

Revised 10/26/01

Psychological Foundations of Education

Syllabus Spring 2002

Section 1: T T, 1:30 pm-3:00 p.m., VH 1320

Section 2: T T, 3:00 pm-4:30 p.m., VH 1320

Both sections: 4:30-5:00 The lab will be open and I will be available in the computer lab (VH 1304) to help with technology problems.

Robert Martin, Violette Hall 2354

Web page: <http://www2.truman.edu/~ed27>

Office hours: As posted outside office and by appointment. (Try the computer classroom if I am not in my office during office hours.)

Prerequisites: Senior standing. Minimum 2.75 GPA.

Description: Focus on principles, theory, practice, and research on that educators and school systems can base policy and instructional decisions as they work with learners, parents, colleagues, and community. Emphasis will be placed upon relationships from five perspectives: (1) human development, (2) environmental, multi-cultural, and other individual differences, (3) learning, (4) effective education, (5) motivation, thinking, and problem-solving.

Rationale: Educators are expected to understand and work both with their own students as well as with colleagues outside their area. As such, educators are expected to be familiar with principles and practices both within and outside their own specialty. This course provides future educators with a wide range of educational principles and practices used in public education in a variety of content areas and grade levels. The Missouri State Department of Education requires this course for all teachers and clinicians who work in the public schools as part of a professional sequence leading to certification.

Competencies:

1. Recognize, understand, and apply psychological relationships among student, teacher, and environment as a base for sound reflective decision making, with emphasis placed on research, theory, principles, and practice.
2. Understand research, theory, principles, and practice of:
 - Motivation and behavioral change.
 - Learning and learning to learn.
 - higher order thinking and demonstrate higher order thinking and problem-solving through projects and presentations.
 - Methods of instruction, including direct and constructivist approaches.
 - Human development as it applies to teaching including cognitive, emotional, social, moral, and physical development.
 - Diversity of culture, ethnicity, intellectual ability, learning style, and gender.
 - Educational research, including reading an empirical educational research study, discussing and critiquing that research study in light of the research question and its rationale, its background literature, procedure, sample, instruments, data analysis, and conclusions.
3. Use APA style in preparing citations and references.
4. Use technology, including using computers and a variety of software to prepare document files for class and to make a web page(s).

Activities: This is not a lecture class. This class focuses on participation. There are three key components of the class:

- (1) Studying current practice and research findings in the texts and other readings.

- (2) Participating in class activities and discussions to explore ideas, develop language, and practice techniques that help in understanding and working with learners (including oneself).
- (3) Completing projects, including a web page.

Work Load: Classes at the 500 level are considered to be graduate level classes. Work load is typical of what would be considered standard for a graduate class. Graduate level quality of work is expected for a grade of A. Participation appropriate to a community of learners committed to working with students in the public schools is expected. Participation includes a commitment to tackle and discuss challenging texts dealing with the nature of learning and how to help learners increase their ability to learn. Participants are expected to work as team members, to be willing to discuss and present to class members. On time attendance is expected professional behavior.

Class Time: These sections meet one hour and fifty minutes twice a week. The extra time will be used computer lab assignments, cooperative learning activities, presentations, and so on. I expect that the extra class time will save you more than an hour a week of outside time working on the computer and coordinating activities with your group members.

Policies/Requirements

Tentative Syllabus Calendar: A calendar syllabus with dates for readings and assignments will be provided. You are responsible for coming to class having read assignments and done assignments listed. The calendar syllabus contains the essence of the class. NOTE: Make sure that you are using the most recent version of the calendar syllabus. You are responsible for what is on the updated calendar syllabus whether you picked it up or not. If you miss a class or come late to class make sure you get updated immediately by someone in the class.

Absences: If you are absent for whatever reason, you are responsible for calling/emailing members of your base group and being brought up to date on class activities, copies of handouts, and changes in assignments. If we worked on an assignment in class (including computer assignments), get together with members of your base group and have them teach you the necessary skills to do the assignment. If you know you are going to be absent, ask someone in your base group to take notes for you and to pick up the handouts.

Type and staple all written work: All assignments prepared outside class to be turned in must be TYPED and legibly printed with ten or twelve-point type.

