

EDUC 582 Psychological Foundation of Education in a Diverse Society (3 units)

Time: 7-9:50PM Thursday

Room: MRH 131

Instructor: Akiko Mikamo, Psy.D.

Email: usjntt@aol.com

Telephone: 858-505-0085

Office Hours: 6-7pm Thursday (by appointment only)

Course Description

This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that they will encounter in public schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. They study and apply theories of learning, instruction and motivation to case studies drawn from actual K-12 situations. The study of instruction classroom management and assessment are emphasized.

Field Experience: Eight structured one-hour (or, for single subject students, one period) observations focused on child development, student motivation, and the integration of instruction and classroom management are required.

TPE addressed: TPE 5, 6, 8, 11

Course Objectives/Candidate Outcomes

Outcome I. Academic Excellence, Critical Inquiry and Reflection

- Establish firm understanding of key issues in educational psychology such as learning processes, instructional designs, developmental mechanisms, motivation, socio-cultural foundation of learning, individual differences, assessment, research methods, atypical development, social, moral and personality development (TPE 5, 6, 8) (K)
- Understand the strengths and limitations of major theoretical and research frameworks in educational psychology. (TPE 5, 6, 8) (K)
- Understand the importance of formal and informal assessment and research for improving educational practices (TPE 5, 6, 8) (K)
- Effectively integrate theories and research in educational psychology into the analyses of actual cases in K-12 situations (TPE 5, 6, 8) (S)
- Compare US-based pedagogy to non-US based pedagogy or educational practices, and explain how K-12 students in the U.S. could benefit from it and why it is the case in terms of key psychological theories and research on learning. (TPE 6, 8, 11) (K)

Outcome II. Community and Service

- Participate in 8 hours of classroom observation in urban and/or suburban schools (TPE 11) (S)
- Understand the way to establish positive socio-cultural atmosphere for enhancing students' engagement in classroom (TPE 5, 11) (K)
- Understand the importance of community and family for improving educational practices (TPE 11) (K)

Outcome III. Ethics, Values and Diversity

- Critically discuss different types of learning beliefs/values that underlie educational assessment and instructional activities (TPE 5) (S, D)
- Appreciate and advocate diverse socio-cultural values in education (TPE 5, 8, 11) (K, S, D)
- Evaluate what should be done for reducing social class, ethnic, and gender differences in school performance (TPE 5, 11) (K, S)

California Teaching Performance Expectations

TPE 5 Student Engagement

- Understanding of goals
- Ensuring active and equitable participation
- Monitoring student progress

TPE 6 Developmentally Appropriate Practice

- Understanding important concepts about the learners
- Designing instructional activities
- Providing appropriate educational experiences

TPE 8 Learning about Students (The ESA focuses on this TPE)

- Child and adolescent development
- Assessment of students
- Students' needs and abilities

TPE 11 Social Environment

- Understand the importance of the social environment
- Establishes a positive environment for learning
- Engages in behaviors that support a positive environment

Textbooks/Readings

Textbook (Required)

Inoue, N. (2007). Psychological Foundation in Education. McGraw-Hill (ISBN#: 978-0-390-81889-8)

Online subscriptions (Required)

TaskStream (www.taskstream.com)

Reserved materials

These materials are available on the class WebCT (poppe.sandiego.edu). Please use your email ID/password for WebCT,

Abbeduto, L. (2001). Taking Sides: Clashing Views on Controversial Issues in Educational Psychology (2nd Ed.). Columbus, OH: McGrawHill. Issue 10 (MI theory)

Brown, J.S., Collins, A.& Duguid, P. (1989). Situated Cognition and the Culture of Learning. Educational researcher. pp. 32 -42.

Clements, D. H. (1997). In my opinion: (Mis?) Constructing constructivism. Teaching Children Mathematics, 4, 198-200.

Deci, E. L. (1995). Why we do what we do: Understanding self-motivation.

Dennet, D. (2003). The mythical thread of genetic determinism. The Chronicle of Higher Education, January, 31.

Dweck, C. S. (2000). Self-theories: Their role in motivation, personality, and development. Philadelphia, PA: Psychology Press.

