

## C&I 152, Psychological Foundations of Education: Fall, 2010

### 3.0 Credits

Instructor:  
Office:  
Phone:  
email:  
Office:

**Welcome!** Even in a homogeneous society, the processes of education are intricate and demanding undertakings. In a society as diverse as that in the Central Valley, it can be extraordinarily complex. Effective teaching requires sensitivity, understanding, and collaboration with others who are committed to the progress of young people. It will be up to you to provide some of the leadership necessary to their progress. You will need to understand the learners' differences, grasp how they learn, develop an appreciation for what motivates them, and learn how to document their progress. In this course we will address each of those areas.

#### Textbooks:

Required: Tanner, (2001). *Assessing Academic Achievement*. Allyn & Bacon.

Recommended: Slavin, (2006). *Educational Psychology*, (8<sup>th</sup> ed.). Allyn & Bacon.

If it's been some time since you studied psychology, your instructor recommends that you study the Slavin book, *Educational Psychology* closely. The instructional materials and the tests are *not* taken from that book, but the basic material is consistent with what will be presented in class. Readings from both books are listed in the schedule below.

**Position Statement:** In order to understand your instructor's approach, you may wish to note the following assumptions:

1. Secondary school students will be diverse in their ethnicity, their social class membership, and in their command of English. With sensitivity to those differences a learning climate can be created in which every student has a fair opportunity to succeed in school. At the very least, this requires a reasonable understanding of the mechanics of learning and of the ways in which individuals construct meaning.
2. Those who have the greatest impact in the classroom will be those who are attentive to what the research has demonstrated to be effective and who will accommodate the best that research has to offer to their circumstances.

#### From time to time, some of the course may be delivered via *Blackboard*,

- Students will need access to a computer with an internet connection, as well as access to Microsoft Word® and because much of the learning material is in the form of slide presentations, Microsoft PowerPoint®.
- Help accessing Blackboard is available at most times
  1. Help with *password problems only* can be secured by calling 278-7000.
  2. Help with *Blackboard-related problems* is available at the Digital Campus, 278-7373, or by walking to the office in the northwest corner of the bottom floor in McKee Fisk week-days between 8 and 5
- Written material submitted to the instructor must be prepared in **Microsoft Word®** format and attached to an e-mail.
- Discussion Boards will be set up in Blackboard for group projects. Students do

- not have the option to complete these group projects independently.
- Students may check their progress in the course by consulting “My Grades” in Blackboard

### **Web-Searches: Students will be assigned frequent web-searches to augment Class Discussions.**

**Course Goals:** This course was designed to help preparing teachers develop a framework for systematically examining the development of the secondary school learner and the learning process in such a fashion that teacher's opportunity for effective instruction is optimal. We will have particular interest in explanations of the students' learning, and in assessing student learning in a way that allows us to improve all elements of the educational plan.

We will examine, practice, and reflect upon the following:

1. cognitive development including the different ways children construct knowledge and the psychological factors that affect learning
2. the development of children's moral consciousness and ethical decision-making
3. the research on theories of learning and motivation, and on preferred learning styles
4. instructional theories and models, and research relevant to making informed decisions about the various instructional approaches designed for children working independently and collaboratively
5. classroom management theories and models and develop a framework for making informed decisions regarding applications that are appropriate for particular conditions
6. variations in children's performance related to aptitude, linguistic, ethnic group, and cultural differences, as well as the differences imposed by handicapping conditions
7. the techniques, procedures, and language associated with teacher-made and standardized measurement and assessment

### **Related Objectives:**

Each teacher candidate will,

- a. analyze the learning process from the standpoint of alternative learning theories
- b. describe, in theoretical terms, what occurs during a brief instructional period of the student's choosing
- c. analyze the cognitive, social, and moral development of the student
- d. develop strategies for self-assessment and self-improvement
- e. diagnose students' learning problems and prescribe appropriate responses
- f. discuss various strategies for motivating students
- g. evaluate learning activities in terms of their value for students of diverse languages and cultures
- h. discuss the philosophy behind providing special education services
- i. consider the research related to including handicapped students in the regular classroom
- j. describe the processes involved in implementing special education and providing services for handicapped children
- k. develop a review of current research related to some topic relevant to the course
- l. develop devices which assess learning objectives including students' capacities for critical thinking and problem-solving

