

Psychological Foundations of Elementary Education

EDEL 102 section 30

Room: SH312

San Jose State University

Summer 2003

Professor: Nicholas Meier
Office: SH 333
Phone:
Email:
Class Website:

| |
|--|
| Office Hours: Tuesday & Thursday 2:40–3:40 <i>or by appointment</i> |
|--|

College Vision/Mission/Values

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter, each is necessary, and neither is sufficient in the absence of the other.

The mission of the College of Education is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

In the College, we believe that a democracy requires that all students have access to a high quality education based on fairness and respect for all. In addition, we believe that educators at every level must:

- have knowledge of their subject matter and their students,
- value and engage in ethical practice and justifiable pedagogy,
- develop dispositions and habits of mind that aim to ensure that all students have equitable access to educational opportunities that enable them to develop their talents, abilities, and potentialities.

Finally, a democracy requires that all stakeholders be fully involved in the collegial community. We envision ourselves as a learning community of practitioner/scholars in continuous dialogue and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to twenty-first century issues and circumstances.

Required Texts

Ormrod, Jeanne Ellis, *Educational Psychology: developing Learners*, 4th Edition.

Course Objectives

Credential candidates will be able to:

1. Understand and explain the basic theories of cognition, learning and motivation.
2. Identify the psychological principles of education that lay behind commonly used models and strategies of teaching.
3. Apply psychological principles to classroom to textbooks, professional resources (i.e. in textbooks, curriculum guides and Internet resources).
4. Analyze student work from the perspective of psychological theories of learning and cognition and discuss this work with colleagues.

5. Critique lessons for their implementation of the principles of educational psychology.
6. Develop lessons that implement the principles of educational psychology.
7. Use psychological principles as a means to develop more equitable learning activities for students from diverse backgrounds.
8. Use psychological principles as a means to examine the experience and motivation of K-8 students including English language learners, low-status students, low-achieving students, and students traditionally under-served populations.

Course Equity Objectives

Credential candidates will be able to:

1. Use psychological principles to identify and examine sources of inequity in the classroom.
2. Use psychological principles to reflect on the experience of students in our classrooms.
3. Design learning activities that engage and support all learners.
4. Develop lessons that use students' backgrounds and prior experience as the foundation of learning.
5. Develop lessons that integrate strategies to support English language learners in content area learning.

Course Requirements

Class Participation (20%); Child Observation (26%); Lesson Plan (15%); Lesson presentation (15%); Reflective Essays (24%). All readings and assignments should be completed before the class meeting under which they are listed. Late assignments are accepted ONLY with prior permission from the professor.

Child/Student Observation Report

The purpose of this assignment is to give you an opportunity to demonstrate your understanding of the principles and theories of human development and apply it to develop your "eyes" to observe, analyze, and understand the development of a child/student.

Requirements:

1. Identify a child/student to observe closely while he/she is engaging in an educational task or activity that relates to the topics, issues, or key concepts in the course. You may choose a child from your family or friends, or a student in a more formal educational setting. Although your observation report will be written only for the sake of applying your knowledge, it is advised that you obtain permission from a parent or guardian of the child/student
2. Observe a child/student for at least 30 minutes while he/she is engaging in an educational or instructional task or activity such as school homework (e.g., math problem solving or writing), an educational game/task (e.g., science experiment), or musical instrument practice, etc. The child/student may be working alone or with a group of peers or an adult. However, your focus should be on one child/student.
3. Describe the nature and goal of the educational task or activity that the child/student is engaged in. You should include brief demographic information on the educational setting where you observe the student, as well as the information on the student (e.g., his/her age, grade, ethnicity/race, and family make-up, if known). However, for the sake of confidentiality, please do not provide any information that might reveal the identity of the student.

4. Describe the behaviors you observe and articulate the process by which you think that the child/student is or is not accomplishing the goal of the task/activity. Also identify some of the principles and theories of human development discussed in the course that might explain what you are observing. In addition, state your rationale for choosing particular principles and theories.
5. Discuss the advantages and limitations of using the particular principles and theories that you chose. If possible, suggest alternative principles or theories that might also explain the child's learning.

Describe the implications of what you observed to propose what instructional activities would best promote this child/student's progress to the next developmental level.

Presentation of a lesson

This is a cooperative assignment is to be done with one or two partners. You will present a lesson to the class as if we were your elementary students. The lesson should be geared toward the type of students you envision teaching. The presentation should take about 20 minutes. After the lesson there will be a short class discussion on the lesson.