Use Pen for Quizzes: All handwritten quizzes and in-class assignments need to be done in PEN (except when bubble sheets are used)

APA Style Required: All papers, citations, and references (including webpages) are to follow APA Guidelines. Note: This is the standard for educational publications, theses, and research papers, including those in speech pathology. Use your APA manual for citations and references.

Proof read and edit. Proofreading is hard work. You need to read the work in question slowly, preferably aloud, and word by word. Again, you may not think it matters, but others will have trouble taking you seriously as a professional if the written work that represents you suggests that you are either ignorant or lazy. (I am not exempt from this problem. I regularly prepare reports for schools and it takes an unreasonable amount of time to remove the worst errors.) In other words, expect me to be unreasonable and vicious in grading work that is in need of proofreading or editing. Spell-checking does not pick up usage errors: *There* and *their* and *they're*. *Who's* and *whose*. *Effect* and *affect*. *Your* and *you're*. *Its* and *it's*. Make sure you know the difference; then check to make sure you use the proper word.

Attend class to get full credit for assignments: To receive credit you must complete assignments on time (including take home quizzes) and present in class on the day due. To receive full credit you must be in class to discuss results. Exception: If you are attending an official university-excused function, you can

work out arrangements with the instructor ahead of time. This exception may be withdrawn if, in the opinion of the instructor, it is overused or abused.

Academic honesty. 1. Work completed for another class may not be re-cycled for this class; to do so is cheating unless you indicate what class the work is from. (Note: The portfolio assignment asks you to include work from other classes—with proper attribution as to the class for which you did the work.

2. Sources are to be provided for all work. Quotes, tables, paraphrases from the web or other sources must be identified as quotes, copied tables, or paraphrases, and the sources must be provided. Failure to identify quotes as quotes and extensive paraphrases as paraphrases is plagiarism, even if sources are given.

Use of student materials for educational purposes: To provide exemplars for assignments, student papers and other materials will be sometimes be reproduced and handed out or put on the web. If you feel sensitive about a particular paper, let me know and I will not use it. You retain full ownership of the material. I will honor all requests in this regard.

Late work: Will be accepted, within a reasonable time, as worked out with the instructor. Late work will be discounted, depending on the degree of lateness.

Readings

Texts Required:

Bybee, R. & Sund, R. B. (1990) Piaget for educators (Second ed.). Prospect Heights: Waveland Press

American Psychological Association. (1995) Publications manual of the American Psychological Association (Fourth ed). Washington, D.C.: American Psychological Association

Glasser, W. (1990). Choice theory. New York: Harper and Row Publishers.

Kroeger, O. & Thuesen, J. M. (1988). Type talk. New York, NY: Dell Publishing.

Oech, R. Von. (1990). A Kick in the seat of the pants: Using your explorer, artist, judge, and warrior to be more creative. New York, NY: Warner Books Inc.

Texts on Library Reserve You Will Need to Study:

Cawelti, G. (1999). Handbook of research on improving student achievement (Second ed.). Arlington, VA, Educational Research Service.

Fairhurst, A. M. (1995). Effective teaching effective learning. Palo Alto, CA: Davies-Black Publishing.

Kagan, S. (1992) Cooperative learning. CA: Resources for Teachers.

Oech, R. Von. (1990) A whack on the side of the head: How you can be more creative. New York, NY: Warner Books Inc.

Readings: Read reserve materials well in advance of class. The library provides one copy for each ten students for some items. If you wait till the night before the assignment is due, all copies will most likely be checked out! A list of reserve materials may be accessed in the LUIS retrieval systems by typing in the instructor's name or the course name. If you have any problems, please contact me. Please let me know if any of these materials are not on reserve!

Evaluation and Grading

Basis of Grades

45%=Key Assignments

20%=In-class products/performances/participation. Participation includes on-time attendance, preparation outside of class (including homework assignments), and completion of the day's product/performance.

Note: Missing a participation grade lowers your overall grade approximately 1.5% or about 1/6 of a grade point. Attendance counts!

35%=Take-home and in-class quizzes/exams.

Note: There will be an indeterminate number of quizzes over the assigned reading material. Quizzes may be short essay, multiple-choice items, or a combination. The purpose of the quizzes is to serve as a take off point for discussion and/or activities.

Individual items will be weighted according to their relative importance. The following weighting of key assignment are approximate may be adjusted as appropriate.

