

EDUCATION 2000 – Section A2
EDUCATIONAL PSYCHOLOGY FOR TEACHING
Grande Prairie Regional College
Fall 1999

Instructor: Cheryl Bereziuk
Office Number: C205
Phone Number: 539 2739
Office Hours: Monday and Tuesday 1:30 to 2:30 p.m.
or by appointment

Class Time: TBA
Room Number: TBA

Texts:

1. Educational Psychology: Theory and practice (5th Edition) by Robert E. Slavin. (Required)
2. Case Studies: Applying Educational Psychology by Dinah L. Jackson and Jeanne Ellis Ormrod (Required and should come shrink-wrapped with your text).
3. Study Guide for Slavin's Educational Psychology: Theory and practice (5th Edition) by Charles E. Alberti and Catherine E. McCartney (Optional)

Course Content: The specific topics covered in this course are arranged according to four general themes: Student development; Classroom learning and instruction; Learner diversity; Individual differences in students; and Student motivation.

Course Objectives: This course is designed to provide students in Education with a working knowledge of important concepts and issues in Educational Psychology. Effort will be made to ensure that information presented in this course will relate directly to the practice of teaching.

Requirements.	Evaluations will be based on three exams and two case studies as follows:		
Exam #1	20%	October 4	Chapters 1, 2, 3, 4
Case Study	10%	October 20	Case Study # 4 or # 26
Exam #2	30%	November 8	Chapters 5, 6, 7, 8, 9
Case Study	10%	November 24	Case Study #23, #24, or #25
Exam #3	30%	TBA	Chapters 10, 11, 12, 13, 14

Please note that the exam dates listed on this handout are tentative and are subject to change. For the final examination students must be available between December 13 and December 21. The date and time of the final exam will be announced by the Student Services office. This information is also subject to change so students should continue checking the posted schedules as they are updated.

Exams will consist of multiple choice, short answer and long answer questions. If an exam is missed because of a serious reason, such as illness, proof must be provided to the instructor (i.e., a note from your physician) before a makeup exam can be arranged. If you realize you cannot attend a scheduled exam please notify the instructor as soon as possible either in person or leave a message on the instructor's office answering machine. If you are unable to write the final exam at the scheduled time you should notify the instructor and submit an application to the Student Services office for permission to write a deferred exam.

Please bear in mind that exam marks are FINAL. This means you cannot rewrite an exam because of a poor grade and there are NO written assignments you can do to make up for a poor exam grade.

Cheating on an exam is taken very seriously and is punishable in a variety of ways. For more information on the penalties that can be imposed please see page 27 of the college calendar.

Case studies should be typed in a double-spaced format and stapled in the left-hand corner. No duotang or fancy covers please. Don't forget a title page that includes your name. Spelling, grammar and sentence structure will be graded. Your case study analysis should not be more than 2 or 3 pages in length and should be written in an essay format instead of simply replying to the questions corresponding to each case study. Be sure to refer to information from your textbook and the lectures to provide evidence for your arguments in analyzing the case study. A late penalty of 1% will be taken off your grade for each day the critique is late.

Please be advised that a lack of planning on your part will not constitute an emergency on the instructor's part. For example, leaving all work on the case study to the last minute and then having a crisis will not get you an extension. Be aware that you may be asked to provide evidence of prior work before being granted an extension.

Because lectures will not always cover the assigned reading your attendance is expected at all lectures. Learning is an active process that will take effort on your part and so you will be expected to read in advance of class lectures, participate in activities and discussions in the classroom and communicate with the instructor when you encounter difficulties with course material. The instructor does NOT lend out lecture notes. Students are responsible for assigned textbook chapters and other assigned readings as well as material covered in lectures.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students, attention to fellow student's questions and the instructor's response, determination to achieve first-class work while meeting deadlines, and constructive responses to criticism. Students unable to meet these expectations will be asked to leave the classroom in the interest of preserving the learning opportunities of other students.

NOTE: Any changes to the course outline will be made in consultation with the students during class time. Should you not be present in class when such a consultation is made it is your responsibility to acquire the changed information

Grade Schedule:

9	90 - 100	
8	80 - 89	excellent
7	72 - 79	
6	65 - 71	good
5	57 - 64	
4	50 - 56	pass
3	45 - 49	fail
2	26 - 44	
1	0 - 25	

COURSE SCHEDULE:

SEPTEMBER 8 – SEPTEMBER 29

Introduction to Educational Psychology
Theories of development
Development during childhood and adolescence
Student diversity

Chapters: 1, 2, 3, 4

OCTOBER 6 - NOVEMBER 3

Behavioral theories of learning
Cognitive theories of learning
Effective lessons
Student-centered and constructivist approaches to instruction
Accommodating instruction to meet individual needs

Chapters: 5, 6, 7, 8, 9

NOTE: October 11 is a holiday

NOVEMBER 8 - DECEMBER 8

Motivating students to learn
Effective learning environments
Exceptional learners
Assessing student learning
Standardized tests and grades

Chapters: 10, 11, 12, 13, 14