Keep in mind such issues as:

- Lesson design (set, instructional methods, assessment)
- Pedagogical theory
- Appropriateness of content to this group
- Pacing
- Language use and level
- Vocabulary development
- Mode of instruction
- Are both presenters participating in giving the lesson equally?

Include:

- Written lesson plan including theoretical basis (copies for students is optional)

Also let the audience know the context of the lesson: Is this part of a larger unit; If so, what came before, and what do you have planned next.

A written lesson plan should accompany the presentation in a standard lesson plan format, and should also include a brief paragraph citing the learning theory(ies) upon which the technique and pedagogy of the lesson are based. A good lesson plan has enough information so that someone else could give the lesson from reading it.

All students will give brief written feedback to the presenters.

Format of the written lesson plan:

SUMMARY: *Brief* summary of lesson content

AUDIENCE: who are the students—e.g. grade level, content area, type of students

TIME: How long should this lesson take

GOALS: These are broad concepts/skills/knowledge that you hope students will build

OBJECTIVES: These are more measurable and short term than goals. These are what the students will actually accomplish and do.

MATERIALS: This is like the ingredients in a recipe. List all materials one would need to carry out this lesson.

PROCEDURES: This is where you explain step-by-step how to teach the lesson. What does the teacher do? What are the students doing? It should include approximate times.

ASSESSMENT: How will you know if you have achieved your objectives? This does not need to be a formal test. It could (should) include observation of the students as they work.

THEORETICAL BASIS: What are the theories of psychological development and teaching on which this lesson is based.

MEMBER CONTRIBUTIONS: Describe what each member of your group contributed to the writing and presentation of your lesson.

Reflective Essays

There will be nine (9) reflective essays, graded on a 3-point scale, of which you must complete eight (8). The purpose of the reflective essays is for you to connect the ideas from the readings and the lectures to your own experience and prior knowledge. The essays also help me evaluate your and the class's understanding of the material. These should be from 250–400 words in length. They will be graded on the degree to which you make connections between the readings, lectures and your prior knowledge. *Each essay should include 2 or 3 discussion questions.* These questions should be based on issues that the readings raised in your mind.

Course Schedule

| Class | Topic | Reading Assignment (Due) | Assignment (Due) |
|-------|---|--|--|
| 6/2 | Introduction to Psychological Development & Learning Theory | None | Email professor at: nsmeier@stanford.edu |
| 6/3 | Development & Learning | Chapter 2. Cognitive & Linguistic Development | Essay 1 |
| 6/4 | Cognitive processing | Chapter 6. Learning & Cognitive processing | Essay 2 |
| 6/5 | Multiple Intelligences | Chapter 5. Students with Special educational needs | Essay 3 |
| 6/9 | Emotion | Chapter 3. Personal, Social, and Moral Development | Essay 4 |
| 6/10 | Culture/Social (Mult. Intell) | Chapter 4. Individual and Group Differences | Essay 5 |
| 6/11 | Cognitive | Chapter 10. Social Cognitive Views of Learning | Essay 6 |
| 6/12 | Metacognition | Chapter 7. Knowledge Construction | Observations due |
| 6/16 | Structure of the disciplines | Chapter 8. Higher-Level Thinking Skills | Essay 7 Lessons presented/lesson plan due |
| 6/17 | Transfer | Chapter 11. Motivation and Affect | Essay 8 Lessons presented/lesson plan due |
| 6/18 | Motivation | Chapter 12. Cognitive Factors in Motivation | Essay 9 Lessons presented/lesson plan due |
| 6/19 | Development & Learning | Chapter 13. Instructional Strategies. | Lessons presented/lesson plan due |

ASSIGNMENTS AND GRADING:

| Grading | Assignment | Due: |
|------------------|---------------------|-------------|
| 20 points | Class participation | Ongoing |
| 24 points | Reflective Essays | Ongoing |
| 26 points | Child observation | June 12th |
| 15 points | Lesson | Variable |
| <u>15 points</u> | Lesson plan | Variable |
| 100 points total | | |

(Late papers: up to 3 points may be deducted from grade for each class session a paper is late)

Calculation of Grades

| | | | |
|----|-------|----|-------|
| A+ | 100 | C+ | 77-79 |
| A | 95-99 | C | 73-76 |
| A- | 91-94 | C- | 70-72 |
| B+ | 88-90 | D+ | 67-69 |
| B | 83-87 | D | 63-66 |
| B- | 80-82 | D- | 60-62 |