

**Hamline University Undergraduate Education**  
**Educational Psychology**  
**Spring 2014 4 Credits**

EDU 1250-01  
Section 1/ CRN 38822 MWF 9:10-10:10  
GLC Bush Memorial Library 306  
Final May 19, 10:00-12:00

EDU 1250-02  
Section 2/CRN 38823 MWF 11:30-12:30  
Robbins SC 220  
Final May. 21 Monday 10:00-12:00

***Please Note this is a Hybrid Class***

Instructor Information: Dr. Jean Strait

Office: GLC 222

Phone: 651-523-2981

Email: (Hamline) [jstrait02@hamline.edu](mailto:jstrait02@hamline.edu) (please note my address is 02!!)

Text: 651-269-5558 (Be sure to say who the text is from)

Office Hours: MW 10:15-11:30 or by appointment

Required Texts:

1. Woolfolk, Anita (2011). Educational Psychology, active learning addition, Allyn and Bacon. **(ISBN—0-13-509410-0-6)**
2. Recommended readings, articles, etc. will be handed out in class.

***Please be prepared to read and use this textbook—we use it everyday in class.***

Course Description: The goal of this course is to develop a working knowledge of various principles and theories based in the discipline of psychology and the practical application of these formulations to the teaching/learning process. The content includes theories of learning, motivation and intelligence; theories of cognitive, social, and emotional development; influences of social and cultural background on development and learning; assessment and evaluation; theoretical basis for instructional models; theoretical basis of strategies for managing the learning environment.

Prerequisites: None. Concurrent enrollment in EDU 1150 is required for education minors.

## **EDUCATION PROGRAM CONCEPTUAL FRAMEWORK**

The Undergraduate Education Program at Hamline University is committed to developing teachers-leaders who:

### **I. Promote Equity in Schools and Society**

- Understand the role education has played and plays in shaping society
- Value all children and youth regardless of race, class, gender, exceptionality, home language, or other social, physical, or cultural characteristics
- Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning
- Act as agents of change in their classrooms, schools, and communities

### **II. Build Communities of Teachers and Learners**

- Construct supportive communities with learners and colleagues
- Recognize that teaching and learning are social and cultural processes
- Create physically and psychologically welcoming environments that foster self worth

### **III. Construct Knowledge**

- Understand that bodies of knowledge are constructed and interpreted
- Transfer theoretical, foundational and pedagogical knowledge to practice intentionally
- Use best practice, including technology, in the construction of learning

### **IV. Practice Thoughtful Inquiry and Reflection**

- Reflect on practice to improve teaching and learning
- Research issues related to educational practice and theory
- Use practice as a basis for more in-depth study

## **COURSE OUTCOMES - HAMLINE PLAN**

**In addition to meeting the Social Science Requirement (S) this course meets:**

**( course handout)**

## **CLA ACADEMIC HONOR CODE**

**Violations of the Academic Honor Code** will be dealt with seriously. If the student is engaged in academic dishonesty in a class, the faculty member may decide on a sanction for the student (ex. assign a failing grade for the course). The student will be informed of the alleged violation, the evidence upon which the allegation is based, and the sanctions to be imposed. The faculty member will file a violation form with the Office of the Dean of the College, which will maintain a permanent record of reported student violations. Students may appeal to the Chair of the Department in which the class is housed. Should a student be dissatisfied with the decision of the Department Chair, the student may appeal to the Office of the Dean of the College. The decision from that office will be final. Violations and sanctions will be considered by the Chair of the Department of Education. These violations may impact the Chair's willingness to support your continued participation in the Department of Education and/or the Chair's decision to sign your licensure application.

### **Requirements:**

1. **Service- Learning Project:** Every student will develop and implement 20 hours of a service- learning project for children. This will include a detailed proposal, community analysis journals, project data and materials, and outcomes evaluation. (400 points).
2. **Observation Project:** This project involves a systematic observation of three children of different chronological ages. You will observe children at the age you intend to teach. A packet of information will be handed out in class that explains this project in detail. (100 points)
3. **Practice teaching exercise:** Each student will prepare and deliver a developmentally-appropriate learning experience to his or her classmates. This consists of a lesson plan and an 8 minute presentation of the lesson. A packet of information will be handed out in class which explains this project in detail (50 points)
4. **Peer Reviews of practice teaching:** Each student will perform a review on every other student's practice teaching exercise. 5 points per review; (100 points).
5. **Class participation/study guides/on-line work:** For class participation, study guides and written work will be done in class. On-line work also is part of participate as is attendance at your service-learning placement. ***Because contact hours are so important to course content, work done in class cannot be made up.*** Study guides will be completed in and out of class and will be discussed in class. Incomplete study guides will receive a "0" for that class. If you attend only half the class, only half credit will be possible. (100 points).
6. **Final test:** Each student will complete a take home final exam to be presented in class at the final scheduled date (50 points).

### **Grading system:**

**The grading system not dependent on total points (ie. 800 X%) To receive an C+ or higher in this course you must also receive a C+ or higher on the service-learning project, the observation project, the practice teaching exercise, and final test individually. See Blackboard site for grade weights. If a student does not pass the service-learning portion of the course, they will receive an F and be required to retake the course.**

**Special Accommodation:**

Students with special needs should contact the instructor and the director of Disability Services at Hamline University as soon as possible. Call 651-523-2521.

**Service-Learning Defined**

**What is service learning?** Simply put, service learning is a teaching methodology that combines community service with classroom instruction in a mutually beneficial collaboration. We can clarify this definition by looking at three essential aspects of

service learning: it is reciprocal, it involves reflection, and it aims to cultivate a sense of civic responsibility.

