

LEARNING AND DEVELOPMENT

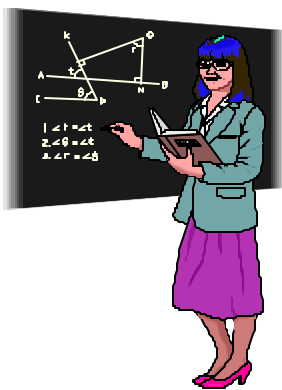
Educational Psychology 2020H (Honors)

Syllabus Dr. Shawn Glynn

An Honors Seminar for Preservice Teachers:

What nobler employment, or more valuable to the state, than that of one who instructs the rising generation? Cicero, *De Divinatione*, II, 78 B.C.

Role of Educational Psychology in Instruction:



Whenever instruction takes place, formally or informally, psychology is involved. Psychology is the scientific study of behavior. Educational psychology, in particular, is concerned with understanding the processes of teaching and learning, and developing ways to improve the effectiveness of these processes. From work done in the basic fields of psychology, educational psychologists derive implications for teaching and learning practices. Educational psychologists conduct research studies in the laboratory and in **real world contexts to validate instructional principles with wide applicability**. In addition, they combine the results of their studies into scientific theories that present unified views of effective instructional processes.

Today, more than ever, teachers, psychologists, counselors, instructional technologists, and administrators want to ensure that students are learning effectively in schools. Contemporary educational psychology combines new scientific findings with time-tested earlier ideas. These earlier ideas can be found in the writings of philosophers, psychologists, and educators such as **Plato, Aristotle, Immanuel Kant, Jean-Jacques Rousseau, Friedrich Froebel, Wilhelm Wundt, John Dewey, William James, Jean Piaget, Maria Montessori, Max Wertheimer, Ivan Pavlov, Edward Thorndike, Kurt Lewin, Edward Tolman, and B. F. Skinner**. The combination of these time-tested earlier ideas with those of contemporary cognitive scientists, such as **Jerome Bruner, Noam Chomsky, Howard Gardner, Robert Sternberg, John R. Anderson, and Nobel laureate Herbert Simon**, have led to powerful, innovative theories about how students can learn with increased effectiveness. Educators who are familiar with these theories can use them as guides when constructing successful learning environments for their students. The goal of *EPSY 2020H (Honors) Learning and Development* is to examine, from an advanced perspective, the role that psychology plays in the successful instruction of students.

Textbook:

Bruning, R. H., Schraw, G. J., & Ronning, R. R. (1999). *Cognitive Psychology and Instruction*. (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

The current text is directed at all educators and others who are interested in understanding the principles of cognitive psychology and in applying them to instruction and curriculum design.

Organization of Content:

A. *Human Cognition: Theoretical Background in Perception, Learning, Memory, Intelligence, Creativity, Motivation, and Problem Solving*

Required Reading: Text chapters 1, 2, 3, 4, 5, 6, and 7, plus additional assigned journal articles

Midterm Examination: November 5

B. *Human Cognition in Content and Skill Areas: Science, Mathematics, Social Studies, Reading, and Writing*

Required Reading: Text chapters 8, 9, 10, 11, 12, 13, and 14, plus additional assigned journal articles

Final Examination: December 10

Examinations

The mid-term exam and the final exam will consist of short essays, explanations, and multiple choice items. The mid-term exam will assess content in Area A (above) and the final will assess content in Area B (above).

Contextual Teaching and Learning Project

Goal: The Contextual Teaching and Learning (CTL) Preservice Development Project of the College of Education fosters connections between classroom experiences and the real working world. Prospective teachers who adopt a CTL orientation can help their future students make sense of what they are learning in the context of the working world. A CTL orientation makes experience relevant and meaningful to students by building knowledge that is situated in real-world working contexts. The purpose of the following activity is to help preservice teachers become familiar with the CTL orientation.

CTL Activity: As a major course requirement, you will prepare and teach a CTL mini-lesson in science, mathematics, language education, or social studies that is consistent with the following guidelines:

- 1. Introduce your lesson by describing an Athens business or industry.**
- 2. Select one of the 14 businesses or industries from the attached descriptions.**
- 3. Describe the work done by several (fictitious) typical employees of the business or industry.**
- 4. Help your students envision themselves in the roles of the employees you describe.**
- 5. Show the students photographs, slides, videos, work samples, etc., to help them envision the work done by the employees you describe. These materials can be from the brochures and advertisements of the business or industry you selected or from those of similar businesses and industries.**
- 6. Create scenarios in which your students think critically and solve problems as the employees in the business or industry ideally would.**
- 7. Show how you will evaluate your students' performance by traditional evaluation methods such as written examinations as well as performance-based methods such as student interviews and oral reports.**

Term Paper

For a term paper, you will write a 3000 word article for the teacher journal most relevant to your major (e.g., *Teacher Educator*, *The Middle School Journal*, *The Science Teacher*, *The Arithmetic Teacher*, *The Reading Teacher*, *English Journal*). Writing an article of this kind will prepare you to contribute to the professional literature in your discipline, and to share your expertise with your colleagues. (You are not required to submit your article to the journal, but you are encouraged to consider doing so.) Your article should follow all content and style specifications specified in the journal of your choice, and should be given to the instructor on or before December 1. Prepare to write this article by examining the content and style of recent articles in your target journal. The content of your article should draw upon a major concept in our seminar (e.g., learning, motivation, problem solving, and self efficacy).

Presentation:

Each student will give a short presentation during the seminar on an approved topic on learning and motivation. The topic will be a key topic as described in a chapter of the textbook.

Drawing on textbook information and current journal articles, the presenter will (1) briefly summarize the most important information related to the topic, (2) review and explain relevant studies in the literature, (3) discuss the implications for teaching, (4) give concrete examples from curriculum materials, and (5) make effective use of demonstrations and audio-visual aids whenever possible. The presentation will be a talk, given in a lively, engaging manner, so as to

communicate your enthusiasm in your topic to your fellow participants. No presentation will be read! After your presentation, the other participants in the seminar will have an opportunity to discuss (and debate) your presentation with you. The date and the time of the presentation will be determined by the instructor. Immediately after seminar, the instructor will provide you with constructive feedback on your presentation, noting your strengths and suggesting improvements.

Grading:

A total of 50 points can be earned on the mid-term examination, 25 points on the Contextual Teaching and Learning project, 25 points on the paper, and 50 points on the final examination. Thus, a total of 200 points can be earned in the seminar. Grades are assigned according to the following system:

- A = 180 or above (90% or above)
- B = 160 to 179 (80% or above)
- C = 140 to 159 (70% or above)
- D = 120 to 139 (60% or above)
- F = 119 or below (below 60%)

Seminar Policies

Regular attendance is required and please be on time. You are responsible for reading assigned chapters of the text prior to the date they are covered in seminar. Discussion and activities will be based on the assumption that you have prepared by reading the material. You are responsible for all seminar content whether present or not. Only by prior arrangement or documented circumstances of hardship is it possible to make up an exam. All other policies (e.g., regarding academic honesty) stated in the Undergraduate Bulletin and the Student Handbook apply.

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Office hours: the two periods following each seminar meeting, or by appointment