Gatto, J. M. (1992). Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling. New Society Publishers.

Ginsburg, H. P. (1996). Toby's Math. In R. Sternberg & T. Ben-Zeev, The Nature of Mathematical Thinking. Mahwah, NJ: Lawrence Erlbaum Associates.

Gladwell, J. (1998). Do parents matter? New Yorker. 8/17/98

Elkind, D. (1988). The Hurried Child: Is our Impatient and Society Depriving Kids of Their Right to Be Children? Instructor. May.

Kirp, D. L. (2006). After the Bell Curve. New York Times, 7/23/06

Kohn, A. (2005). Unconditional teaching. Educational Leadership

Kohn, A. (1987). The Case against competition. Working Mother, September.

Lave, J. (1992). A comparative approach to educational forms and learning processes. Anthropology and Education.

Ogbu, J. (1993). From cultural differences to differences in cultural frame of reference. In Patricia M. Greenfield & Rodney R. Cocking (Eds.), Cross-cultural roots of minority child development. Hillsdale, NJ: Erlbaum.

Papert, S. (1980). Mindstorms: Children, data processors, and powerful ideas. New York: Basic Books.

Tatum, B. D. (1997). Why are black kids sitting together in the cafeteria?: And other conversations about race. New York: Basic Books.

Uttal, D. H. (1995). Beliefs, motivation, and achievement in mathematics: A cross-national perspective. In M. Carr (Ed.), Motivation in Mathematics. Cresskill, NJ: Hampton Press, Inc.

Waller, W. W. (1932). The Sociology of Teaching. New York: Russell & Russell.

Embedded Signature Assignment

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully completing the Teaching Event during student teaching. The ESA for this course is the clinical interview project (see below). The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. All ESAs must be submitted on TaskStream to the Teacher Credential TPE Assessment program on the same day they are submitted directly to the instructor. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment. The TPE scores will be based on the Common Rubric. You will receive both sets of scores no later than the end of the semester.

Course Requirements/Activities

Class participation: You are required to actively participate in class discussions, online activities, project presentations and questions and answer sessions. Your preparation for the class and active contribution to the class constitutes an essential part of the learning activity in the course.

Assignments: You will be given several assignments of case study analyses. There will be detailed instructions on these assignments in class. You are required to actively work on the assignments and complete them by the designated due dates. (There will be no make up for the in-class assignments. Please make sure that you attend all the sessions.) (TPE 5, 6, 8, 11)

Theoretical presentation: You will sign-up for one or two of the readings with * in the reading list, and present the research findings/implications/essential ideas discussed in the reading. Your presentation needs to address key theoretical issues discussed in the article and open up an essential discussion that are relevant to teaching. The use of PowerPoint is required. (TPE 5, 6, 8, 11)

Mid-term exam: There will be a mid-term exam that is take-home, open-textbook, essay style. The exam questions consist of a few theoretical questions on psychological foundation in education and a case study analysis. One of the mid-term questions will be about learning from educational practices in the world. You are expected to give clear and insightful answers to the mid-term questions based on our class discussions and readings. Completing the mid-term takes 3 to 65 hours, depending on your progress. (TPE 5, 6, 8, 11)

Observation projects: You will complete two observation projects. (TPE5, 11) For each of the projects, you will observe K-12 classrooms for at least 4 hours and write a paper (undergraduate students: 4-6 pages, graduate students: 6-9 pages) that discusses the classroom activities. Your observations could be in the same classroom or different classrooms in different schools. A detailed guideline will be handed out in class. (TPE 5, 6, 11)

Clinical interview project (ESA): You will conduct a clinical interview with a K-12 student in order to enhance your ability to learn from students about their learning, belief, motivation, development, etc. First, you will submit a proposal on your project that includes the topic of the project and the tentative interview protocol. You will be given feedback on your proposal from your instructor and peers. After receiving the feedback, you will conduct a short clinical interview with an individual student and write a paper (6-8 pages) that discusses the result in reference to the theories, research and literature discussed in our class. You are required to submit both a hard copy of your paper to your instructor and an electric copy to the TaskStream. A 10-15 minute Power Point presentation of your project is also required at the end of the semester. A detailed guideline will be handed out in class. (TPE 8 + TPE5, 6, or 11)

Assessment Plan/Grading Criteria/Rubric
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The final grade is calculated based on the following criteria:

- Class participation: 5%
- Assignments (case studies): 15%
- Theoretical presentation: 5%
- Mid-term exam: 20%
- Observation project: 20%
- Clinical interview project: 35 % (proposal + PowerPoint presentation 5%, paper 30%)

The following table shows the correspondence between letter grades and 100 point scale scores.

