

EDUCATION 2000 – Section C2
EDUCATIONAL PSYCHOLOGY FOR TEACHING
Grande Prairie Regional College
Lecture 3 (3-0-0)
UT to all Alberta Universities
Fall 2001

SEP. 07 2001

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Office Hours: Monday and Wednesday 1 – 2:20 p.m. or by appointment

Required Texts: Educational Psychology: Canadian Edition by Anita Woolfolk, Philip Winne, and Nancy Perry

Case Studies: Applying Educational Psychology by Dinah L. Jackson and Jeanne Ellis Ormrod

Prerequisites: None

Course Description: This course is designed to provide students in Education with a working knowledge of the 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.

Requirements: Evaluations will be based on three exams, a poster presentation, a case study analysis presentation and three self-assessments as follows:

Self Assessment #1	3%	October 4	
Exam #1	25%	October 9	Chapters 1, 2, 3, 4, 5
Poster Presentation	6%	October 25	
Self Assessment #2	3%	November 1	
Exam #2	25%	November 6	Chapters 6, 7, 8, 9
Self Assessment #3	3%	December 6	
Group Presentation	10%	TBA	
Exam #3	25%	TBA	Chapters 10, 11, 12, 13, 14, 15

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 10 and December 19. 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. Exams are not comprehensive. Normally requests to write a missed exam or a deferred exam will not be granted except under the most extreme of circumstances and then evidence must be provided to the instructor before a makeup exam can be arranged. Thus, students should ensure they will be available to write the scheduled exams.

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 or any other form of academic misconduct 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 38 of the college calendar.

Poster presentation topics and instructions will be given to you in class later in the term. The poster should be 11 x 17 inches in size. Make sure you put your name on the back of the poster. Spelling and other sentence structure mechanics will be graded. On the day they are due you will be presenting them to the class so if you are not in class that day you will lose grade points. Posters submitted after the due date will receive a late penalty of one grade point (e.g. 1 of 6 possible points) for each day it is late including weekend days.

Self-Assessment instructions will be given to you in class later in the term. Self-assessments should be one page in length and they are due at the beginning of class on the day they are due. Any assessment submitted after that time will receive a late penalty of one grade point (e.g. 1 of 3 possible points) for each day it is late including weekend days.

The group in-class presentation will be a small verbal presentation of a case study analysis. Instructions for this assignment will be given to you later in the term. The presentation should be about 15 minutes in length and all group members will be expected to participate. In preparing your group presentation be sure to refer to information from your textbook and the lectures to provide evidence for your arguments in analyzing the case study. You should also be prepared to answer questions, and ask them of other groups. You should come prepared to do your presentation on the day scheduled otherwise you will receive a grade of 0%.

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 group presentation 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
7	72 – 79
6	65 – 71
5	57 – 64
4	50 – 56
3	45 – 49
2	26 – 44
1	0 – 25

COURSE SCHEDULE:

SEPTEMBER 6 – OCTOBER 9

Introduction to educational psychology
Cognitive development and language
Personal, social and emotional development
Learning abilities and learning problems
The impact of culture and community

READINGS: Chapters: 1, 2, 3, 4,5

ASSIGNMENTS: Self-assessment #1

OCTOBER 11 – NOVEMBER 6

Behavioral views of learning
Cognitive views of learning
Complex cognitive processes
Learning and instruction

READINGS: Chapters: 6, 7, 8, 9

ASSIGNMENTS: Poster presentation and Self-assessment #2

NOVEMBER 8 – DECEMBER 6

Motivation: Issues and explanations
Motivation, teaching and learning
Creating learning environments
Teaching for learning
Standardized testing
Classroom assessment and grading

READINGS: Chapters: 10, 11, 12, 13, 14, 15

ASSIGNMENTS: Self-Assessment #3