

EDUCATION 2000 – Section B3
EDUCATIONAL PSYCHOLOGY FOR TEACHING
Grande Prairie Regional College
Lecture 3 (3-0-0)
UT to U of A, U of C, U of L, Au and AUC
Winter 2001

FEB. 07 2001

Instructor: Cheryl Bereziuk
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Office Hours: TBA or by appointment

Class Time: TBA
Room Number: TBA

Texts:

1. Educational Psychology. Canadian Edition by Anita Woolfolk, Philip Winne, and Nancy Perry (Required)
2. Case Studies: Applying Educational Psychology by Dinah L. Jackson and Jeanne Ellis Ormrod (Required)

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 and an in-class verbal group presentation as follows:

Exam #1	25%	February 7	Chapters 1, 2, 3, 4,5
Poster Presentation	10%	February 23	TBA
Exam #2	25%	March 7	Chapters 6, 7, 8, 9
Group Presentation	10%	TBA	TBA
Exam #3	30%	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 April 16 and April 25. 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 33 of the college calendar.

Poster presentation topics and instructions will be given to you in class later in the term. The poster should be no larger than 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 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. 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 3 – FEBRUARY 2

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

Chapters: 1, 2, 3, 4, 5

FEBRUARY 9 – FEBRUARY 23

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

Chapters: 6, 7, 8, 9

NOTE: February 28 and March 2 are holidays.

MARCH 9 – APRIL 11

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

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