Rubrics (Scoring Guides): Most assignments will be evaluated using a rubric or scoring guide. An example of rubric for evaluating work:

Level 0	Level 1	Level 2	Level 3	Level 4
Appears to be not competent (does not meet professional standards of competence)	Minimal Competence	Approaching competence	Competent product or performance	A model product or presentation for others to emulate.

Evaluation Criteria:

1. *Quality.* Is your work quality work, the best you are capable of?
2. *Understanding.* Does your work show you understand theory and practice and can you put that understanding into your own words?
3. *Application.* How can you apply theory and practice to your own area and your own experience in a concrete way that makes school an exciting place to be? (Do you ground your ideas in concrete examples and experience when you write about and discuss course material?)
4. *Proofreading, mechanics, readability.* Did you proofread and edit for spelling, grammar, punctuation, proper usage, expression, structure, and clarity of thought? (Do not turn in papers that have not been proofread and edited.)

Note: Every assignment is open-ended. You can always get more points that an assignment is worth when you have done something extraordinary.

Familiar word syndrome: Your work is evaluated, in part, by the extent to which it gives evidence that you have studied the class materials and can apply them. Do not assume that, because you are familiar with a word, you therefore understand the way in which the word is being used in class or in the readings. Even though your answers may be perfectly reasonable, if they do not give evidence that you are studied the materials for this class, they don't meet the criteria for competence.

Philosophy and Methods

My approach to teaching tends toward generative, constructivist, holistic, and competency approaches. Understanding these approaches to teaching can help you orient yourself to the class:

In generative learning, students are given a process and then asked to generate their own knowledge by exploring a variety of situations. In particular, the assignments are generative: you are given a process and

then asked to use this process to explore your own ideas and to use the process collaboratively to explore the ideas of another learner (e.g., using the Inspiration software to make concept maps of your choice).

In constructivist approaches, students are expected to construct meaning. Discovery learning is an example of a constructivist approach in that learners are given materials and an assignment to explore. The rationale is that in learning a new way of thinking or perceiving or acting, you cannot understand what you will learn until you learn it. For example, it's impossible to teach someone about the taste of chocolate cakes without having that person taste some chocolate cakes.

In holistic learning (or top-down processing), students start with problem solving rather than building up skills before tackling a problem. Bottom up teaching starts with basic skills/explanations and works up to problem solving. Learners preferring the bottom up approach where they learn things step by step may feel frustrated and/or lost with some assignments and activities.

The competency approach reverses, to some extent, the more traditional order of things. Usually in a course, the professor has the responsibility to set assignments and exams and then to judge the products. In the competency approach, students are given the quality indicators and then asked to come up with performance indicators that demonstrate that they have met the competencies. The focus is now on showing you can apply what you have learned in your area, instead of on getting a right answer. Of course, this is not so different from what already happens in the internships and other clinical experiences. The difference is extending this approach to the entire teacher education process. It will be your responsibility to show how your class products and performances meet the quality indicators. Which means the burden is really on you to show how what you have done in class has real value to you in your chosen area of education.

Understanding expectations are always a big part of succeeding at anything; perhaps this chart will help you understand my expectations for students as well as for the teacher:

MY JOB	YOUR JOB
<ul style="list-style-type: none"> • Listen. • Get to know people in the class. • Provide structure and activities. • Provide orientation to assignments, activities. • Respond to questions. • Help whomever requests help. • Help you do/modify assignments so that they benefit you. • Encourage everyone. 	<ul style="list-style-type: none"> • Come to every class prepared by studying the readings and doing assignments. • Participate. • Learn names of people in the class. • Ask questions about what you find unclear. • Do the assignments in a way which benefits you. • Help others, especially those in your base group. • Encourage others.
NOT MY JOB	NOT YOUR JOB
<ul style="list-style-type: none"> • Be an information giver (lecturer). • Guess what you want. • Guess what you don't understand. • Remind you what's due. • Bring handouts to class for past classes. 	<ul style="list-style-type: none"> • Guess what something means. Ask!

