

EDUCATIONAL PSYCHOLOGY (PSY 203)  
Fall Semester 2010

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Students who have access needs or suspect that they may have access needs due to a learning, physical, or psychological disability are encouraged to contact Stephanie Bell, Coordinator of Access Services ([sbell@brynmawr.edu](mailto:sbell@brynmawr.edu)) as early as possible.

**Praxis Option:** You have the OPTION of taking this course as a Praxis II course. Students must make the election to take the course as a Praxis course by class on **Tuesday, September 7th**. See below for more information.

**LEARNING GOALS:**

Students will develop an understanding of some of the major psychological theories of learning and development and be able to apply them to educational settings.

Students will learn to interpret, analyze and critique psychological research. They will then learn to use this research as a lens to understand children's learning and classroom interactions.

Students will develop an increased understanding of assessment and learning differences. They will apply this understanding to evaluate current standard educational practices and legislation.

Students will improve their skills for writing in the discipline of psychology. This will involve developing an argument and using data to support the argument. Students will also gain experience with using APA format.

Course Requirements for NON-praxis students:

1. Midterm Exam (15%)
2. Cooperative Learning Jigsaws (5%)
3. Classroom Field Experience (2 hours each week for 6 weeks)
4. Two "Short" Papers (40%)
5. Mini end of semester exam (15%)
6. Final Paper /Project (25%)
7. Letter to classroom teacher

Course Requirements for PRAXIS students:

1. Midterm Exam (15%)
2. Cooperative Learning Jigsaws (no paper)
3. Classroom Praxis Field Experience (2-3 hours/week for 10 wks) (5%)
4. Two "Short" Papers (40%)
5. Mini end of semester exam (15%)
6. Final Paper (25%)
7. Letter to praxis classroom teacher

Also PRAXIS students will be invited to participate in separate Praxis gatherings. The purpose of these events is to get to hear about placement experiences, explore and brainstorm issues that have arisen and tackle the unique opportunities that praxis sites provide to integrate classroom theory and practice.

1. Midterm: A short, closed book exam. It will incorporate major themes and ideas discussed in the reading and in class. The main purpose of this exam is to give students feedback about their approach to the material.
2. Cooperative Learning Jigsaws: For 2 different classes we will be using a cooperative learning technique called the jigsaw method. For each class you will be asked to find and read a relevant research article (more details of this to follow). All NON-praxis students will write a 1-page summary of the article to be distributed to your classmates and will also be asked to verbally report on the article to a group of your classmates (This will count as 5% of the course grade.) PRAXIS students will find/read an article, report on the article to their classmates, but will not do a written summary.
3. Field Experience: In order to give the theoretical issues discussed in class a practical reality, NON-praxis students will observe the same classroom on six different occasions (2 hours each). Each observation will focus on slightly different aspects of education and will be pertinent to the topics covered in class. PRAXIS students will visit their classrooms for 2-3 hours per week for 10 weeks. In addition to observing, they will be expected to actively participate at their site. This participation may involve tutoring, assisting the teacher, teaching small groups and other types of instructional support. PRAXIS students will receive a grade (5%) for this part of the course, that will reflect participation both at the school site and in our classroom discussions.
4. Two Papers: For NON-praxis students, these papers will be short syntheses of the classroom observation, readings and class discussion. The first paper will focus on classroom management and educational approaches. The second paper will focus on the individual learner and will cover such topics as motivation, children's theories, gender differences, memory and thinking. Students are encouraged to discuss their observations with others. For PRAXIS students the topics will be the same, but the guidelines will be modified somewhat to reflect the fact that their fieldwork is more participatory and interactive. For NON-praxis students, papers are due 2 weeks after the 3rd and 6th observation. For PRAXIS students, papers are due 2 weeks after the 4<sup>th</sup> and 7<sup>th</sup> observations.

5. Mini end of semester exam: This exam will be a very short (1-2 question), closed book, mini-exam on the last part of the course.

