

EDU 6322 Educational and Behavioral Psychology
Southern Methodist University
Fall 2013

Deborah Diffily, PhD
School of Education and Human Development
Department of Teaching and Learning
Office: Simmons Hall, #356
Phone: 214-768-2357 Home Phone: 214-361-1048
Email: ddiffily@smu.edu Office Hours: By Appointment

Course Description:

This course is a study of the basic theories of instruction and learning with an emphasis on the psychological construction that surrounds them. Concepts and principles to be addressed include motivation, cognition, intelligence, and developmentally appropriate instructional strategies. These issues are addressed in the context of psychological and cognitive development within age-level characteristics and across diverse cultural and socioeconomic settings.

Overall, the course focuses on understanding the intent of applied psychology as well as the fundamental theories for teaching and learning so that students can learn about appropriate cognitive, social, emotional, and physical developmental practices that serve to improve classroom discourse.

Required Text:

Slavin, R. E. (2012). *Educational psychology: Theory and practice* (10th ed.). Boston: Pearson/Allyn & Bacon.

Strongly Recommended Text:

American Psychology Association. (2009). *Publication manual of the American Psychology Association* (6th ed.). Washington, DC: Author.

Course Objectives:

The purpose of this class is for you to become more informed on the theories that may serve classroom teachers in becoming more effective by understanding the role that behavior plays in the teaching and learning of students at different age levels and social and cultural characteristics. By the end of the term, you should be able to answer the following questions:

1. What is educational psychology and what are the major theories related to it?
2. What is the importance/applicability of ed psych to the classroom setting?
3. What is the role of educational psychology in informing practitioners about developmentally-appropriate and research-based instructional practices?

Key Learning Objectives	How learning objectives will be achieved?
Students will define terms related to the application of educational psychology to classroom practices.	Students will maintain a vocabulary list of words unknown to them (from lecture and all readings) and will find definitions in the textbook and through personal research.
Students will explain concepts related to educational psychology (including motivation, cognition, intelligence, and developmentally-appropriate practice) and explain how these concepts impact teaching and learning.	Students will read an educational psychology textbook and related articles so that students and instructor can discuss elements of educational psychology and their classroom application.
Students will compare and contrast different theories related to cognitive development (behaviorism and constructivism, including identifying predominant theorists and their work).	Students will maintain personal notes about theorists learned through readings and lecture.
Students will describe theoretical perspectives related to learning (e.g. psychosocial developmental theories, behavioral learning theories, socio-cultural theories).	Students will maintain personal notes about theorists learned through readings and lecture.
Students will describe the steps and skills necessary to apply educational psychology theories in their classrooms.	In small groups, students will discuss general educational psychology topics. Through these discussions, students will make connections between course content and their own lives as teachers and learners.
Students will explain how to use educational and behavioral psychology to improve their understanding of their students.	In small groups, students will examine case studies to determine methods that facilitate teachers' knowledge of their students.
Students will explain how to use educational and behavioral psychology to improve their planning/ implementing instruction that meets individual needs.	In small groups, students will revise lesson plans so as to meet the needs of a diverse group of students and will create their own papers examining theories in light of their own instruction.
Students will demonstrate the ability to conduct research of educational psychology literature and synthesize their findings.	Students will select a single topic related to educational psychology, research the topic, and write a review of literature.
Students will demonstrate the ability to share information about issues related to educational psychology with a lay public.	Students will create an informational brochure about the characteristics of children at a single grade level.

Assignments:

1. Graduate students are expected to look beyond text/lecture information about topics. For 5 days of class, the word “**website**” appears on the course calendar after the day’s topic. On those days, students will bring in evidence (at least one printed page) of reading beyond the textbook on that topic and will be expected to share information about that resource in class. Points cannot be obtained without being in class, discussing the article, and turning in evidence of the article. **Points: 1 point for each of 5 days listed on calendar.**
2. Graduate students are often asked to review the literature on a particular topic, then write about what “others” have had to say about that topic. Choose one topic related to ed psych (skim Slavin’s table of contents for ideas), conduct a literature search for that topic, and write a review of literature. This assignment will be turned in 3 different sections:
 - a. 1 article related to the topic choice, with correct reference and 1 paragraph summary of article (**due September 11 for 5 points**),
 - b. A mini-annotated bibliography of 4 articles all related to the topic of the review of literature (**due October 2 for 10 points**),
 - c. The final review of literature (**due October 23 for 30 points**) that will be scored according to the Review of Literature Rubric.

This assignment is directly connected to the program outcome of Scholars and Leaders in Professionalism.

