

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

- Instructor: Cheryl Bereziuk
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Office Hours: Tuesday and Thursday 1:30 to 2:30 p.m.
or by appointment
- 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, a poster presentation and an in-class verbal group presentation as follows:

Exam #1	20%	January 31	Chapters 1, 2, 3, 4
Exam #2	30%	March 8	Chapters 5, 6, 7, 8, 9
Poster Presentation	10%	February 28	TBA
Group Presentation	10%	TBA	TBA
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 April 14 and April 26. 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 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 Registrar's 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.

Poster presentation topics and instructions will be given to you in class later in the term. The poster should be approximately 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. I will not accept late posters, as on the day they are due we will be evaluating them as a class. So if you don't hand in your poster on the day they are due you will get 0%.

The group in-class presentation will be a small verbal presentation of a case study analysis. The presentation should be about 10 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. Similar to the poster presentation 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	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 5 – JANUARY 26

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

Chapters: 1, 2, 3, 4

FEBRUARY 2 – MARCH 6

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 21 and 23 are holidays

MARCH 13 – APRIL 12

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

Chapters: 10, 11, 12, 13, 14