

The University of North Carolina at Greensboro
School of Education
Department of Curriculum and Instruction

Psychological Foundations of Education
CUI 450-02
Fall 2006

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Class Meeting: Thursday 8:00 – 10:50 a.m.
312 Curry

Course Description:

The purpose of this course is to provide prospective teachers with a conceptual and applied understanding of child and adolescent development, learning, and motivation in diverse settings. We will explore the expected developmental progression and range of individual variation within the cognitive, social, emotional, identity, and moral domains. The course will also examine theoretical perspectives of learning and motivation. Common educational practices will be considered for their support of healthy development and learning, in order to prepare prospective teachers to understand students' developmental and learning needs, as a basis for appropriate instruction and promotion of healthy development in their students. As a part of these objectives, we will investigate current research so that prospective teachers are aware of current research and trends in this field. The application of developmental perspectives and an understanding of motivation and learning to classroom practice is the heart of the course.

UNCG Undergraduate Bulletin Course Description: Designed to develop and demonstrate application of knowledge and understanding of the processes and methods of learning and teaching in respect to school settings. This includes the study of the learner's growth and maturation, of individual differences, and the application of psychology to the task of the teacher in evaluating pupil progress. Classroom observation and simulated experiences will be emphasized. Appropriate emphasis on adolescent.

UNCG Teachers Academy Mission Statement:

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

Required Text:

Ormrod, J.E. (2006). *Educational psychology: Developing learners* (5th ed.). Upper Saddle River, NJ: Merrill.

Intended Learning Outcomes:

Students successfully completing this course will be able to (corresponding INTASC standards and Seven Principles of Good Practice by Chickering and Gamson are noted in parentheses):

1. Apply basic principles of cognitive and behavioral theories in their teaching (INTASC #2).
2. Apply their knowledge of individual differences as it relates to differences by developmental levels, gender, culture, ethnicity, and disability (INTASC #2, 3; SPGP #4,1).
3. Apply curriculum, design principles, learning theory, and humanistic principles in devising plans for classroom management (INTASC #2,5; SPGP #3).
4. Devise valid means of evaluating students' work (INTASC #8; SPGP #2).
5. Use professional materials and resources in their teaching (INTASC #7,9; SPGP #3).
6. Think reflectively about professional practices and evaluate various classroom or teaching situations (INTASC #9; SPGP #2).

Instructional Practices:

This course will use both direct instruction (lecture/discussion) and indirect instruction (collaborative learning, problem-solving, etc.) in both face to face and online sessions. We will meet as a group in the classroom weekly and use Blackboard for dissemination of related materials, links, discussion, and classroom work.

Assignments:

You are expected to have completed all reading and assignments prior to class. All graded assignments are due at the beginning of class on the date due; late assignments will not be accepted without prior approval from the instructor.

- **Student Portfolio (10pts):**

The student portfolio will contain all graded materials, class notes, reflections and related readings and websites in a notebook. It will also contain autobiographical reflections (as assigned in the course syllabus) on the author's own learning experience. The portfolio should be neatly organized and labeled. It will be due on the last day of class and will factor in to your attendance/participation grade.

- **Quizzes & Discussions (10pts):**

You will have 3 online quizzes and 3 online discussions during the semester. Quiz questions will be based on the textbook and will be in multiple choice format.

- **Exams (40pts):**

There will be two exams in this course.
20 pts. of your final grade will be based on the mid-term exam.
20 pts. of your final grade will be based on the final exam.

- **Chapter Presentation (20pts)**
Over the course of the semester, you will have an opportunity to instruct the class on a particular chapter. You will work in groups of five and prepare the following:
 - ❖ Chapter Review (including visual aids and handouts)
 - ❖ Chapter Application (Exercise to involve class in application of key concepts)
 - ❖ Chapter Assessment (An informal assessment of student knowledge of the chapter)
 Each group will spend approximately 45-50 minutes presenting their chapter. A sign up sheet will be passed around at the beginning of the semester to assign chapters.
- **Development, Motivation, and Learning Project (20pts)**
You will work collaboratively with 4 or 5 classmates to investigate, design, and present a solution to an aspect of development, motivation, or learning that is critical to the success of the students you will teach or one that is poorly or weakly addressed/supported within contemporary, traditional classrooms. In addition to a class presentation, each group will prepare an informational handout that will serve as a resource for their classmates. Each individual in the group will turn in a two-page summary of the project. (Specific instructions will be distributed in class.)