Instructor Suggestions on How to Succeed in 593

- Make sure you have the latest syllabus calendar and that you study it. You are responsible for what's in it.
- "Have Read" under "Assignment Due" in the calendar syllabus means that there may be a quiz over that material. If you are absent or not prepared, you have a zero. No make-ups.
- Hand everything in when it's due. Whether or not the instructor asks for it, it is due. Hand it in.

- Focus on quality over and above following instructions. Following directions and doing everything the instructor asks is not sufficient for an A. If it is not something an instructor would be proud to show a colleague, a Division Head, the Vice President, or the President, it's not an A. Again, quality is the key.
- Make use of the rubrics. A rubric lets you know before you do the assignment what the criteria are for quality work and it makes it possible for you to evaluate your own work before you turn it in. Read the rubric before you turn in your paper: Your grade is based on it!
- Know the cooperative learning structures we use in class by name. Be able to describe them and to describe how they might be used in a school setting. Keep a running log of the activities we do in class with their names, description, and your comments.
- There are lots of handouts and you need to know what's in them. Organize them into a notebook.
- Type everything. Staple everything. If you don't own one, buy a small stapler.
- Be willing to spend considerable time to put together projects and activities without knowing "exactly what you are supposed to do."
- Take notes on each session. Because this is not primarily a lecture class, you may not take reams of notes in class. Keep a running log of what was discussed and/or done each day, as activities and discussions--particularly what you learned that day -- are a source of quiz questions. Take notes during and after class on what we did each day, so that you can review what happened on each class day, what the activities were, and what the outcomes were.
- Establish the mental set of yourself as a educator, not as a student. Reflect on how everything you read about, write about, or discuss applies to you and to learning and schooling. I believe that you will learn most (and suffer least) if you come to the course as a citizen, future parent, and future educator concerned with learners, with learning, and with education.
- There are a lot of handouts and assignments in this class. Do yourself a big favor: Get a 3 ring binder and organize the handouts.
- Extend your comfort zone. Approaches to problem solving, creativity, and reflection invite us to go to the edge of our comfort zones. At times you may find yourself out of your comfort zone. Keep an open mind. Be willing to struggle with not knowing what to do or how to do it; be willing to enjoy ambiguity. If these expectations do not agree with you, please take another section. If they do agree with you, welcome, and enjoy!

Computer Risk Management: How to Avoid Big Problems!

File Names: How to Name Files for Web Files

File names used in conjunction with the web have their own rules. Correct naming procedures for your web page files: **No capitals. No spaces. Letters and numerals only.**

Note: If you don't name your files correctly, they won't work for everyone on the web!

Consequences for not following naming conventions: 1. Your web pages may not work at all (in which case you have a zero for the assignment). Your web page may work on some computers and not others (e.g. Off-campus computers going through the worldwide web, and since I frequently work at home, your web page needs to be world readable). 2. Drop of one letter grade for incorrect file name (assuming that the file came up).

Two / ZIP Disks:

- You need two ZIP backups for backups of your webpage.
- You will need you web page on ZIP disk if the computer networks or the gold server go down at the end of the semester.

Backups:

- Always backup before you print. This is the mostly likely crash point.
 - Backup all files every ten minutes.
 - Always save to disk before trying to save to your Y or T drive.
 - Back up to your Y drive and to a ZIP drive at the end of the session.
- Q. Alternate your zip disks so that you always have a copy of the previous day's work (just in case you accidentally destroy a file).
- .Also:
- Make multiple backups of all files.
 - Make a hard copy of all your files.
 - Make a hard copy of everything you turn in. Do not turn in the only copy of a disk containing your files. I do not wish to be responsible for losing your only copy of a file. If I do lose your disk or paper, you are responsible for replacing it.
- Consequences: Remember, your final web page must have everything on it. You can't pass the course unless your web page is up and running. If you don't have it, you do it over. If that means you don't graduate, then you don't graduate until it's done.

Getting Assignments on Your Web Page.