5. Final Paper/Project: This paper/project will be a research project that tried to answer a “real” question using existing research to generate a hypothesis and data gathered in a group effort. One of the goals of this assignment is for students to develop their writing skills for research papers in psychology. The paper will consist of standard research paper introduction citing relevant research from the field, a method section that describes the data collection, brief account of the results and a discussion section that ties the results back to the existing literature and the hypothesis. Students are encouraged to share drafts with the instructors for feedback. **The paper must conform to APA format for citation.**

6. Letter to teacher. All students are required to write a reflection letter to the teacher at their field placement. In the letter students will reflect on what they gained from their field experience and how this experience fit into the rest of the course. This letter is required to complete the course, but will not be graded.

#### REQUIRED TEXTS:

Woolfolk, A. (2010). Educational Psychology (11th Edition). New York: Allyn Bacon.

Kidder, T. (1989). Among Schoolchildren. New York, NY: Avon Books.

Selected readings available on Blackboard.

#### **Course Schedule**

8/31 Introduction and Discussion of Models of Research: How Do Disciplines Ask Questions?

ANNE BRADLEY VISITS to DISCUSS PRAXIS

#### **APPROACHES TO LEARNING**

9/2 Direct Instruction

JOURNAL ARTICLE SEARCH INSTRUCTION

Woolfolk: pp. 462-467.

9/7 Piaget and the Developmentally Appropriate Curriculum

Guavian & Cole (2005). Readings on the Development of Children: Chapter 4: Development and Learning by Jean Piaget

Ginsburg, H.P. & Opper, S. (1988). Piaget's Theory of Intellectual Development. Englewood Cliffs, N.J.: Prentice-Hall. Pgs. 209-256.

**\*\*MUST READ BEFORE CLASS TODAY**

### **PRAXIS DECISION DEADLINE**

9/9 Cognitive and Constructivist Approaches

Woolfolk: pp. 42-52

Vgotsky, L. (1978). Mind in Society: The Development of Higher Mental Processes. Cambridge, MA: Harvard University Press. pps. 23-30, 79-91.

ASSIGNMENT: Lesson with scaffolding

9/14 PRAXIS AND OBSERVATION ORIENTATION  
PROJECT DISCUSSION: GENERATING IDEAS

9/16 The Learning Science and Constructivism

Woolfolk: pp. 305-322.

Johnson, M. H. & Munakata, Y. (2005). Processes of change in brain and cognitive development. Trends in Cognitive Science, 9, 152-158.

Mayer, R. E. (2004). Should there be a three-strikes rule against pure discovery learning? The case for guided methods of instruction. American Psychologist, 59, 14-19.

9/21 Cooperative Learning

Slavin, R.E. (1996). Cooperative Learning (second edition). Pgs. 1-13.

One original research article of your choice on the “outcomes” of cooperative learning. The article must focus on one of these four topics (your topic to be assigned in class): cognitive/achievement outcomes, socio-emotional outcomes, gender differences in outcomes, outcomes for non-typically developing children.

**ONE-PAGE SUMMARY OF ARTICLE IS DUE FOR CLASS** (for Non-Praxis students only).

### **CLASSROOM MANAGEMENT**

9/23 Preventing Problems and Using Time

Woolfolk: Chapter 12

9/28 Behavioral Approaches  
Woolfolk: Chapter 6

### **WHAT DOES THE CHILD BRING TO THE CLASSROOM?**

9/30 Cognitive Processes: Memory

Woolfolk: 236-263

Callender, A. A. & McDaniel, M.A. (2009). The limited benefits of rereading educational texts. Contemporary Educational Psychology, 34, 30-41.

### **TAKE HOME MIDTERM GOES OUT**

10/5 Memory Continued:

Marsh, E. J, Agarwal, P. K. & Roediger, H. L. (2009). Memorial Consequences of answering SAT II questions. Journal of Experimental Psychology: Applied, 15, 1-11.

Johnson, C. I & Mayer, R. E. (2009). A testing effect with multimedia learning. Journal of Educational Psychology, 101, 621-629.

10/7 Cognitive Processes: Thinking

Sigler, R. S. (2000). The rebirth of children's learning. Child Development, 71, 26-35.

Chinn, C. & Malhotra, B. (2002). Children's responses to anomalous scientific data: How is conceptual change impeded? Journal of Educational Psychology, 94, 327-343.

### **MIDTERM DUE**

### **FALL BREAK –ENJOY!!!!**

10/19 Cognitive Processes: Metacognition

Woolfolk: 270-278

Veenman, M. & Spaans, M. (2005). Relation between intellectual and metacognitive skills: Age and task differences. Learning and Individual Differences, 15, 159-176.

