PSY 500 - 901
EDUCATIONAL PSYCHOLOGY FOR TEACHERS
Summer 2015

INSTRUCTOR and CONTACT INFORMATION
Dr. Katie Cooper
   Email: Kathryn.Cooper@unco.edu
   Phone: 303-949-3129 (cell)
   Office Hours: by appointment only

OFFICIAL COURSE START and END DATES
   Monday, June 29, 2015 – Friday, August 7, 2015

REQUIRED TEXT
The required text is an e-text that can be purchased instantly from the publisher
(www.pearsonhighered.com/etextbooks) which in turn will allow you access through your computer:

ISBN-10: 0133395707
*********BE SURE TO GET THE ACTIVE LEARNING 12TH EDITION
   NOT Woolfolk’s Educational Psychology (regular edition) 12TH EDITION*********

Please note: the only text/materials required for the course is the etextbook which includes access to a series of videos embedded in the text. The access length for the etext is 6 months and students can purchase an extension at the Pearson website for $20 and receive an 8 year access length. The publisher, Pearson, also offers the following which you may wish to consider but is NOT REQUIRED:
   (1) Loose-leaf supplement packet + etext
   (2) Bound textbook + etext

COURSE DESCRIPTION
The topics covered in this course include learning and instruction; cognitive, social and personal development; motivation; individual student diversity; and assessment of student learning. Particular attention will be given to applications of these topics to classrooms and to how these topics relate to the levels and areas in which you plan to teach.

TIME and COMPUTER ISSUES
This course is totally online. You will need average computer skills and reliable Internet access to participate in this course. It is suggested that you have a fairly new computer with Word, Adobe Reader, and Quicktime or iTunes. If you can download files and cut and
paste you should be in good shape. Some of the files posted will be fairly large and will need to be downloaded at a quiet time on the Internet (if there is such a thing). If you have trouble downloading files with a wireless connection, try a hardwire connection.

I can answer SOME technical questions, but your best bet is the UNC HELP DESK, which is available to answer questions about everything 24/7/365. Their local phone number is 970-351-HELP (970-351-4357). They also have a toll free number which is 1-800-545-2331 and you can get help online as well at http://d2.parature.com/ics/support/default.asp?deptID=8017. Have your Bear number handy when you call.

COURSE REQUIREMENTS

READING

Completing the etext readings before online discussions and reading all the discussion board postings is required.

This course is not self-paced. Keeping up with the readings and discussions is very important. If you get behind, it is quite difficult to catch up.

This is not a course in which you can memorize the text or use your general knowledge about teaching without reading and responding to the postings. I will post short “lectures” designed to support your in-depth learning about a variety of topics. As you read the material, actively learn from the lectures, prepare for the discussions and assignments, think about the ideas as they relate to each other, as they relate to your experiences as a student and teacher, and as they relate to the concepts in the areas in which you will be teaching. Think about examples, consider predictions, or ask questions about the material. We will be APPLYING the material to teaching in the online discussion. Please let me know if you have problems with the course material.

ONLINE PARTICIPATION

Each week on Sunday or Monday morning, I will be posting discussion starters from the readings on the DISCUSSION BOARD. It is recommended that you log into the blackboard website early in the week to look at these starters and then every other day, log on in order to read and respond to the starters and other students’ posts. If you can manage to log in almost every day, you will get much more out of the discussion. Think about these discussions as an extended face-to-face seminar.

Your job is to read the assigned material for each week and make at least FOUR postings each week on these DISCUSSIONS. Postings should be thoughtful and substantial (i.e., not simply “I agree,” or defining terms, or quoting the textbook, or other surface-level responses).
Your responses can include (but are not limited to) any of the following types:

- responses to other people's comments,
- direct responses to the starters/questions posted at the beginning of the week,
- raising a new, thoughtful question or issue,
- providing a relevant website with your analyses of the site’s contributions as related to the topic,
- or a solid, well-developed example from previous experiences that fits with the topic.

Postings should include page numbers in the text when appropriate.

