: none"> <li>• Assess two children at two different ages on moral dilemmas.</li> <li>• Assess 3 adults on moral dilemma.</li> </ul>
6	Professional Ethics	(focus on development)
7	Chapter 3: Development in Childhood and Adolescence (pp. 79-95 only)	Observing and documenting behavior of students in your classroom
8-10	Marzano: Classroom Instruction That Works	Group Presentation and paper on Strategies 2-10.
11	Chapter 8: Student Centered and Constructivist Approaches to Instruction	
12	Chapter 5: Behavioral Theories of Learning	Read and summarize (in 4-5 pages) the research article handout integrated with chapter 5, pp. 144-158).
13	Chapter 11: Effective Learning Environments	
14	Chapter 6: Information Processing Theories	
15	Chapter 13 and 14: Assessing Learning	
FINAL	Final Exam	

Topics Descriptions  
CI 171 ECE

1. Infant Observation: Affect and Assessment

The period of early childhood education is considered to be birth-8 years, but the younger ages are often overlooked in teacher preparation coursework. It is important for our students to explore the vagaries of infancy and to understand some significant concepts related to infant development, infant-caregiver interaction, infant learning, etc. ECE teacher candidates will read and react to summaries of some current infant research; will observe the behavior of at least one infant and compare its behavior to a scale of normative infant development; will interview the infant's parent/caretaker about the parenting role and concepts derived from the ASQ-SE. Class discussions will focus on infant characteristics and the increasing varieties of professional opportunities in infant care.

2. Understanding the Cognitive Development of Children, K-6

Understanding the cognitive development of elementary school students is prerequisite to understanding how to tailor instruction for them. Several weeks will be devoted to this topic, culminating in an assessment by teacher candidates of children at two age levels (lower primary and upper elementary). The core concept is the qualitative difference in children's thinking over time. Class lectures and demonstrations will reveal these differences and then teacher candidates are to engage several children at various ages in conservation/classification assessments and document the procedures and results, comparing them with Piagetian theory.

3. Understanding Affective Development of Children, K-6

Understanding how to communicate effectively with children and understanding how children think about social issues is crucial to the teaching role. Teacher candidates need to understand how children understand issues related to rules, interacting with each other, sharing, telling the truth,. These understandings are garnered from the work of Erik Ericson (psychosocial development), Jean Piaget (socio-moral development) and Lev Vygotsky (cultural and interpersonal communication). Class readings and discussions will focus on the affective side of children's development. Teacher candidates will be asked to assess children's socio-cognitive understandings at several age levels, as well as documenting various aspects of social interaction in school classrooms.

4. Understanding Classroom Management and Child Guidance

One of the major obstacles to effective teaching is the teacher candidate's difficulty in structuring a positive environment for students. A significant component of the class is to familiarize teacher candidates with principles of behavior management, including a variety of types of reinforcement and schedules for positive reinforcement. Operant strategies will be presented, discussed and demonstrated. Students will read about the rationale for such strategies and describe such strategies they might use in their own classroom.

## 5. Using Research to Understand Effective Teaching Strategies

A significant portion of the class will be devoted to instructional strategies that have been research –proven. Among those are strategies identified by Robert Marzano and colleagues: Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort/Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback; Generating and Testing Hypotheses; Cues, Questions, Advance Organizers. Teacher candidates will become expert in at least one of these strategies and familiar with them all by reading Marzano’s book (required for this class) and presenting to the class the strategies and the research behind them.

## University Policies Related to Instructional Processes

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Center Room 5 (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.”

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's

policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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## Recommended Professional Journals

*Educational Leadership*

*Phi Delta Kappan*

*Young Children*

*American Educational Research Journal*

*Journal of Applied Behavior Analysis*

## Bibliography (sample)

### • *Normal Development*

Center for Disease Control. *It's time to change how we view a child's growth*. CDC.

Herbert, M.(2003). *Typical and atypical development: From conception to adolescence*. Malden, MA: Blackwell Publishing.

Hollingsworth, J. & Ybarra, S. ((2009). *Explicit Direct Instruction*. Thousand Oaks, CA: Corwin.

Johnson, D. (2002). Adoption and the effect on children's development. *Early Human Development*,68(1). 39-54.

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Woolf, A., Shane, H., Kenna, M., & Allison, K.(Eds.)(2001). *The Children's Hospital guide to your child's health and development*. Cambridge, MA: Perseus Publishing.

Department of Nutrition, World Health Organization & Members of the WHO Multicentre Growth Reference Study Group(2006). WHO motor development study: Windows of achievement for six gross motor development milestones. *Acta Paediatrica*, Suppl. 450, 86-95.

Young, P. (2006). Toddler milestone: Walking. Retrieved on 6/5/07 from:

<http://www.babycenter.com/refcap/toddler/toddlerdevelopment/>

Willingham, D.T. (2009). *Why don't students like school?* San Francisco: Jossey Bass.

### • *Brain Development; Neuropsychology; and the Developing Brain*

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- Read, J., Perry, B., Moskowitz, A., Connolly, J. (2001). The Contribution of Early Traumatic Events to Schizophrenia in Some Patients: A Traumagenic Neurodevelopmental Model. *Psychiatry*. 64 (4). 319-340.
- Siegel, D.J. (1999). *The developing mind: Toward a neurobiology of interpersonal experience*. New York: Guilford Press.

- *Piaget/Vygotsky*

A synthesis of Piaget's work is in Jean Piaget and Bärbel Inhelder, *The Psychology of the Child* (1969); *Studies in Cognitive Development: Essays in Honor of Jean Piaget*, edited by David Elkind and John H. Flavell (1969). The literature on Piaget's work is large. Among the studies are John H. Flavell, *The Developmental Psychology of Jean Piaget* (1963); Molly Brearley and Elizabeth Hitchfield, *A Guide to Reading Piaget* (1966); Herbert Ginsburg and Sylvia Opper, *Piaget's Theory of Intellectual Development: An Introduction* (1969); Henry William Maier, *Three Theories of Child Development: The Contributions of Erik H. Erikson, Jean Piaget, and Robert R. Sears, and Their Applications* (1969); Ruth M. Beard, *An Outline of Piaget's Developmental Psychology for Students and Teachers* (1969); and David Elkind, *Children and Adolescents: Interpretive Essays on Jean Piaget* (1970).

Bedrova, E. & Leong, D.J.(2007). *Tools of the mind: The Vygotskian Approach to Early Childhood Education*. Upper Saddle River: Pearson.

- *Applied Behavior Analysis*

- Machado, A., Malheiro, M.T. & Erlhagen, W. (2009). Learning to time: A perspective. *Journal of the Experimental Analysis of Behavior*, 92, 423-458.
- Michael, J. L. (2000). Implications and refinements of the establishing operation concept. *Journal of Applied Behavior Analysis*, 33, 401-411.
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- Neef, N. A., Marckel, J., Ferreri, S., Jung, S. Nist, L, & Armstrong, N. (2004). Effects of modeling versus instructions on sensitivity to reinforcement schedules. *Journal Of Applied Behavior Analysis*, 37(3), 267-281.