EDF 640-900: Psychological Foundations of Education, 3 credits
Fall Semester, 2015
On Line (Asynchronous and Scheduled BBC virtual meetings)

Professor Information:
Dr. Christy M. Moroye
Office Hours: Thursdays 9:30-12:30 and by appointment
McKee Hall 285
Email: Christine.moroye@unco.edu
Phone: 970-351-2438

Course Description
This 3 credit graduate level course is designed to examine a range of assumptions about the nature of human activity (thinking, behaving, and feeling) and implications of those assumptions relative to the educational enterprise. More specifically, this course focuses on explanations of human development and how students learn, including attention to students of ethnic and cultural diversity. Learning theories and related research will be presented with an emphasis on integration into classroom practice. This will include a focus on practical applications, such as methods used to improve learning and teaching, and the interplay between learning and motivation, personality, development, creativity, and perception.

Pre-requisites
None.

Course Objectives
The following course objectives indicate the educational concepts, knowledge, skills, performances, etc. that the learner will master in this course:

1. Students will identify and compare/contrast theories of human development and how humans learn. (NBTS 1; INTASC 1, 2)
2. Students will identify and describe the benefits and drawbacks of various learning theories for educational contexts. (NBTS 1, 3, 5; INTASC 1, 2, 7, 8)
3. Students will explore, apply and practice integrating various learning theories into formal and informal learning contexts. (NBTS 1, 3, 5; INTASC 3, 7, 8, 10)
4. Students will explain, analyze and critique various learning theories and the work of various theorists in the field of education. (NBTS 1, INTASC 10)
## Overview of Course Content and Major Topics with Readings and Assessments

<table>
<thead>
<tr>
<th>Week</th>
<th>Textbook Chapter</th>
<th>Major Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 8.24</td>
<td>One: Introduction to the Study of Learning</td>
<td></td>
</tr>
<tr>
<td>Two 8.31</td>
<td>Two: Neuroscience of Learning</td>
<td></td>
</tr>
<tr>
<td>Three 9.7</td>
<td>Three: Behaviorism</td>
<td>BBC 9.9 at 5:00-6:30 PM</td>
</tr>
<tr>
<td>Four 9.14</td>
<td>Six: Constructivism</td>
<td></td>
</tr>
<tr>
<td>Five 9.21</td>
<td>Four: Social Cognitive Theory</td>
<td>BBC 9.23 at 5:00-6:30 PM</td>
</tr>
<tr>
<td>Six 9.28</td>
<td></td>
<td>Analytic Paper 1 Due Friday, October 2 @ 11:00PM</td>
</tr>
<tr>
<td>Seven 10.5</td>
<td>Five: Information Processing Theory</td>
<td></td>
</tr>
<tr>
<td>Eight 10.12</td>
<td>Seven: Cognitive Learning Processes</td>
<td>BBC 10.14 at 5:00-6:30 PM</td>
</tr>
<tr>
<td>Nine 10.19</td>
<td>Eight: Motivation</td>
<td></td>
</tr>
<tr>
<td>Ten 10.26</td>
<td>Nine: Self-Regulation</td>
<td>BBC 10.28 at 5:00-6:30 PM</td>
</tr>
<tr>
<td>Eleven 11.2</td>
<td>Ten: Development</td>
<td>BBC 11.4 at 5:00-6:30 PM</td>
</tr>
<tr>
<td>Twelve 11.9</td>
<td></td>
<td>Analytic Paper 2 Due Friday, November 13 @ 11:00PM</td>
</tr>
<tr>
<td>Thirteen 11.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourteen 11.23</td>
<td></td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Fifteen 11.30</td>
<td></td>
<td>BBC 12.2 at 5:00-6:30 PM</td>
</tr>
<tr>
<td>Sixteen 12.7</td>
<td></td>
<td>Final Project Due Monday, December 7 at NOON</td>
</tr>
</tbody>
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All BBC and assignment times listed are Mountain time.

### Required Readings


ISBN: 0137071957

**NOTE:** There is also a 7th edition of the text. BE SURE YOU HAVE THE 6TH EDITION!

Other readings as assigned and available via Blackboard and/or the UNC Library.

### Additional Requirements:

EDF 640 Moroye Syllabus
• Internet access
• Webcam and microphone for live BBC sessions and Voice Thread postings
• Access to a formal or informal educational setting

**Method of Evaluation**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>93 - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87%</td>
<td>B+</td>
</tr>
<tr>
<td>86 – 84%</td>
<td>B</td>
</tr>
<tr>
<td>83 – 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79 - 77%</td>
<td>C+</td>
</tr>
<tr>
<td>76 – 74%</td>
<td>C</td>
</tr>
<tr>
<td>73 – 70%</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 67%</td>
<td>D+</td>
</tr>
<tr>
<td>66 – 64%</td>
<td>D</td>
</tr>
<tr>
<td>63 – 60%</td>
<td>D-</td>
</tr>
<tr>
<td>59 – 0%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Tentative Overview of Assessments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objectives</th>
<th>Due Date</th>
<th>Points (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussions and activities</td>
<td>1, 2</td>
<td>Each Week</td>
<td>10-15 points per week</td>
</tr>
<tr>
<td>Live BBC Sessions</td>
<td>1, 2, 4</td>
<td>Six throughout the semester</td>
<td>10 points per session</td>
</tr>
<tr>
<td>Two Analytic Reflection Papers</td>
<td>1, 2, 3</td>
<td>Friday, October 2 / Friday, November 13</td>
<td>30 points each. 60 total</td>
</tr>
<tr>
<td>Final Paper</td>
<td>3, 4</td>
<td>Monday, December 7 at NOON</td>
<td>75 points</td>
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**Weekly Discussion Participation: 10 points per week.**

Because we are meeting in an online format, the discussion board is of primary significance and vital to your success. Take the time to read everyone’s posts—you need not reply to everyone, but you should follow the conversation threads in your small groups. I encourage you to ask questions and challenge others’ thinking so that you all come away with a deeper understanding of the psychological underpinnings of education.