There will always be an area for SPECIFIC QUESTIONS every week, so don’t hesitate to ask. There is NO SUCH THING as a dumb question! If you have a question, chances are someone else does too. I know that not all of you have teaching experience, so please ask away…

Rubric for weekly online participation:

- 10 points – 4 substantial postings
- 9 points – 3 substantial postings
- 8 points – 2 substantial & 1 minor posting
- 7 points – 2 minor & 1 substantial posting
- 6 points – 2 substantial postings
- 5 points – 1 substantial posting & 1 minor posting
- 3 points – 1 substantial posting

Each set of discussions will be open for approximately 7-10 days. I will be closing discussions as we go through the semester. It is very hard to catch up if you miss a week so try not to get behind. In addition, the integrity of the learning experience for you and others is hinged upon active, ongoing participation.

**COURSE ASSIGNMENTS**

**Behavior Modification Project:** In order to complete this project, you will first choose a person and a behavior to modify or change. You will design a plan in order to outline the steps intending to modify the behavior. Based on this written plan, you will then collect baseline data and implement a reinforcement plan. You will submit the written plan, baseline data, and observational data based on the implemented reinforcement plan. The complete guidelines for this assignment will be posted to Blackboard. This assignment is due at 11:59 pm on July 15, 2015.

**Book Review:** This assignment will allow you to explore a work of fictional literature geared for children or adolescents. Children’s and adolescent literature are filled with numerous personal, social, and/or moral lessons. Find an interesting book catering to the age group of your choice. Next, explain what in this piece of
literature may help your students develop a positive sense of self, appropriate social 
skills, prosocial behavior, healthy relationships, and/or moral behavior. In addition, 
explain how the literature can be used in order to promote perspective-taking 
behavior that is critical for the development of empathy and overall enhanced social-
emotional well-being. Lastly, describe how you and your colleagues could use this 
piece of literature in your future classroom.

This paper will be 2-3 pages in length (double spaced, 12-point font, & 1-inch 
margins) and should include: a concise summary of the book, connections between 
your book and the textbook including defining and using terms and principles (a 
minimum of 5 terms), 2 specific and well-developed examples of how you would 
use this book in the classroom, and reference information (i.e., title, author, ISBN, 
publisher).

The finalized review should be posted to Blackboard via SafeAssignment by 11:59 pm 
on July 26, 2015.

COURSE EXAMS

There will be 2 exams. The exams are open book and notes. The exams are to be 
completed individually and without peer collaboration. You will have 5-7 days to 
complete each exam. The first exam will assess your understanding of topics covered 
during the first half of the course and will be posted to Blackboard on or near July 20, 
2015. The second exam will assess understanding of topics covered predominantly 
during the second half of the course and will be posted to Blackboard on or near 
August 7, 2015. The question format is predominantly multiple choice in which you 
will be required to choose from approximately 4 options and provide a written 
rationale reflecting your reasoning for your answer. There will also be a couple of 
short answer questions. I will post the exams on Blackboard and you will be 
submitting your completed exams to Blackboard.

FINAL COURSE GRADES

Final course grades will be determined based on the following point valuations. 
Assignments, project, exams and papers will stress integration of course material, 
with particular emphasis on the relationship between course principles and classroom 
practice. Final course grades will be determined as follows:

- Online/Discussion Board participation: 60 points
- Behavior Modification Project: 25 points
- Book Review: 20 points
- 2 Exams: approximately 40 points each

Course Grade Criteria --- all the grades will be posted in BlackBoard under MY 
GRADES which is under COURSE TOOLS. Course grades will be calculated based on
the percentage of points students earn based on the total number of points possible.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

**Late Assignments and Exams:**
Late assignments and exams will not be accepted except in cases of emergency. In the case of illness or family emergency, the student is responsible for contacting the instructor **before** the deadline if possible to arrange a new due date. In other emergencies, **contact me as soon as possible**. Consider your responsibilities as a student to be in line with the expectations and responsibilities of an employee and his/her job.

**Student Conduct**
See the UNC Student Handbook at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf) for information about class conduct, definitions of plagiarism, consequences, etc.

**Plagiarism:**
When you present information, you should (a) use your own words to express your own ideas; (b) use your own words to express someone else’s ideas and cite the source; and/or (c) put quotes around someone else’s words and cite the source. If you violate these rules, you will receive a zero on the assignment. If you continue to violate these rules on any course assignments, you will fail the class.

**Honor Code**
The UNC Honor Code is below
“All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: **Honesty**, **Trust**, **Respect**, **Fairness**, and **Responsibility**. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.”
[http://www.unco.edu/dos/honor_code.htm](http://www.unco.edu/dos/honor_code.htm)
Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

Student Satisfaction Evaluation:
Students will be asked to evaluate the course for instructors’ knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.

