

**EPSY2020 - FIRST SUMMER SESSION, 2005 - JUNE 9 - JULY 7**

Dr. Evan Powell 325L Aderhold; [evanpowl@uga.edu](mailto:evanpowl@uga.edu).

70-789; 8:00 – 10:15 am in Aderhold 430;

30-790; 10:30 -- 12:45pm in Aderhold 627.

This class is 19 days plus the final. It is unlikely that you will learn as well as you might in a more drawn-out class; further, we do not have the time for you to observe and help in classrooms in the public schools. There will be three short-essay tests, plus an optional final. (If your grade average is close to the next higher letter grade, this final is a good way to (only) raise the grade.)

6/9 First day. Professor talks, assigns you into groups of four, gives overview of cooperative learning method and rationale. Have the book by this afternoon so you can do homework: Read and study Modules 1 and 2 through page 24 for Friday. Do main-point outline.

6/10 Friday. *Classwork*. Go over the main points of these 24 pages with your group. Find concrete examples for every main point. Write them up for each other (and copy this group production, signed only by contributors: copy room is 232). Everyone be prepared to tell the class what the main points are and what they mean, with examples. If your group is terrible, let's fix it now! Prof talks to fill time provided. Choose homework options!

Homework: Everyone read 24-28; then decide which two of you outline Module 3 (Piaget); the other half outlines Module 4 (Vygotsky). Each of you is now an 'expert' but for morale purposes you will go over each other's outline (Piaget with Piaget; Vygotsky with Vygotsky) before teaching the material to the other pair. Dr. Powell is available for consultation at all times.

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6/13 Monday. *Classwork*. Piaget people compare with your partner, agree on examples, sign, then Xerox each of the outlines. [Meanwhile, Vygotsky people do likewise.] THEN Piaget people give (and/or ask for) examples of all the main points as you go over the outlines with your other group members. (Reading aloud is as insulting as lecture.) Prof. time. Last day to drop (Let me and your group members know your intentions now.).

6/14 Tuesday. *Classwork*. Vygotsky The others now do as one pair did for Monday, stressing examples, similarities and differences between theorists. Decide on homework selections before you go; four modules, four people! You now have a secure view of expertise needed. Homework: Outline your own Module from either 5, 6, 7 or 9. (Note we skip #8.)

6/15 Wednesday. *Classwork*. Go over at least half of the assigned modules following the 'Xerox, discuss, use examples' model you had done in pairs; this time you alone are the expert for your group's 100% participation in and understanding of your Module.

Homework: Modules 10 & 11. Anyone with expertise in Special Ed. should choose 10 or 11. We will be through 12, 13 and 14 as well in class Friday.

6/16 Thursday. *Classwork*. Go over Modules 10-11 and leftovers from the assignment for Wednesday; Prof. talks about *stereotype threat*.

Homework: Modules 12, 13 & 14. Prepare for **Test 1**, Modules 2-14 given on Monday.

6/17 Friday. *Classwork*. Finish going over leftover Modules and 12, 13 & 14.

**Test 1 Modules 2-14, on Monday.** Short essays. You may use only the outlines your group has provided and annotated: **no 'help' from each other** on test.

Homework: Prepare for test.

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6/20 Monday. *Classwork*. Review first hour for **TEST 1, Modules 2-14.**

Homework: Modules 15, 16 & 17. AND choose sides today for tournament Wednesday. (See tomorrow for what's coming.)

6/21 Tuesday. *Classwork*. Go over Modules 15, 16 & 17. Check out page 221.

Prepare to describe and defend the use of punishment in a learning situation; else take another side (can you do this with two of you doing each?). If you believe in reinforcement, must you believe in the efficacy of punishment as well? Your pairs may need to consult on this tonight by phone or e-mail. Have you heard of Natural, and of Logical, consequences? (I have plagiarized an abstract which is on the hot-pink sheet handed out, stolen from <http://www.calstatela.edu/faculty/jshindl/>) Read and discuss this after you go over your homework outlines.

Homework: Modules 18, 19 & 20.

6/22 Wednesday. *Classwork*. Wait to do some Modules in second hour. First you can debate punishment alternatives (with no hard feelings) in your group and then in class. We are talking here about learning situations with different-aged children. Let fly, also, some opinions on corporal punishment.

Homework: Modules 18, 19 & 20, Cognitive Psychologists and Behaviorists: clashing armies! You can also start on 21, 22 & 23.

6/23 Thursday. *Classwork*. Modules first hour at least. Then, more on punishment and alternatives? Discipline!! Horror stories, success stories. Are there other ways, such as Constructivism, Cooperative Learning, self-monitoring...did we ignore the latter one?

Homework: Modules 21, 22 & 23. Prepare to finish up tomorrow.

6/24 Friday. *Classwork*. Catch up. Review for Test 2, Modules 15-23.

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6/27 Monday. Test 2. You should really know stuff even though I don't reinforce it????

Homework: Everyone work on the issue of memorization. Hit the Web, the text, your own self. Modules 24, 25 & 26 as well as 23 and others should relate to the issue of school and college students trying to use rote memory for everything.

6/28 Tuesday. *Classwork*. Use rote memorization as a framework to contrast different schools of thought about learning. Focus, of course, on the modules for today.

Homework: Go over a bunch of SUMMARYs at the end of, say 3 or 4 Modules. Also, each Module has a CHECK YOURSELF section.

a. which of these questions in the review require memorization?

- b. if you memorized the stuff, do you remember it?
- c. do you remember other stuff better?

Then do a write-up to share with your group, and with the class. Xerox if affordable.

6/29 Wednesday. Classwork: Go over homework write-ups. Conclusions? Lets do writeups within your group concerning how best to learn different sorts of things - theories, steps in a process, vocabulary etc.

Homework: Modules 27, 28, 29 & 30.

6/30 Thursday. Classwork: Go over Modules, making sure that everyone understands and still provides examples along with you on your part.

Homework: Modules 33, 35 & 37. These are odd. **Test 3 Friday**.

7/1 Friday. Classwork: Clean up all modules. Prepare for **test** second hour.

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7/5 Tuesday. Classwork: Realistically, we could not do homework (except for my test grading). Also, we need to have as many of 39-42 done as possible. Can we do some work on these in class and for homework for Wednesday?

7/6 Wednesday. Classwork: Those of you who find yourselves close to a higher letter grade (78-79% and 88-89%) on the three tests will find that the 'Final' can help you move up a letter. However the regularly scheduled final is open to anyone who wants to take it. It is based on Modules 39, 40, 41, 42 or any part(s) thereof. It is available in classtime Thursday. Check first page because you can take the Final in either setting at the scheduled times if you'd rather.