

SEP. 19 2002

EDUCATION 2000 – Section A2
EDUCATIONAL PSYCHOLOGY FOR TEACHING
Grande Prairie Regional College
Lecture 3 (3-0-0)
UT to all Alberta Universities
Fall 2002

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

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

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 and three projects as follows:

Project #1	5%	September 24	
Exam #1	25%	October 3	Chapters 1, 2, 3, 4, 5
Project #2	5%	October 24	
Exam #2	25%	November 5	Chapters 6, 7, 8, 9
Project #3	10%	November 21	
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 9 and December 18. The date and location of the final exam will be announced later in the term 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 student rights, responsibilities, codes of conduct and the penalties that can be imposed please see page 36 - 40 of the current college calendar.

Project details and instructions will be given to you in class later in the term. All projects must be typed (where appropriate) and spelling and other sentence structure mechanics will be graded. Projects are due at the beginning of class on the day they are due. Any project submitted after that time will receive a late penalty of one grade point (i.e. 1 of 5 possible points) for each day it is late including weekend days.

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 project 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 but that extensions are rarely granted in lieu of the above late penalty.

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 5 – October 1

Teachers, teaching and educational psychology
Cognitive development and language
Personal, social and emotional development
Learner differences
Culture and community

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

ASSIGNMENTS: Project #1

October 8 – October 31

Behavioural views of learning
Cognitive views of learning
Complex cognitive processes
Social cognition and constructivist views of learning

READINGS: Chapters: 6, 7, 8, 9

ASSIGNMENTS: Project #2

November 7 – December 6

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

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

ASSIGNMENTS: Project #3