1. "Posting assignments on the web" means the instructor must be able to bring them up in Netscape from the class web page on his own computer. To check that your material will come up on the instructor's computer, you need to bring up your pages on a computer that has someone else's ID logged on and which does not have your ZIP or floppy disks loaded in that computer. Assignments that are not viewable from the class web page in Netscape Navigator from the instructor's computer receive zeroes (if I can't see it, I can't grade it).
3. Always check your work from the class web page and from a friend's logon. If you cannot bring your assignment up on Netscape Navigator from a friend's logon, neither can the instructor. If you are not sure, ask someone else to bring your work up on his/her computer and/or bring your work up on a different computer.
4. You are responsible for getting all of the above done even though things may happen which are out of your control (for example, the system goes down while you are working on an assignment. Computer problems are a fact of life and you need to work around them).
5. Keep in mind that part of getting assignments done on time often involves problem solving of the types mentioned above. You will run into things that you don't know about or which are beyond your control. It is often the case that we are responsible for things that are not our fault. The proactive checking and problem solving of things which you don't know about and which aren't your fault is as much a part of the assignment as actually doing the assignment.

Getting Help in Making Your Webpage.

- Organize and study your handouts. They contain much of what you need.
- Call the help desk (785-4544) if you are having problems with the computers or the network. If they don't answer, be sure to leave a voice mail message with your phone or email. Call back if you don't get a response. Make sure you get a ticket number. Let me know if there are computer problems that the help desk is not resolving. Be sure to have your ticket number.
- Visit the TTC and ask for help.
- Visit the multi-media center in the library and ask for help. They help people do web pages.
- Ask people in the class who have web pages up and running. You will have everyone's phone and email addresses in the class.
- Ask me.

Using On-Campus Computers:

- Netscape: All computers on campus have Netscape and Netscape Composer. If you have Netscape and Netscape Composer on your own computer, that will also work.
- Inspiration: All computers on campus have Inspiration, but only the VH1304 computer lab and the TTC have K-12 version. The K-12 version and the regular version are not compatible. You may do your Inspiration concept maps on any version. Note: You may download a free thirty-day trial of Inspiration to your own computer by visiting the Inspiration website.
- PDF files (Adobe Acrobat): All computers on campus are equipped with the Adobe Acrobat software that allows you to convert any file made on any program to a PDF file by printing to the Adobe Acrobat Print.
- If you have your own computer with internet access, you can download a free copy of Netscape Composer from the Netscape site.
- If you have a problem with Netscape Composer or Inspiration which needs to be addressed by Computer Services and is being ignored, please contact me ASAP.
- You can get help with web page questions in the multi-media lab with special projects. It doesn't matter that the multi-media lab uses MACS. You can work on your web page from either MACS or IBMS. Use an IBM format zip disk even when you work on a MAC so that you can use it in the VH1304 lab.

Be proactive and expect problems. Expect things to take as long as they take. Expect there to be days when things don't go well. Assignments are due when they are due. If you wait till the last minute, the network may be down; computers may be unavailable. Last minute difficulties, including those not of your own making, do not constitute a release from assignment deadlines. If any of the above sounds harsh, it is not meant to be. It simply reflects the real world situation you face when you use computers and are responsible for accomplishing a task.

What past students you need to do to succeed in their own words

Syllabus: Use your syllabus and read everything! --Do the work & paste the syllabus to your head! Losing the syllabus can really cause problems... e.g., coming to class and not knowing there's a test.

Reading: Read everything assigned. It will show up somewhere. --Keep up with the reading and accompanying vocabulary--it really helps a lot. ---Keep up with the readings; they are helpful in completing assignments.---If you work hard, do your reading and assignments, you'll learn a great deal & be successful. ---Make sure to read & understand everything. Spend more time on this than you would in other classes. --Keep small reading books for future reference. ---Do all of your reading and take notes on your reading before each class.

Quizzes: Study for possible quizzes. --Take quizzes very seriously! ---Study as you go. ---Take notes over what you read for future review before the test. ---Really try to come to an understanding of how the various topics relate to each other. ---Remember what is discussed in class. ---Organize the handouts.

Project assignments: Start early on class projects. --Put a lot of effort into the projects because they are worthwhile and you will learn a lot. ---Take a good amount of time on the outside assignments because you learn a great deal.

Class Structure: Be prepared for less structure in this class. ---Don't go in thinking this will be a lecture course. ---Even if you don't like the teacher or the class content, don't stop doing your work. ---Keep working & you'll learn more that way. ---Arrive at class on time, be prepared to absorb a lot of valuable information. ---Stay on top of things and constantly ask yourself how the material fits into your content area/teaching style. ---Be relaxed and enjoy yourself & you will learn a lot.