

EDUCATION 2000 – Section A3  
EDUCATIONAL PSYCHOLOGY FOR TEACHING  
Grande Prairie Regional College  
Winter 1999

Instructor: Cheryl Bereziuk  
Office Number: C205  
Phone Number: 539-2739  
Office Hours: Monday, Wednesday and Friday – 10 am to 11 am  
or by appointment

Class Time: TBA  
Room Number: TBA

Texts: 1. Educational Psychology: Theory and practice (5<sup>th</sup> Edition) by  
Robert E. Slavin. (Required)  
2. Study Guide for Slavin's Educational Psychology: Theory and  
practice (5<sup>th</sup> 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 a project as follows:

|         |     |                 |                             |
|---------|-----|-----------------|-----------------------------|
| Exam #1 | 20% | January 29      | Chapters 1, 2, 3, 4         |
| Exam #2 | 30% | March 12        | Chapters 5, 6, 7, 8, 9      |
| Exam #3 | 30% | To be announced | Chapters 10, 11, 12, 13, 14 |
| Project | 20% | March 22        |                             |

Please note that the exam dates listed on this handout are tentative and are subject to change. All exams will be held in the lecture room unless you are otherwise notified. As well, for the final examination students must be available between April 20 and April 28. The date and time of the final exam will be announced by the Registrar's 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 true or false 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 Registrar's office for permission to write a deferred exam. For other missed exams, all makeup exams will be written in the Registrar's office and will need to be scheduled by you with Nola Norman in the Registrar's office.

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 24 of the college calendar.

The project will be considered a hands-on attempt to put into practice some of the theories and ideas we will be covering in class. The project will rely on the book *A Practical Guide to Cooperative Learning* by Robert E. Slavin, which is included with your purchase of the textbook. You will be required to set up one of the cooperative learning approaches as if you were going to implement the approach in a class you are teaching. You may choose from the Student Teams-Achievement Divisions, the Teams-Games-Tournaments, or the Jigsaw approach to cooperative learning. You are required to develop all teaching aids, learning materials and worksheets, organizational charts, quizzes or gamesheets and rewards. Please keep in mind that this project should reflect a cooperative or team learning approach.

Because lectures will not always cover the assigned reading your attendance is expected at all lectures. 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.

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:

### JANUARY 6 – JANUARY 27

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

Chapters: 1, 2, 3, 4

### FEBRUARY 1 – MARCH 10

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: February 15, 22, 24 and 26 are holidays

### MARCH 15 – APRIL 16

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

Chapters: 10, 11, 12, 13, 14

NOTE: April 2 is a holiday