3. Teachers with master’s degrees are often asked to justify their educational decisions in light of scientifically-based research and/or best practices. Consider one major assignment/learning experience in the class that you just taught/that you think you will teach. Analyze this assignment in terms of philosophical underpinnings. Create an academic paper that explains why you chose this particular assignment and what that shows about your stated (or unstated) beliefs about teaching and learning. The paper must begin with an obvious introduction, include at least 4 paragraphs in the body of the paper, and end with a conclusion that wraps up the paper. The paper, due **November 13**, will be worth **20 points** and will be scored by the *Rubric for Justification Paper*.
4. Teachers with master’s degrees are expected to be knowledgeable about theories that underlie educational practices. To evaluate knowledge of theorists, a mid-term (short answer/essay format) examination will be given on **October 9** and will be worth **23 points**.
5. Teachers with master’s degrees are expected to be knowledgeable about theories that underlie educational practices. To evaluate knowledge of the content covered during the course, a final (essay format) examination will be emailed to

students at the beginning of the university-established finals time and must be emailed back to the professor by the end of that established time. It will be worth **7 points**.

Grading:

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	79
C	77-78
C-	75-76
D+	74
D	72-73
D-	70-71
F	Below 70

Course Policies and Professionalism:

Professionalism: Regular and punctual attendance is expected. Students are expected to be prepared for class. Text messaging and cell phone calls during class are not acceptable professional behavior. Students are responsible for checking SMU email on a daily basis for messages from the university or from instructors.

Absences: One absence during the course is acceptable. Other absences must be “made up.” Extra work should consist of student-selected readings related to the topics in the chapter (a minimum of 2 hours) and a written reflection (not just summarization). Documentation of this extra work must be turned in within two weeks of the absence. The course grade can be lowered a full letter grade for absences that are not made up through extra readings/documentation. The student is responsible for all content covered in the classes missed and should arrange to get notes from another student. Absences do not change due dates for assignments.

Substitution of Assignments: If any student believes that completing one or more assignment(s) will not benefit him or her, the student can negotiate substitution of another assignment of equal depth and investment of time.

Due Dates: All assignments must be turned in at the beginning of class on the date on the calendar OR posted to Blackboard by **5:00 pm** of the due date. The score of a late assignment will be reduced by 10% if submitted after the deadline, 20% if more than one week. Absence from class does not constitute notification about a late assignment.

Quality of Work: All written work must be typed and must meet the high quality standards expected of a teacher. Present your assignments as you would if they were

to be reviewed by an administrator, member of the school board, or parents of current or prospective students. Additionally, work that has been submitted for another class may not be submitted for this class, even if it has been revised.

Request for Help with Assignments: Students should feel free to talk to the instructor- or email the instructor- about any assignment. However, the student must make an effort to begin the assignment before asking for help.

Revision of Assignment: If an assignment must be revised because it is unsatisfactory, the highest grade that can be earned on that assignment is 80% of total points for that assignment.

Plagiarism: Plagiarism is the misrepresentation of the work of another as your own. It is academic theft and is a serious infraction of the University Honor Code. SMU students who use the words of a printed source (including internet websites) without proper citation will be subject to failure for the assignment or failure in the course through faculty disposition. Cases of plagiarism may be referred to Honor Council for disposition.

Requests for Grades of Incomplete: Such requests are rarely granted by instructors in the School of Education and Human Development.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Calendar for Fall 2013

Date	Discussion Topics and readings/ assignments due
August 28	Course overview, syllabus review Discussion of search of databases Beginning of APA formatting
September 4	Chapter 1: A Foundation for Teaching Topic for review of literature chosen
September 11	Chapter 2: Cognitive, Language, and Literacy Development Article summary – bring hard copy to class
September 18	Chapter 3: Social, Moral, and Emotional Development Website that discusses developmental characteristics of one grade level that you teach
September 25	Chapter 5: Behavioral Theories of Learning Other theorists in text: Maslow, Gardner Theorist not in text: Bronfenbrenner
October 2	Chapter 6: Information Processing/Cognitive Theories of Learning Mini annotated bibliography due
October 9	Mid-Term
October 16	Chapter 7: The Effective Lesson Writing Workshop on Review of Literature (draft of review of literature ready for peer review)
October 23	Chapter 8: Student-Centered and Constructivist Approaches to Instruction Review of Literature due
October 30	Chapter 9: Grouping, Differentiation, and Technology Website

November 6	<p>Chapter 10: Motivating Students to Learn</p> <p>Website</p> <p>Writing Workshop on Justification Paper (draft of justification paper ready for peer review)</p>
November 13	<p>Chapter 11: Effective Learning Environments</p> <p>Justification Paper due</p> <p>Website</p>
November 20	<p>Chapter 14: Standardized Tests and Accountability</p> <p>Website</p>
November 27	No Class – Thanksgiving Eve
December 4	Last Class, Discussion re: Application of Ed Psych Concepts
December 11	No Class – Reading Day
December 18	Final