- m. evaluate alternative classroom instruction and management techniques
- n. provide feedback to fellow students on their written assignments

### Course Requirements

**Individual and Group Participation:** In a class where we have access to Blackboard students are in an excellent position to assist one another. Before any written assignment is submitted, students must circulate it among others for feedback. Having adjusted the paper appropriately, the student will then submit to the instructor.

**Other Readings:** In addition to the text materials, and the on-line searches of class discussion topics, from time-to-time, papers may be posted to Blackboard. Read them carefully, and consider their relationship to other materials we discuss.

**Review of Research:** Working in groups of at least five, students will adopt a question relevant to secondary school teaching and educational psychology. Each student will locate a research report which responds to the questions and work with other group members to synthesize a report. The paper will have an introduction where the question is asked. The body of the paper will be where the research is briefly reported. The conclusion of the paper will include an answer to the question, to the degree that the research allows an answer. Note that the papers to be used are **to be scholarly research papers rather than position papers, editorials, or "how-to" papers explaining methodological issues**. In the body of the paper where results are reported, be brief. The issues are,

- what did the researchers ask?
- what did they find?

As an attachment to an email, one paper will be submitted for the entire group in Microsoft Word® format. There will be a collective grade assigned by the instructor, and then students will have occasion to grade themselves and fellow group members on the quality of each participant's contribution.

The up to 10 points the instructor will award are based on the following criteria:

- Did each member of the group contribute a *research* paper?
- Does the introduction raise the question to be answered?
- Is the answer to the question in the conclusion consistent with the research cited?
- Are there full bibliographic citations for each research paper?

With the 5 points that group members award each other, this assignment is worth 20% of your grade.

**Learning Theory Description:** Each student will observe and then describe a teaching episode in terms of one of the learning theories discussed in class. This is to be one, double-spaced page. This assignment is to be submitted as a Word® attachment to an e-mail. The student will note the names of those from whom the student received feedback.

The up to 5 points the instructor will award are based on the following criteria:

- Is the theory being described named?
- Does the description of the teaching behavior fit the theory?
- Does the student appear to have an adequate grasp of the theory?

This assignment is worth 5% of your grade.

**Assessment:** Working in groups of at least 5, students will develop an assessment instrument. It may be either formative or summative. The narrative for the assessment must explain 1) who and 2) what are to be assessed, 3) why the particular format was chosen, 5) what provisions will assure the technical quality of the assessment data, and 6) how the assessment data (the scores, for example) are to be interpreted. This assignment is to be submitted as a Word® attachment to an e-mail. One assignment will be submitted with all group members' names affixed. There will be a collective grade assigned by the instructor, and then students will have occasion to grade themselves and fellow group members on the quality of each participant's contribution.

The up to 10 points the instructor will award are based on the following criteria:

- Is the group for whom the assessment is aimed described?
- Is there a reasonable justification for the type of assessment planned?
- Are there steps taken to assure the technical quality of the assessment data?
- Are the grading criterion explained?

With the 5 points that group members award each other, this assignment is worth 20% of your grade.

**Tests:** There will be two tests and a final, all in multiple-choice format. *Doing well on the tests does not lend itself to simply memorizing notes or text material.* Often, test items will ask that the student make applications other than those made during presentation. The best preparation is to take careful notes—elaborating those which are provided—and spend time considering the applications that might be expected of principles and concepts raised in class. **Those who do best often study with others.** To that end, the instructor will create Discussion Groups in Blackboard for any who request them.

The two tests administered during the term will have between 40 and 50 items each. The final will have between 80 and 100 items. Item analysis will be performed on each test and items omitted that appear to be unnecessarily confusing. Grades are according to the usual 90% = A, 80-89% = B, and so on criteria

The two tests are worth 20% of the final grade each. The final exam is worth 25%.

