

EDUCATIONAL PSYCHOLOGY (PSY 203)
Fall Semester 2008

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Office Hours:

Thursday 11:30-12:30
By appointment

Praxis Option: You have the OPTION of taking this course as a Praxis I course. Students must make the election to take the course as a Praxis course by class on **Tuesday, September 9th**. See below for more information.

Course Requirements for NON-praxis students:

1. Midterm Exam (20%)
2. Cooperative Learning Jigsaws (10%)
3. Classroom Field Experience (2 hours each week for 6 weeks)
4. Two "Short" Papers (40%)
5. Final Paper (30%)
6. Letter to classroom teacher

Course Requirements for PRAXIS students:

1. Midterm Exam (20%)
2. Cooperative Learning Jigsaws (no paper)
3. Classroom Praxis Field Experience (2-3 hours/week for 10 wks) (10%)
4. Two "Short" Papers (40%)
5. Final Paper (30%)
6. Letter to praxis classroom teacher

Also PRAXIS students will be invited to participate in two separate Praxis gatherings. The purpose of these events is to get 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. 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 (10%) 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 4th and 7th observations.

5. Final Paper: This paper will be a research paper that will focus on an issue covered the last portion of the course (from 11/20 onward). Students will develop an hypothesis about the issue and then obtain research that either supports or refutes the thesis. One of the goals of this assignment is for students to develop their writing skills for research papers in psychology. All paper topics will need to be approved by one of the course instructors. 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. (2007). Educational Psychology (Tenth Edition). New York: Allyn Bacon.

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

Selected readings available on Blackboard.

Course Schedule

9/2 Introduction and Discussion of Models of Research: How Do Disciplines Ask Questions?

NELL ANDERSON VISITS to DISCUSS PRAXIS

APPROACHES TO LEARNING

9/4 Direct Instruction
JOURNAL ARTICLE SEARCH INSTRUCTION

Woolfolk: Chapter 6 , also pp. 292-294.

9/9 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

9/11 Cognitive and Constructivist Approaches

Bruner, J. S. (1966). Toward a Theory of Instruction. New York: W.W. Norton. pps. 39-72

Vgotsky, L. (1978). Mind in Society: The Development of Higher Mental Processes. Cambridge, MA: Harvard University Press. pps. 1-14, 79-91.

Goldstein, L. S. (1999). The relational zone: The role of caring relationships in the co-construction of mind. American Educational Research Journal, 36, 6647-673.

ASSIGNMENT: Lesson with scaffolding

9/16 PRAXIS AND OBSERVATION ORIENTATION

9/18 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

9/25 Behavioral Approaches and Group Process Approaches

Karau, S. J. & Williams, K. D. (1995). Social loafing: Research findings, implications and future directions. Current Directions in Psychological Science, 5, 134-140.

WHAT DOES THE CHILD BRING TO THE CLASSROOM?

9/30 Cognitive Processes: Memory

Woolfolk: 250-266

TAKE HOME MIDTERM GOES OUT

10/2 Cognitive Processes: Thinking

Woolfolk: 294-321

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

10/7 The Development of Scientific Thinking

Schauble, L. (1990). Belief revision in children: The role of prior knowledge and strategies for generating evidence. Journal of Experimental Child Psychology, 49: 31-57.

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

10/9 Cognitive Processes: Metacognition

Woolfolk: 267-275

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.

FALL BREAK –ENJOY!

10/21 Sex Differences in Cognitive Ability

Woolfolk: 169-173

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.

10/23 Motivation

Woolfolk: Chapter 10

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

10/30 Motivation and Motivating Students At-Risk – PANEL DISCUSSION WITH VISITING SPEAKERS

READING: TBA

First Observational Paper Due about Now

11/4 Adolescence

Fuligni, A., Eccles, J. S., Barber, B. L. & Clements, P. (2001). Early adolescent peer orientation and adjustment during high school. Developmental Psychology, 37, 28-36.

11/6 Learning Styles

Woolfolk: 124-127

11/11 Learning Styles – Continued

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**

11/13 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.

READING: TBA

EXCEPTIONALITY?????

11/20 Intelligence and Its Assessment

Woolfolk: Chapter 14

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

11/25 The Usefulness of Assessment -- An example

Second Observational Paper Due about Now

11/27 **THANKSGIVING**

12/2 Some Common Learning Disabilities: Dyslexia

Woolfolk: 130-134

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.

12/4 Some Common Learning Disabilities: ADHD

Woolfolk: 134-147

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

12/9 Some Common Learning Disabilities: NVLD

Telzrow, C. F. & Koch, L. C. (2003). Nonverbal learning disability: Vocational implications and rehabilitation treatment approaches. *Journal of Applied Rehabilitation Counseling*, 34, 9-16.

12/11 Learning Disabilities and the Law

Woolfolk: 127-130