Review of Mini Annotated Bibliography

Criteria and Qualities	High	Middle	Low
Clarity of writing	Writing is crisp, clear, and succinct.	Writing is generally clear.	Writing is somewhat convoluted.
Annotations	Annotations communicate the student's ability to read, evaluate, and organize information effectively at a graduate level.	Annotations communicate the student's ability to read, evaluate, and organize information effectively.	Annotations indicate that the student's ability to read, evaluate, and organize information needs to be improved.
Connections among Articles	Annotations make clear connections between sources and topic and among articles clear.	Annotations make clear connections between sources and topic.	Annotations do not make clear connections between sources and topic and among articles.
Writing mechanics	The paper is proofread and edited so that writing conventions (e.g., grammar, spelling, punctuation and capitalization) are accurate, fragments and run-ons are identified and corrected, and inappropriate informal language is eliminated.	Few (1-3) writing mechanics errors are made.	Several errors in writing mechanics are evident.
Citations/ references: Proper APA format	Citations/references follow <u>APA format</u> . Essential information was accurate and complete.	Citations/references follow <u>APA format</u> ; however, errors (1-2) in information were evident.	More than 2 citations/ references did not follow <u>APA format</u> or information was missing.

Review of Literature Rubric

Criteria and Qualities	High	Middle	Low
Introduction	The topic is introduced, and groundwork is laid as to the direction of the article.	Readers are aware of the overall topic of the article, but no statement of purpose is given.	It is difficult to determine the focus of the paper.
Body: Flow of the review	The summary goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	Paragraphs appear disjointed.
Coverage of content	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made.	All major sections of the pertinent content (as established in purpose statement) are included, but not covered in as much depth, or as explicit, as expected.	Major sections of pertinent content have been omitted or greatly run-on.
Sources	More than 8 sources are used to create the paper, and a majority of articles cited are research articles.	5-7 sources are used to create the paper, with mostly practitioner articles used.	Less than 5 sources are used to create the paper, with no research articles cited.
Clarity of writing	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples.	Writing is generally clear, but unnecessary words are occasionally used.	It is hard to know what the writer is trying to express. Writing is convoluted.

Writing mechanics

No spelling, grammar, or punctuation errors are made.

Few (3) spelling, grammar, or punctuation errors are made.

Misspelled words, incorrect grammar, and improper punctuation are evident.

**Conclusion:
A synthesis of ideas**

The author makes succinct and precise conclusions based on the review.

The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report.

There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review.

**Citations/
references:
Proper APA
format**

Citations/references follow APA format. Essential information was accurate and complete.

Citations/references follow APA format; however, a few (2) errors in essential information were evident.

More than 2 citations/references did not follow APA format or essential information was missing.

Rubric for Justification Paper

	Strong	Good	Revise
Thesis	Easily identifiable, plausible, insightful, crystal clear.	Promising, but may be slightly unclear, or lacking in insight or originality.	Thesis unclear.
Structure	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs supported by solid topic sentences.	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions	Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.
Use of Evidence	Primary source information for every point with at least one example. Examples support thesis and fit within paragraph.	Examples used to support most points. Some evidence does not support point, or may appear where inappropriate.	Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate.
Logic	All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound.	Argument of paper is clear, usually flows logically and makes sense.	Logic may often fail, or argument may often be unclear.
Writing Mechanics	Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; no spelling errors; no run-on sentences or comma splices.	Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. 1-2 (minor) spelling errors; may have one run-on sentence or similar sentence structure error.	Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or similar sentence structure errors.
Citations/ Reference: Proper APA format	Citations/references follow <u>APA format</u> . Essential information was accurate and complete.	Citations/references follow <u>APA format</u> ; however, 1-2 errors in essential information were evident.	More than 2 citations/references did not follow <u>APA format</u> or essential information was missing.

CONCEPTUAL FRAMEWORK

The Department of Teaching and Learning prepares educators who are:

- a. **Scholars and Leaders in Professionalism.** Our students display intellectual curiosity, engage in critical thinking, and model collaboration in their professional interactions. Through classroom-based and field-based learning experiences, undergraduate students develop and refine the positive attitudes and dispositions which characterize teacher leaders. Graduate students continue the journey of lifelong learning through reflective and data-based practice and informed implementation of innovation.
- b. **Educators and Researchers committed to Evidence-Based Practice.** Our students stay well versed in the most current research from quantitative, qualitative, mixed methods, and multidisciplinary studies. They use the latest findings to guide their classroom practice, instructional design, administrative organization, and educational policy. Our courses in all the degree programs include clearly laid out competency-based requirements that emphasize evidence-based practice.
- c. **Leaders in Translating Research into Classroom Practice.** Our students meet high academic standards in coursework and demonstrate the science and the art of teaching in field-based projects. Undergraduate students implement teaching strategies that have been proven to be effective, becoming leaders in the schools where they teach. Master's students become critical consumers of research and will lead their schools and districts in efforts to translate research to practice. Doctoral students become active researchers as they work beside faculty in grant-funded research, expanding scientific knowledge and disseminating research findings.
- d. **Experts in Differentiated Instruction.** Our students are sensitive and responsive to diverse learners. Graduates adapt their educational methods to meet the needs of all students across linguistic, developmental, cognitive, ethnic, gender, and sociocultural variations. They are committed to creating learning environments that address the full range of human potential and human development.