Good discussions are characterized by a culture that is open to a variety of ideas and perspectives; by forums that encourage participation from all members; and a climate in which participants’ willingness to challenge others and to change their own opinions is commonplace. In order to foster deeper engagement, students will be placed in smaller groups for weekly discussions.

You will be graded each week on **three high quality posts**, and you may also want to insert several additional shorter posts that respond to others.

EDF 640 Moroye Syllabus
1. **Initial post is due by Wednesday at 11:00PM.** Initial post must respond to the question posted. The first post must:
   a. include a specific reference to the weekly text/s, including quotation, page #, and explanation of the quotation.
   b. both demonstrate an understanding of the reading as well as provide a question or ‘wondering’ about the ideas.
   c. be 200-300 words.

2. **Second and third posts are due by Friday at 11:00PM**
   The second and third posts must
   a. directly comment on others’ ideas and questions and thoughtfully engage in a discussion of the ideas. You may question assumptions, challenge assertions, and provide evidence from the texts and other outside sources.
   b. Show evidence that you have read the entire discussion thread for your group. You will need to reference more than one other person’s posts.
   c. Be posted at least one day after your initial post to allow time for others’ responses.
   d. Be 150-250 words

**BBC Sessions: Six required. 10 points per session.**

The six BBC dates are required class meetings (see calendar for dates). Each meeting will consist of initial whole group discussion with Professor Moroye, then small group discussion time led by a group member, and then a whole group wrap up. The discussion moderator will present a brief summary of the readings, provide a series of discussion questions with specific references to the text, and offer a final summary of the group discussion.

**Two analytic reflection papers. 30 points each.**

This course requires sustained analytic thought and questioning, and the fruits of our thinking can inform how we perceive and act in the real world of education. The analytic reflection papers are a forum for you to consider ideas and their appearance and application in school settings. The papers require some field observation, which may be done at your own school site or another that is of interest to you. It may be a formal school setting, or an informal educational setting such as a nature center or library. While in that setting, select and consider a set of ideas or readings that are particularly interesting to you. Then write a brief 500-750 word paper responding to the following questions:

1. What are the major points the author(s) make regarding this theory or perspective? Include direct quotations and citations with relevant explanation. 2-3 paragraphs summarizing the ideas.
2. How do these ideas play out in your field observation? 2-3 paragraphs describing your field experience.
3. Evaluate the presence (or absence) of the theory at work in the field and how it enhances or detracts from learning. If the ideas are largely absent, would the educational situation be improved if attention to them was increased? How so? 2-3 paragraphs of analysis.

**Papers must use APA format.** See the OWL Purdue site for help with APA: [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/). Submit papers via blackboard by the due dates listed. Papers emailed directly to Dr. Moroye will not be graded.

**Final Paper: Analysis and Application of Ideas to an Educational Artifact or Practice. 75 points.**

*Due Monday, December 7 at NOON*

Project ideas to be discussed as a class.

**Course Standards**

**National Board for Professional Teaching Standards (Propositions):**

**Proposition 1:** Teachers are committed to students and their learning.
- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

**Proposition 3:** Teachers are responsible for managing and monitoring student learning.
- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 5:** Teacher are members of learning communities.
- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

**INTASC Core Teaching Standards**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**From the School of Teacher Education Charter:**

8.1 Student expectations: Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:

- demonstrate professional integrity in classes and field experience settings;
- complete at least two hours of outside work per week per credit hour;
- know and follow the UNC Student Handbook and the Honor Code;
- utilize campus resources (i.e., library, Writer's Lab, Math Lab, Student Technology Center, etc.) as needed or required;
- recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation; and
- adhere to APA style, citation, ethical principles for research and writing.

**University Policy Statements**

**Disability Support Services**

EDF 640 Moroye Syllabus
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Sexual Misconduct/Title IX Statement**

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

**Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at http://www.unco.edu/biasresponse/

**Academic Integrity Statement**

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading
consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit: http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf

Field Experience and Liability

UNC purchases insurance that provides liability coverage to teacher candidates (subject to coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

Personal Liability

It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.

**Academic contact hour policy:** The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week (e.g., preparation, homework, studying).

**School of Teacher Education Charter:**

8.1 **Student expectations:** Students have a responsibility for their own learning, which includes knowing course expectations and being prepared for class. Students enrolled in all STE courses are expected to:

- demonstrate professional integrity in classes and field experience settings;
- complete at least two hours of outside work per week per credit hour;
- know and follow the UNC Student Handbook, and the Honor Code;
- utilize campus resources (i.e., library, Writer's Lab, Math Lab, Student Technology Center, etc.) as needed or required;
- recognize that the faculty member is the primary resource for questions regarding the course requirements, student expectations, and evaluation;
- and adhere to APA style, citation, ethical principles for research and writing.

➤ **Classroom Management Statement:** Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the UNC community to maintain an environment in which the behavior of any individual is not disruptive.
It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class.

Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.