Letter grade	100 pt score	Equivalent score
A	94-	96
A-	90-93	92
B+	87-89	88
B	83-86	85
B-	80-82	81
C+	76-79	78
C	73-75	74
C-	69-72	71
D+	66-68	67
D	63-65	64
D-	60-62	61
F	0-59	0

Course Outline

Dates	Topics	Reading assignments
9/2(Th)	Introduction Your learning identity and belief Philosophical paradigms on learning Overview of learning theories - <i>Observation project guideline is handed out</i> - <i>Theoretical presentation sign-up sheet is handed out</i>	Primis pp.461-482 Primis pp. 190-197
9/9 (Th)	Behaviorism Skinnerian theory of learning Social cognitive theory Classroom management - <i>Case analysis assignment is handed out</i>	Primis pp.1-37 Kirp (2006)
9/16 (Th)	<i>Library/Research day (no class)</i>	
9/23 (Th)	Cognitive learning theory Memory Problem solving strategies Metacognition Task analysis Case Analysis Assignment Due	Primis 80-118
9/30 (Th)	Brain and cognition School performance: Individual/group differences Intelligence: theories and controversies Socio-cultural norm in education I	Primis pp. 159-188 Primis pp. 197-200 Kohn (1987)* Abbeduto (2001) issue10*
10/7 (Th)	Piaget's theory of cognitive development Personal construction of meaning Understanding children's mistakes Constructivist learning environment Independent learning Clinical interview method - <i>Clinical interview project guideline is handed out</i>	Primis pp.200-210 Ginsburg (1996)* Papert (1980) *
10/14 (Th)	Vygotsky's theory of cognitive development Situating cognition and learning Neo-Vygotskian theories of development Language development Constructivism: Summary Hidden curriculum Socio-cultural norm in education II Observation Project #1 due	Primis pp. 210-260 Lave (1992)* Brown et al (1989) *
10/21(Th)	Constructivism: Summary Hidden curriculum Moral development - <i>Mid-term exam is handed out</i> Clinical interview proposal due	Primis pp. 232-260 Primis pp.373-380 Clements (1997) * Waller (1932) *
10/28 (Th)	Motivation: theories and research I Intrinsic vs. extrinsic motivation	Primis pp. 261-280 Deci Chap. 4*

	Goal theory Attribution theory Mid-term exam due	Dweck Chap. 2*
11/4 (Th)	Motivation: theories and research II Self-determination theory Culture norm in motivation Hidden curriculum in classroom	Primis pp.280-299 Kohn (2005)* Uttal (1995)*
11/11(Th)	Psychodynamic theories and education Social development Identity development Stress and anxiety issues	Prims pp. 340-373 Primis pp.384-425 Gladwell (1998)* Elkind (1988)*
11/18 (Th)	Radical constructivism Socio-cultural construction of meanings Cognition and cultural frame of reference Cultural identity development Observation project #2 due	Primis pp.300-339 Ogbu (1993)* Tatum (1997)*
12/2 (Th)	Students' clinical interview presentations Clinical interview paper due	
12/9 (Th)	Students' clinical interview presentations	

* These articles are for theoretical presentations. Please sign up for your presentation in class.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Grade of Incomplete:

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F."

A petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

Other information

Cancellation of class

The class might be canceled due to unavoidable reasons. Also, your instructor may be late or cannot come to class due to unforeseeable reasons. In case no information is given to you and the instructor does not come to class for 20 minutes, please regard the class was cancelled. If a class was canceled, the assignment due in the class will be due next time.