

Course: Psychological foundations of education in a diverse society (EDUC 382)

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Course Website:

Semester:

Schedule:

Location:

Course Description:

Psychological foundations of education in a diverse society (EDUC 382). 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 in our global society. 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.

Above all, this class is about making connections between theory, empirical research, and educational practice with regard to the use (benefits and drawbacks) of different technologies.

This course explores the relationship between learning and technology at both a theoretical and empirical level. Specifically, the course examines the process and environments in which technology can promote learning. The following questions are explored throughout the course.

1. How does learning occur?
2. In what environment can technology promote learning?
3. What is the process by which technology enhances learning?

Students will (ACE):

Academic Excellence, Critical Inquiry, and Reflection

1. Learn to critically analyze technology and the environment in which it promotes learning.

Community and Service

2. Integrate both theoretical and empirical research through research projects.

Ethics, Values, and Diversity

3. Learn from readings and discussion about the relationship between theoretical and empirical research and technology.

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 5, 6, 8, 11)

Course Objectives:*Outcome I: Academic Excellence, Critical Inquiry and Reflection*

1. Establish firm understanding of key issues in educational psychology such as learning processes, instructional designs, developmental mechanisms, motivation, sociocultural foundation of learning, individual differences, assessment, research methods, atypical development, social, moral and personality development. (TPE 5, 6, 8) (K)
2. Understand the strengths and limitations of major theoretical and research frameworks in educational psychology. (TPE 5, 6, 8) (K)
3. Understand the importance of formal and informal assessment and research for improving educational practices. (TPE 5, 6, 8) (K)
4. Effectively integrate theories and research in educational psychology into the analyses of actual cases in K-12 situations. (TPE 5, 6, 8) (S)
5. 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

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

Outcome III: Ethics, Values and Diversity

1. Critically discuss different types of learning beliefs/values that underlie educational assessment and instructional activities. (TPE 5) (S, D)
2. Appreciate and advocate diverse socio-cultural values in education. (TPE 5, 8, 11) (K, S, D)
3. 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):*TPE 5: Student Engagement*

1. Understanding of goals
2. Ensuring active and equitable participation
3. Monitoring student progress

TPE 6: Developmentally Appropriate Practice

1. Understanding important concepts about the learners
2. Designing instructional activities
3. Providing appropriate educational experiences

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

1. Child and adolescent development
2. Assessment of students
3. Students' needs and abilities

TPE 11: Social Environment

1. Understand the importance of the social environment
2. Establishes a positive environment for learning
3. Engages in behaviors that support a positive environment

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.* 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 (www.taskstream.com) 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.

Activities:

1. *Class participation* (20% of grade): Students are responsible for completing the assigned readings before class. Additionally, students are expected to actively engage in critical dialogue in each class session.
 - a. Notes: One student is responsible for keeping class notes each week.
 - b. Out the door paper: Following each class, students will respond to two or three questions. For example:
 - i. What did you learn?
 - ii. What do you need?
2. ¹*Experiment participation* (5% of grade): Students are required to participate in one experiment and to produce a short paper (250+ words) reflecting on (due within one week of participation) . . .
 - a. The overall experience.
 - b. What did you learn and how does it relate to what is discussed in class?

¹ Students, who do not wish to participate in an experiment, may opt to complete an alternative assignment.

3. *Book presentation* (10% of grade): You will sign-up for half of a chapter in the Lemov book, and present the findings/implications/essential ideas discussed in the reading. Your presentation needs to address key issues discussed in the chapter and open up an essential discussion relevant to teaching (15 minutes). (TPE 5, 6, 8, 11)
4. *Mid-term exam* (20% of grade): 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 6.5 hours, depending on your progress. (TPE 5, 6, 8, 11)
5. *Observation projects* (20% of grade): You will complete two observation projects. For each of the projects, you will observe K-12 classrooms for at least 4 hours and write a paper that discusses students' academic performance, cognitive processes, motivation and sociocultural norm of learning activity. Your observations could be in the same classroom or different classrooms in different schools. (TPE 5, 6, 11)
6. *Clinical interview project* (25% of grade): 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. In class, 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 (ideally with a different ethnic/language background from yours) and write a paper 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 (www.taskstream.com). A 10-15 minute Power Point presentation of your project is also required at the end of the semester. (TPE 8 + TPE5, 6, or 11)

Grades:

The standard University grade scale is utilized. Grades will be calculated based on the following criteria:

1. Class participation: 20%
2. Experiment participation: 5%
3. Book presentation: 10%
4. Midterm exam: 20%
5. Observation project: 20%
6. Clinical interview project: 25% (presentation 5%, paper 20%)

Please read:

Roosevelt, M. (2009). Student expectations seen as causing grade disputes. *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2009/02/18/education/18college.html>.