### **Tentative Schedule:**

#### **Week no.**

1. Introduction. Behavioral Learning Theories.....Slavin, Chapter 5  
Web-Search—Classical Conditioning, Operant Conditioning, Instrumental Learning  
Class discussion: What does behavioral theory explain well?  
What evidence is there that people still rely on behavioral explanations of students' learning?
2. Social Learning  
Web-Search: Social Learning  
Class discussion: How does social learning respond to some of the criticisms of Skinner's theory?
3. Cognitive Learning Theories.....Slavin, Chapter 6  
Web-search—Information Processing Theory

- Class discussion: How should the way we process information affect teaching?
4. Cognitive Theories, cont'd  
 Class discussion: How has Ausubel's theory of the knowledge structure altered the way people teach?  
 Classroom Activity: Which Theory Explains the Scenario Best?
  5. Test #1. Introduction to Assessment.....Tanner, Chapters 1-3  
 Class discussion: What evidence is there that what is construct irrelevant is sometimes the object of assessment?  
 What does "level of inference" have to do with measurement error?
  6. Authentic Assessment.....Tanner, Chapter 4  
 Web-search: Face validity—the value of appearances.  
 Class discussion: How do advocates of authentic assessment deal with data reliability and validity issues?  
 What is the rationale for authentic assessment?
  7. Item Construction.....Tanner, Chapter 6  
 Class discussion: What are the differences and common elements in the different constructed and selected response items?
  8. Test Construction.....Tanner, Chapter 7  
 Web-search: Measurement-driven Instruction  
 Class discussion: How can one analyze responses to selected response items and determine whether the item is fair?  
 How do "standard-setting procedures" work?
  9. Standardized Testing and related topics.....Tanner, Chapter 10  
 Class discussion: What makes a test a standardized test?  
 What's the point of standard scores?
  10. Cognitive Development.....Slavin, Chapter 2  
 Class discussion: How does the concept of cognitive development affect the way we respond to performance differences among middle school students?  
 Compare and contrast the impact of the social environment on development according to Piaget and Vygotsky.
  11. Moral Development.....Slavin, Chapter 2  
 Class discussion: What does the moral development of the student have to do with classroom activity?  
 What is the teacher's responsibility for the moral development of the student?
  12. Motivation & Self Esteem.....Slavin, Chapter 10  
 Web-search: Baumeister: Self Esteem  
 Class discussion: If achievement rises, does self-esteem? If self-esteem rises, does achievement?
  13. Intelligence, Exceptionality, & Giftedness.....Slavin, 4, 9, 12  
 Class discussion: What is intelligence?  
 What difference does it make to instruction if intelligence

is construed as developmental rather than fixed?

14. Instructional Effectiveness & Classroom Management...Slavin Chapters 7,8  
Web-search: Teacher Effectiveness  
Class discussion: What teacher-controlled variables have the greatest impact on student achievement?
15. General Review
16. Comprehensive Final

**Grading: Letter grades are determined according to the following:**

Learning theory description.....	5 points
Review of research.....	15 points
Test (2 x 20) .....	40 points
Assessment.....	15 points
Final Exam.....	25 points

A = 90% +  
B = 80 – 89%  
C = 70 – 79%  
D = 60 – 69%  
F = below 60%

**Students will retain copies of all graded materials including emails in case there should be any question about the final grade.**

**Final Comments:**

This course has both theoretical and practical orientations. Maintaining a practical orientation once one enters the classroom is relatively easy. Indeed there is a good deal of pressure to be very practical. However, those who truly wish to make a difference will also be attentive to theory because theories allow us to explain classroom phenomena. The capacity for explanation began to develop when you were students, it will be refined during your present studies, but will reach fruition only when you teach your own students.

“The pupil who is never required to do what he cannot do, never does what he can do.”

John Stuart Mill

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**Policy on 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 Madden Library 1049 (278-2811).

**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 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."

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

**Copyright.** You will be provided with digital and/or print materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than work for this course, unless you are informed to the contrary.

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**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).

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**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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