Course policies

- Active participation is essential and expected in this class. The quality of your experience in the class, and that of your classmates, is related to the quality of your participation in-class discussions and exercises, and in the small group projects. Lack of participation will result in a 5 point deduction from the student's final grade. Quality participation includes:
 - ❖ On-time attendance at each class meeting
 - ❖ Active, enthusiastic participation in class discussions and activities
 - ❖ Preparation and understanding of the assigned readings
 - ❖ Asking of thoughtful questions
 - ❖ Responding to other students' comments in a constructive manner
 - ❖ Contributing regularly without dominating
- Attendance is expected and required. If you miss class for any reason, you are expected to inform the instructor prior to the class meeting. It is your responsibility to make arrangements with a peer or the instructor to obtain information and materials from any missed classes. As this course is part of your professional practice track, your behavior toward this class is expected to be the same that you have toward your profession. If a student misses more than one class period (or its equivalent in time), his/her final grade will drop by 5 points.
- Students are responsible for knowing and adhering to due dates. Late assignments are NOT accepted without prior approval from the instructor; please do not request extensions or make-ups except under extraordinary circumstances.
- All work turned in is expected to be of professional quality. This means that it must be free of typos, grammatical errors, and slang, and that written and oral presentation will be coherent and follow a logical progression. Work that is not of high quality will be returned to you and you will need to re-do the assignment in order to receive credit.
NOTE: All papers must be typed/word-processed using a standard font in 11/12 pt. Use 1 inch margins and double space the text. Use APA format if specified in the directions.

- You are expected to abide by the UNCG Academic Integrity Policy. Plagiarism and cheating are not accepted and all suspected cases will be pursued.
- UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must register with the office of Disability Services located in Room 217 of the Elliott University Center or www.uncg.edu/ods . If you have difficulty with the course or anticipate difficulty with the course due to a disability that you have registered with the University, unfamiliarity with English, or other special issues, please see me as soon as possible so that we can work together to find a solution.

Final Grade Calculation:

Summary of Assignments:	Portfolio/Autobiography	10 pts
	Quizzes	10 pts
	Mid-term Exam	20 pts
	Final Exam	20 pts
	Chapter Presentation	20 pts
	Development, Motivation and Learning Project	20 pts

Letter Grade Conversion:

A+	97-100	B-	80-82
A	93-96	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69

Class Syllabus Fall 2006

Date	Topic	Reading/Assignment Due
August 17	Session 1 <u>Introduction & Course Overview</u>	Chapter 1
August 24	Session 2 <u>Theories of Development:</u> <i>Introduction & Piaget</i>	Chapter 2 Autobiographical Entry Due
August 31	Session 3 <u>Theories of Development:</u> <i>Vygotsky</i>	Chapter 2 Quiz 1
September 7	Session 4 <u>Theories Of Development:</u> <i>Self, Social & Moral</i>	Chapter 3 Quiz 2
September 14	Session 5 <u>Diverse Learners:</u> <i>Individual & Group Differences</i> Guest Speaker	Chapter 4 Online Discussion 1
September 21	Session 6 <u>Diverse Learners:</u> <i>Special Educational Needs of Students</i> Guest Speaker	Chapter 5
September 28	Session 7 <u>Learning & Cognitive Processes</u>	Chapter 6 Chapter Presentation 1
October 5	Session 8 <u>Constructivism &</u> <u>Higher Level Thinking</u>	Chapter 7 & 8 Online Discussion 2
October 12	Session 9 <u>Behaviorist &</u> <u>Social Cognitive Views of Learning</u> Video	Chapter 9 & 10 Chapter Presentation 2 & 3 Mid-term Due Online
October 19	Session 10 <u>Motivation & Affect</u>	Chapter 11 Chapter presentation 4
October 26	Session 11 <u>Cognitive Factors In Motivation</u>	Chapter 12 Online Discussion 3
November 2	Session 12 <u>Instructional Strategies &</u> <u>Learning Environments</u>	Chapter 13 & 14 Chapter Presentation 5
November 9	Session 13 <u>Assessment & Student Achievement</u>	Chapter 15 & 16 Chapter Presentation 6 & 7 Quiz 6
November 16	Session 14 <u>FINAL GROUP PRESENTATIONS</u>	No Reading Assigned
November 23	NO CLASS *THANKSGIVING BREAK*	Have a Nice Break!!
November 30	Session 15 <u>FINAL GROUP PRESENTATIONS</u>	Portfolio Due <i>(Including final autobiographical entry)</i>
December 8	*EXAM DUE*	Have a Nice Break!!

Assignments and schedule are subject to change as the semester progresses.