Rojstaczer, S. (2003). Where all grades are above average. *The Washington Post*, A21. Washington, DC. Retrieved from <http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentId=A52648-2003Jan27>.

Course Standards:

- Students are expected to be tolerant of others' viewpoints and courteous in their interaction.
- Prompt and regular attendance is expected.
- Please turn off or silence electronic communication devices (no texting).
- Laptops are not permitted.
- Please review the University's student handbook and policies regarding, student discipline, academic integrity, attendance, etc.
- Please check the course website at least once a day and email twice a day.
- All material must conform to APA standards.
- Most course readings are available through the University reserves (<http://copleylib.sandiego.edu/eres/> -- the password is:)
- Late assignments are not accepted.
- All assignments are to be emailed to the instructor before class on the due date.

Turnitin:

The University subscribes to a service called Turnitin.com. Turnitin.com is an online application that compares the content of submitted papers to the Turnitin.com database, and checks for textual similarities. All assignments for this course may be subject to submission to Turnitin.com for textual similarity review and to verify originality. All assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting textual similarities and verifying originality. Students may request in writing that their assignments not be submitted to Turnitin.com. However, if a student chooses this option, the student may be required to provide documentation in a form required by the faculty member to substantiate that the papers are the student's original work.

Academic Dishonesty:

Academic dishonesty will not be tolerated. Students are expected to adhere to all of the University policies, procedures, guidelines, and recommendations. Any form of academic dishonesty will result in:

1. automatic failure of the course
2. notification sent to the department head, the dean, and University authorities
3. other actions could involve, but are not limited to -- expulsion from the University, legal action, etc.

Disabilities:

Students with disabilities should contact the instructor and the office of disability services within the first two weeks of the semesters.

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.

Incompletes:

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."

Note:

The instructor reserves the right to modify the policies, procedures, syllabus, or schedule as he deems necessary. Any changes made to the policies, procedures, syllabus, or schedule contained within the course will be announced either in class, email, or on the course website. By taking this course, students have agreed to follow all of the policies, procedures, guidelines, and recommendations of the University.

Required Reading: (I recommend purchasing books from: <http://www.abebooks.com/>)

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, California: Jossey-Bass.

Santrock, J. (2006). *Educational psychology* (3rd.). New York, NY: McGraw-Hill.

Recommended Reading:

Fogarty, M. (2008). *Grammar Girl's quick and dirty tips for better writing*. New York, NY: Holt Paperbacks.

Stigler, J. W., & Hiebert, J. (2009). *The teaching gap: Best ideas from the world's teachers for improving*. New York, NY: Free Press.

VandenBos, G. (Ed.). (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Willingham, D. (2009). *Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco, California: Jossey-Bass.

Schedule:

Week 1 (Overview -- introduction to the course, format, expectations, etc.)

Santrock, J. (2006). Educational psychology: A tool for effective teaching. In J. Santrock, *Educational psychology* (3rd.) (pp. 1-25). New York, NY: McGraw-Hill.

Lemov, D. (2010). Introduction: The art of teaching and its tools. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 1-26). San Francisco, California: Jossey-Bass.

Green, E. (2010). Building a better teacher. *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html>.

Week 2 (Development)

Santrock, J. (2006). Cognitive and language development. In J. Santrock, *Educational psychology* (3rd.) (pp. 26-68). New York, NY: McGraw-Hill.

Lemov, D. (2010). Setting high academic expectations. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 27-56). San Francisco, California: Jossey-Bass.

Deutscher, G. (2010). Does your language shape how you think? *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2010/08/29/magazine/29language-t.html>.

Week 3 (Social Development)

Santrock, J. (2006). Social context and socioemotional development. In J. Santrock, *Educational psychology* (3rd.) (pp. 69-112). New York, NY: McGraw-Hill.

Lemov, D. (2010). Planning that ensures academic achievement. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 57-70). San Francisco, California: Jossey-Bass.

Henig, R. (2010). What is it about 20-somethings? *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2010/08/22/magazine/22Adulthood-t.html>.

Week 4 (Intelligence)

Santrock, J. (2006). Individual variations. In J. Santrock, *Educational psychology* (3rd.) (pp. 113-142). New York, NY: McGraw-Hill.

Lemov, D. (2010). Structuring and delivering your lessons. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 71-110). San Francisco, California: Jossey-Bass.

Rinaldi, C., & Gurung, R. (2005). Should teaching and learning styles match? *Teaching Forum*. Retrieved from

http://www.uwosh.edu/programs/teachingforum/public_html/?module=displaystory&story_id=648.