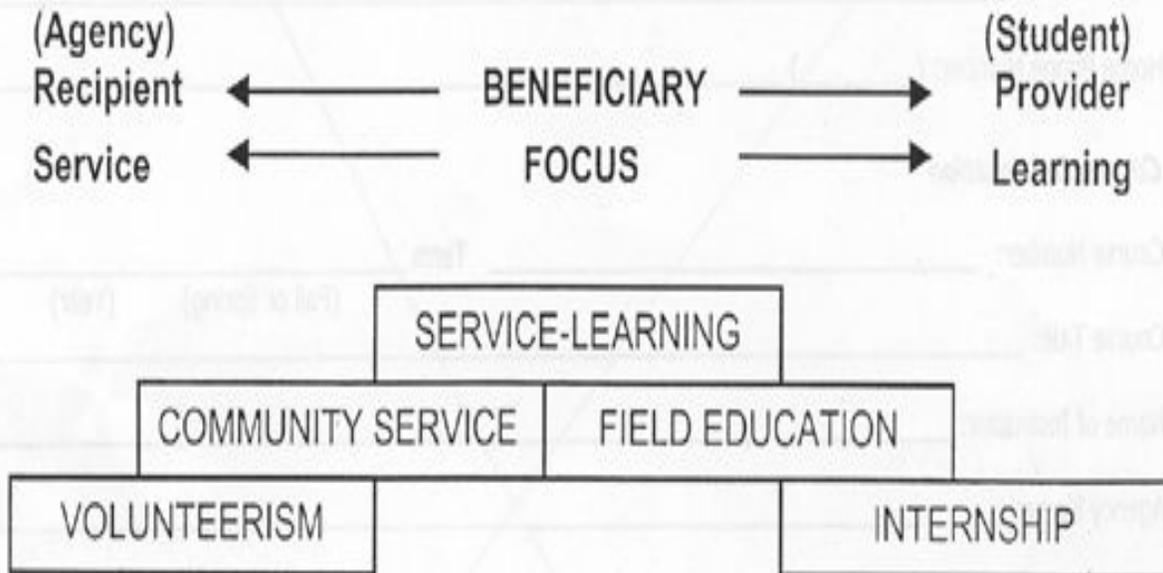
**Service learning must be reciprocal** in that the "agency" (where the service is done by students), and the students themselves, both gain from the experience. In part, this is what makes service learning different from volunteering, because students are not just providing a service to the community. Rather, they are participating in a substantive activity that fulfills a community need, AND the students are using skills, applying theories, and integrating course content while they serve. They are engaged in "learning by doing," extending the walls of the classroom to the community at large. Students benefit from the opportunity to practice skills and gain experience, while the agency benefits from the service the students provide.

**Service learning must involve reflection** in order to be an effective teaching technique. Students must engage in the process of thinking critically about connections between their service and the academic content. They must apply the subject matter from the classroom to the service they are performing. This can be done through writing journals, participating in classroom discussion or on-line "chats," preparing research papers, conducting self evaluations, etc. There are unlimited ways instructors can engage students in thinking about and connecting the course content to the service they provide. These reflection activities are where the "learning" of service learning takes place.

**Service learning aims to cultivate civic responsibility** by helping students experience and understand their community, and to fulfill community needs. One of the goals of educational institutions is to help students become responsible citizens: to see themselves as a part of the community, and to recognize their roles in making society a better place. Through service learning, we can provide opportunities for students to develop into a responsible citizenry.

Andrew Furco describes service learning as falling midway on a continuum between volunteerism and internships. Volunteerism engages students in activities emphasizing the service that is provided, with the agency being the primary beneficiary. Internship programs engage students in activities providing hands-on experience that enhance particular areas of study or career planning, with the student being the primary beneficiary. Service learning lands squarely in the middle, with the agency and the student benefiting equally.

## How Does Service Learning Differ From Internships and Volunteerism?



**Course Schedule: This schedule may change because of unforeseen circumstances.**

**Please note: Specific assignments will be discussed and handed out in class each week. Be sure to check for deadlines in class.**

<u>Date</u>	<u>Topic</u>	<u>DUE</u>
Week 1:	Introduction/Syllabus Read electronic articles on line Discussion of service-learning papers	
Week 2:	Cluster 1 Ed. Psychology and teaching Cluster 4 Individual differences Complete Jung Typology profile Blackboard introduction	
Week 3:	Personality type discussion Cluster 2 cognitive development	
Week 4:	Introduction to observation project Cluster 3 Personal, social, and moral dev. Developmental risks	
Week 5:	Cluster 5 Culture and Community Neuroscience	
Week 6	Cluster 6 Behavioral Views of learning	
Week 7:	Cluster 7: Cognitive Views of learning Cluster 8: Complex Cog. Processes McJeopardy	
<b>MIDTERM BREAK---March 24-30</b>		
Week 8:	Cluster 9: Social Constructivist Views of learning Study skills what are they and how do they promote thinking? Cluster 11: Creating Learning Environments	
Week 9:	Practice teaching directions Cluster 12: Teaching for Learning Cluster 10 Motivation Four ways to understand motivation	
<u>Date</u>	<u>Topic</u>	<u>DUE</u>

Week 10: Cluster 13--Classroom Management  
Creating our own management plan  
How do you handle conflict?

Week # 11: Cluster 14 : Classroom Assessment  
Assessment and Evaluation  
**NDPC American Indian Conference**

Week #12:  
In class work-time with Jean on  
Observation project  
  
Discussion of Final test and working  
on practice teaching  
  
Samples shown here and learn  
podium technology

Week #13: Practice teaching presentations  
Peer evals. Due each day

Week #14: Practice teaching presentations  
Peer evals. Due each day

Week #15: Complete any practice teaching

**All outstanding assignments must be completed by 5PM, May  
13, 2014.**

**Any variance from these deadlines must be pre-arranged with  
the instructor.**