

Grande Prairie Regional College

ED2000: Educational Psychology for Teaching (Section A2)

Tuesdays and Thursdays – 1:00 to 2:20 p.m.

Room B302

September 4 to December 4, 2008

Instructor: Jo-Anne Tomie

Office Number: C205

Office Phone: 539-2739

Email: jtomie@gprc.ab.ca

Office Hours:

Mondays, 9:30 -11:00 a.m.

Tuesdays through Thursdays, 9:30 a.m. to 12:00 noon

Other times, Drop in, or Make Appointment

Course Credit Hours: 3

Student Contact Hours: 3 per week

University Transferable: UA*,
UC*, UL, AU, AF*

Delivery Mode: Lecture

Prerequisites: None

Course Description:

This course is designed to provide students in Education with a working knowledge of important concepts and issues in Educational Psychology. Topics to be addressed include student development, learning and instruction, student abilities, and classroom motivation. The course will focus on information related to the practice of teaching.

Required Textbook:

O'Donnell, A.M., D'Amico, M., Schmid, R.F., Reeve, J.M., & Smith, J.K. (2006). *Educational Psychology: Reflection for Action (Canadian Edition)*. Mississauga, Ontario: John Wiley & Sons Canada, Ltd.

Blackboard:

Some course resources (course outline, handouts, study questions) will be posted to Blackboard during the term. Blackboard is web-based teaching and learning software that all GPRC students have access to. Blackboard is located at the following website:

<http://blackboard.gprc.ab.ca>

The first time you log onto Blackboard, use your student ID number as the username, and your birthdate in the form YYYYMMDD as your password (e.g., 1924Sep05). Future logons are made with your student ID number and your own personal password, that Blackboard will force you to create the first time you logon.

Course Structure:

This course will cover the majority of the material from the following chapters in the required textbook. Related material from other resources might be included as well.

Chapter 1: *Introducing Educational Psychology and Reflective Practice*

Educational Psychology; Concerns of Beginning Teachers; Reflective Teaching; Reflection for Action Model (RIDE); Student Diversity and Students with Special Needs; How Educational Psychologists Use Theories and Research

Chapter 2: *Cognitive Development*

Brain Development; Cognitive Development (Piaget's Theory); Sociocognitive Development (Vygotsky's Theory); Language Development

Chapter 3: *Social Development*

Relationships; Psychosocial Development (Erikson's Framework); Moral Development (Kohlberg's Theory; Gilligan's Theory); Aggression and Social Competence; Self-Concept

Chapter 4: *Individual Differences Among Learners*

Variability in the Classroom; Intelligence; Extremes of Intelligence; Talent; Differences in Ability and Instruction; Learners with Special Needs; Prevalent Learning Needs; Differences in Socioeconomic Status and Their Role in Learning

Chapter 5: *Culture, Diversity, and Learning*

Canada as a Cultural Plurality; Multicultural Education and Learning; Language and Learning

Chapter 6: *Behavioural Learning Theory*

Explaining Learning; Principles of Behavioural Learning Theory; Reinforcement; Punishment; Applied Behaviour Analysis; Managing Behaviour; Influences of Behavioural Learning Theory on Instruction; Limitations of Behavioural Learning

Chapter 7: *Cognitive Theories of Learning*

Cognitive and Constructivist Theories of Learning; The Information-Processing Model; Memory Systems; Encoding, Retrieval, and Forgetting; Categorization; Complex Cognition

Chapter 8: *Social Constructivism and Learning in Community*

Social Learning Theory; Social Constructivism and Sociocultural Theory; Instruction Influenced by Social-Constructivist and Sociocultural Theory; Learning out of School

Chapter 9: *Motivation to Learn*

Motivation; Self-Efficacy; Mastery Beliefs; Goals; Self-Regulation

Chapter 10: *Engaging Students in Learning*

Engagement; Intrinsic and Extrinsic Motivation; Psychological Needs; Curiosity, Interest, and Positive Affect; Calming Anxiety, Protecting Self-Worth, and Overcoming Fear of Failure

Chapter 11: *Effective Teachers and the Process of Teaching*

What is Teaching?; Teacher Development; Planning; Approaches to Teaching;

Teaching Tactics; Promoting Learning through Homework; Teaching Strategies Involving Peer Learning; Tutoring; Collaborations, Technology, and Diversity; Learning from Peers: Classroom Practices

Chapter 12: *Managing Learning in Classrooms*

Designing the Physical Environment; Designing the Social Environment: Norms and Rules; Managing Day-to-Day Classroom Instruction; Dealing with Behaviour Problems

Chapter 13: *Classroom Assessment*

Assessment for Instruction: Roles, Goals, and Audiences; Principles of Assessment and Grading; Options for Assessment; Developing and Using Assessments; Interpreting Classroom Assessments; Developing a Grading System; Communicating with Parents; Technical Issues in Assessment; Interpreting Standardized Assessments; Controversies in Assessment

Evaluation:

Exam #1	25%
Exam #2	25%
Final Exam	25%
Annotated Bibliography and Journal Article Summary	15%
Participation	10%

Exams:

The exams will consist of **multiple choice and/or short answer questions**, and will be **closed book**. **Exam #1** will be worth 25% of your final grade, will be administered in class on **Thursday, October 2nd**, and will cover everything covered in class from September 4th to September 30th, inclusive. **Exam #2** will be worth 25% of your final grade, will be administered in class on **Tuesday, November 4th**, and will cover everything covered in class from October 7th to October 30th, inclusive. The **Final Exam** will be worth 25% of your final grade, will be administered **sometime between December 10th and 19th, at the time and on the date scheduled by the Registrar's office**, and will cover everything covered in class from November 6th to December 4th, inclusive. The Registrar's final exam schedule should be available by November 1st.