Week 5 (Stereotyping and Prejudice)

Santrock, J. (2006). Sociocultural diversity. In J. Santrock, *Educational psychology* (3rd.) (pp. 143-182). New York, NY: McGraw-Hill.

Lemov, D. (2010). Engaging students in your lessons. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 111-144). San Francisco, California: Jossey-Bass.

Vedantam, S. (2005). See no bias. *The Washington Post*. Washington, DC. Retrieved from <http://www.washingtonpost.com/wp-dyn/articles/A27067-2005Jan21.html>.

Week 6 (Motivation)

Santrock, J. (2006). Motivation, teaching, and learning. In J. Santrock, *Educational psychology* (3rd.) (pp. 449-487). New York, NY: McGraw-Hill.

Lemov, D. (2010). Creating a strong classroom culture. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 145-166). San Francisco, California: Jossey-Bass.

Ripley, A. (2010). Should kids be bribed to do well in school?. *Time*. New York, NY. Retrieved from <http://www.time.com/time/nation/article/0,8599,1978589,00.html>.

Week 7 (Social Cognitive Theories)

Santrock, J. (2006). Behavioral and social cognitive approaches. In J. Santrock, *Educational psychology* (3rd.) (pp. 225-261). New York, NY: McGraw-Hill.

Lemov, D. (2010). Setting and maintaining high behavioral expectations. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 167-202). San Francisco, California: Jossey-Bass.

Vanderkam, L. (2009). The secret of school success. *USA Today*. McLean, VA. Retrieved from <http://dherbs.com/forums/index.php?topic=5578.msg24276>.

Week 8 (Memory)

Santrock, J. (2006). The information-processing approach. In J. Santrock, *Educational psychology* (3rd.) (pp. 262-300). New York, NY: McGraw-Hill.

Lemov, D. (2010). Building character and trust. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 203-224). San Francisco, California: Jossey-Bass.

Carey, B. (2010). Forget what you know about good study habits. *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2010/09/07/health/views/07mind.html>.

Week 9 (Thinking)

- Santrock, J. (2006). Complex cognitive processes. In J. Santrock, *Educational psychology* (3rd.) (pp. 301-334). New York, NY: McGraw-Hill.
- Lemov, D. (2010). Improving your pacing: Additional techniques for creating a positive rhythm in the classroom. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 225-234). San Francisco, California: Jossey-Bass.
- Bronson, P., & Merryman, A. (2010). Forget brainstorming. *Newsweek*. New York, NY. Retrieved from <http://www.newsweek.com/2010/07/12/forget-brainstorming.html>.

Week 10 (Groups)

- Santrock, J. (2006). Social constructivist approaches. In J. Santrock, *Educational psychology* (3rd.) (pp. 335-363). New York, NY: McGraw-Hill.
- Lemov, D. (2010). Challenging students to think critically: Additional techniques for questioning and responding to students. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 235-248). San Francisco, California: Jossey-Bass.
- Dillon, S. (2010). 4,100 students prove “small is better” rule wrong. *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2010/09/28/education/28school.html>.

Week 11 (Attitudes and Persuasion)

- Lemov, D. (2010). How all teachers can (and must) be reading teachers. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 249-262). San Francisco, California: Jossey-Bass.
- Carey, B. (2009). Studying young minds, and how to teach them. *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2009/12/21/health/research/21brain.html>.

Week 12 (Technology)

- Santrock, J. (2006). Planning, instruction, and technology. In J. Santrock, *Educational psychology* (3rd.) (pp. 405-448). New York, NY: McGraw-Hill.
- Lemov, D. (2010). The fundamentals: Teaching decoding, vocabulary, development, and fluency. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 263-282). San Francisco, California: Jossey-Bass.
- Richtel, M. (2010). Your brain on computers - Attached to technology and paying a price. *The New York Times*. New York, NY. Retrieved from <http://www.nytimes.com/2010/06/07/technology/07brain.html>.

Week 13 (Learning)

- Chew, S. L. (2007). Study more! Study harder! Students' and teachers' faulty beliefs about how people learn. *Essays from E-xcellence in Teaching*, 7, 22-25.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science*, 9(3), 105-119.
- Rohrer, D., & Pashler, H. (2007). Increasing retention without increasing study time. *Current Directions in Psychological Science*, 16(4), 183-186.

- Tugend, A. (2008). Multitasking can make you lose ... um ... focus. *The New York Times*. New York, NY. Retrieved May 30, 2011, from <http://www.nytimes.com/2008/10/25/business/yourmoney/25shortcuts.html>.
- Lemov, D. (2010). Comprehension: Teaching students to understand what they read. In D. Lemov, *Teach like a champion: 49 techniques that put students on the path to college* (pp. 283-308). San Francisco, California: Jossey-Bass.

Week 14 (Presentations)

Clinical interview paper due