Mills, C. & Keil, F. (2004). Knowing the limits of one's understanding: The development of an awareness of an illusion of explanatory depth. Journal of Experimental Child Psychology, 87, 1-32.

Donlosky, J. & Lipko, A. R. (2007). Metacomprehension: A Brief History and How to improve its accuracy. Current Directions in Psychological Science, 16, 228-232.

10/21 Sex Differences in Cognitive Ability

Halpern, D. F. (2000). Sex differences in cognitive abilities. New Jersey: Lawrence Erlbaum. Chapter 3.

Halpern, D. F. (2004). A cognitive-process taxonomy for sex differences in cognitive ability. Current Directions in Psychological Science, 13, 135-139.

Good, C., Aronson, J. & Harder, J. A. (2008). Problems in the pipeline: Stereotype threat and women's achievement in high-level math courses. Applied Developmental Psychology, 29, 17-28.

10/26 Motivation

Woolfolk: Chapter 11

Wigfield, A. & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. Contemporary Educational Psychology, 25, 68-81.

Mueller, C. & Dweck, C. (1998). Praise for intelligence can undermine children's motivation and performance. Journal of Personality and Social Psychology, 35, 33-52.

Blackwell, L. S. Trzesniewski, K. H. & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and intervention. Child Development, 246-263.

10/28 Discussion of Among Schoolchildren

FINAL PROJECT DISCUSSION: GENERATING SPECIFIC QUESTIONS

11/2 Motivation and Motivating Students At-Risk – PANEL DISCUSSION WITH VISITING SPEAKERS

ASSIGNMENT DUE: PREPARE SPECIFIC HYPOTHESES FOR PROJECT

**First Observational Paper Due about Now**

11/4 Adolescence

ASSIGNMENT: READ FOR BACKGROUND TO GENERATE DATA COLLECTION IDEAS.

11/9 WORK IN PROJECT GROUPS TO GENERATE PLAN FOR “DATA” COLLECTION

11/11 Learning Styles

One original research article of your choice on learning styles. The article must focus on one of these four topics (your topic to be assigned in class): gender differences in learning style, validity of a particular learning style (support), the effectiveness of matching instruction to learning styles, critiques of learning styles (this may not be research article) **ONE-PAGE SUMMARY OF ARTICLE IS DUE FOR CLASS**

11/16 FILM: STAND and DELIVER

11/18 Discussion of Stand & Deliver

McCarthy, S. J. (2000). Home-school connections: A review of the literature. The Journal of Educational Research, *93*, 145-153.

Rist, R. C. (2000). Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. Harvard Educational Review, *70*, 257-301.

### **EXCEPTIONALITY?????**

11/23 Intelligence and Its Assessment

Woolfolk: 112-121

Sattler, J. M. (2001). Assessment of Children: Cognitive Applications. Chapter 4: Historical Survey and Theories of Intelligence.

**SUBMIT LIST OF RELEVANT ARTICLES TO BE READ FOR PROJECT**

11/25 **THANKSGIVING**

11/30 The Usefulness of Assessment -- An example

**SUBMIT OUTLINE FOR FINAL PROJECT**

12/2 Some Common Learning Disabilities: Dyslexia

Woolfolk: 130-132

Lyon, G. R. & Shaywitz, S. E., (2003). Defining Dyslexia, Comorbidity, Teachers' Knowledge of Language and Reading: A Definition of Dyslexia. Annals of Dyslexia, 53, 1-14.

**Second Observational Paper Due about Now**

12/7 Some Common Learning Disabilities: ADHD

Woolfolk: 132-135

Biederman, J. (2005). Attention-Deficit/Hyperactivity Disorder: A Selective Overview, Biological Psychology, 57, 1215-1220.

**MINI EXAM GOES OUT**

12/9 DISCUSSION OF FINAL PROJECTS: WHAT DID WE LEARN? WHAT DOES IT MEAN? HOW DOES IT RELATE TO THE LITERATURE?

**MINI EXAM DUE BACK**

**FINAL PAPER/PROJECT DUE ON THE LAST DAY OF EXAMS**