Library Services for Distance Education and Off-Campus Students: Obtaining Materials from UNC Libraries:
Off-campus students residing within 50 miles of the UNC campus are required to come to the library and borrow materials in person. Students residing more than 50 miles from campus may request that materials be delivered to them. All requests must include complete citations. We will supply materials from the UNC Libraries, as well as materials from other libraries obtained via Interlibrary Loan. Articles will be delivered via email. Books will be mailed first class. Delivery time by U.S. postal service is approximately 1 week. It is the responsibility of the student to return books by the date due. UNC does not pay return postage on books. For information on document delivery, call (970) 351-1446.

Requests for materials may be made through the following methods:
   Online: http://www.unco.edu/library/forms/distancerequest.htm
   By email: library.ocp@unco.edu
   By fax: (970) 351-2540

PROFESSIONAL STANDARDS MET BY THIS COURSE

COLORADO PERFORMANCE STANDARDS FOR TEACHERS
This course addresses a specific set of professional standards from the Colorado Performance Standards for Teachers. The full standards matrix is available on the
Colorado Department of Education website (www.cde.state.co.us). This course provides an introduction to each of the following skills and abilities for preservice teachers:

**Standard III: Knowledge of Standards and Assessment**
- Design short and long range standards-based instructional plans (3.1).
- Develop valid and reliable assessment tools for the classroom (3.2).
- Develop and utilize a variety of informal and formal assessments, including rubrics (3.3).

**Standard V: Knowledge of Classroom and Instructional Management**
- Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding (5.1).
- Raise the academic performance level of a group of students, over time, to a higher level (5.4).
- Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards (5.5).

**Standard VI: Knowledge of Individualization of Instruction**
- Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes (6.1).

**Standard IX: Diversity**
- Recognize and understand how students differ from one another (9.1).
- Create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives (9.2).
- Selects materials that meet the needs of a variety of learners (9.3)

**NCATE STANDARDS**
This course also addresses aspects of the following standards set by NCATE, the National Council for Accreditation of Teacher Education (www.ncate.org) for institutions including UNC that prepare teachers. NCATE is a consortium of many states, colleges and universities, and professional educational organizations (such as the National Education Association.)

**STANDARD 1 – CANDIDATE SKILLS, KNOWLEDGE, AND DISPOSITIONS**
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical and
professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**STANDARD 3 – FIELD EXPERIENCES AND CLINICAL PRACTICE**

UNC and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**STANDARD 4 – DIVERSITY**

UNC designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
# PSY 500- Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/29</td>
<td>Welcome to the Course, Syllabus, &amp; Introductions</td>
<td>Modules 3, 4, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Metaphors for teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>7/6</td>
<td>Behaviorist Views of Learning</td>
<td>Modules 20, 21</td>
</tr>
<tr>
<td></td>
<td>Information Processing Views of Learning</td>
<td>Modules 22, 23</td>
</tr>
<tr>
<td></td>
<td>Brain Development and Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metacognition &amp; Learning Strategies</td>
<td>Module 24</td>
</tr>
<tr>
<td>7/13</td>
<td>Constructivist Views of Learning and Teaching</td>
<td>Modules 27, 28, 29</td>
</tr>
<tr>
<td></td>
<td>Social Cognitive Theory and Applications</td>
<td>Module 30</td>
</tr>
<tr>
<td></td>
<td>Theory of Mind</td>
<td></td>
</tr>
<tr>
<td>7/20</td>
<td>Self-Regulated Learning and Teaching</td>
<td>Module 31</td>
</tr>
<tr>
<td></td>
<td>Motivation</td>
<td>Modules 32, 33, 34, 35</td>
</tr>
<tr>
<td></td>
<td>Planning for Effective Teaching and Teaching Approaches</td>
<td>Modules 38, 39</td>
</tr>
<tr>
<td>7/27</td>
<td>Student Diversity</td>
<td>Modules 11, 12, 13, &amp; 17, 18, 19</td>
</tr>
<tr>
<td>8/3</td>
<td>Assessment Concepts</td>
<td>Module 41</td>
</tr>
<tr>
<td></td>
<td>Classroom Assessment</td>
<td>Module 42</td>
</tr>
<tr>
<td></td>
<td>Standardized Testing</td>
<td>Module 43</td>
</tr>
</tbody>
</table>