Exam #1 and Exam #2 must be written at the times and on the dates noted above, and the Final Exam must be written at the time and on the date scheduled by the Registrar's office. Missed exams will receive grades of zero. Make-up exams will only be administered for valid and documentable medical or related reasons discussed with the instructor beforehand.

Annotated Bibliography and Journal Article Summary:

An annotated bibliography and journal article summary will be **due at the beginning of class on Thursday, November 20th**. This assignment will be worth 15% of your final grade. **The topic for this assignment must be approved by the instructor before you begin work on it.** Details about this assignment – its necessary length, format, etc. -- will be handed out in the first class.

This assignment must be handed in at the time and on the date noted. Bibliographies and journal article summaries not handed in on time will receive grades of zero. Late bibliographies and journal article summaries will only be accepted for valid and documentable medical or related reasons discussed with the instructor beforehand.

Participation:

Participation will account for 10% of your final grade, and will be assessed from **attendance** recorded by the instructor on occasion during the term, and on **behavioral conduct** in class.

Attendance:

You are responsible for knowing all of the material covered in class for examination purposes, and some of the material covered in the class might not be included in the textbook. Your attendance might affect your exam grades, and your participation grade (see above). It is thus highly recommended that you attend class regularly.

Letter Grades:

The following table will be used to convert final percentage averages into a letter grade:

95-100	A+	75-79	B	60-63	C-
90-94	A	70-74	B-	55-59	D+
85-89	A-	67-69	C+	50-54	D
80-84	B+	64-66	C	0-49	F

Tentative Course Schedule:

Please NOTE that this schedule is **tentative**, and might change slightly as the term progresses. The material will be covered in the order shown, but might be covered at a slightly different pace. **The dates for the exams, bibliography and journal article summary, and library session are firm, however, and will not change.**

September 4	Introduce this course; Begin Chapters 1 & 2
September 9	Chapters 1 & 2 continued
September 11	Chapter 1 & 2 end; Begin Chapter 3
September 16	Chapter 3 continued
September 18	Library Introduction -- Class in the Alward Computer Lab in the Library
September 23	Complete Chapter 3; Begin Chapters 4 & 5
September 25	Chapters 4 & 5 continued
September 30	Complete Chapter 4 & 5
October 2	Exam #1 - Covers all class material from Sept 4 to 30, inclusive
October 7	Begin Chapter 6
October 9	Complete Chapter 6; Begin Chapter 7
October 14	Chapter 7, continued
October 16	Complete Chapter 7; Begin Chapter 8
October 21	Chapter 8, continued
October 23	Complete Chapter 8; Begin Chapter 9
October 28	Chapter 9 continued
October 30	Complete Chapter 9
November 4	Exam #2 – Covers all class material from Oct. 7 to 30, inclusive
November 6	Begin Chapter 10
November 11	No Class – Remembrance Day
November 13	Complete Chapter 10, Begin Chapter 11
November 18	Chapter 11, continued
November 20	Bibliography and Journal Article Summary Due, at beginning of class
	Complete Chapter 11; Begin Chapter 12
November 25	Chapters 12, continued
November 27	Complete Chapter 12; Begin Chapter 13
December 2	Chapter 13, continued
December 4	Complete Chapter 13
Final Exam -- Sometime between December 10 to 19th – Registrar Scheduled Covers all class material from November 6 to December 4, inclusive	

Other Noteworthy Dates:

September 30 – final date to **Drop** this course from your Fall schedule

November 1 –Registrar's Final Exam Schedule should be available

November 6 – final date to **Withdraw** from this course without academic penalty

Students with Special Needs:

Students who require special accommodations must register with Disability Services and must inform the instructor about their needs in a timely manner. Registration with Disability Services does take time, and does require submission and review of appropriate documentation. Instructors require reasonable prior notice in order to arrange for needed accommodations.

Classroom Behaviour:

It is assumed that students are mature and considerate adults, who will behave as such, and who will treat the instructor and all of their fellow students with the utmost respect. Disruptive behavior, such as talking with neighbours during lectures, playing computer games, or emailing or text-messaging others during lectures, etc., is not welcome in this class. Electronic devices such as cell phones, text-messaging devices, video cameras, audio recorders, i-pods and the like **must be turned off** during classroom time.

Cheating, and Plagiarism:

If cheating or plagiarism is detected during this course, the GPRC **Student Misconduct: Plagiarism and Cheating** policy will be immediately invoked. This policy can be seen on the following website:

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

Cheating and plagiarism are serious academic offences, that can result in failing grades being awarded or in forced withdrawal from GPRC. Cheating and plagiarism are defined on page 49 of the 2008-2009 printed GPRC calendar, in the section about ***Student Conduct, Rights and Responsibilities*** (see pages 47 to 51 of the printed 2008-2009 GPRC calendar). You are encouraged to read this section of the printed calendar, and in particular, page 49.

A Final Note:

If you have any questions during the term, definitely do feel more than free to consult with me, and I will certainly strive to be as helpful as I can. I do NOT lend out my lecture notes, though, and so please do NOT ask for these! Thanks!

I hope you all find something in this course that you enjoy, and I look forward to working with you all during this term! ☺
