

## PSY 510 - ADVANCED EDUCATIONAL PSYCHOLOGY

### SUMMER 2001 SYLLABUS (SESSION A)

**INSTRUCTOR:**

William (Bill) Pfohl Psy.D

Home Phone: 782.9319

Office: TPH 265 Office Phone:

745-4419

e:mail:

william.pfohl@wku.  
edu

WebSite:

<http://edtech.tph.wku.edu/~wpfohl>

**CLASS MEETINGS:**

8:00- 9:40am, M-F, TPH 214

**REQUIRED TEXTBOOKS:**

1. Woolfolk, A. E. (2001). *Educational psychology. 8<sup>th</sup> edition*. Boston: Allyn & Bacon (CD Interactive Media version)

**Recommended:**

1. Rhode, G., Jenson, W., Reavis, H. K. (1997). *The Tough Kid Book: Practical Classroom Interventions*. Longmont, CO.: Sopris West.
2. Jenson, W., Rhode, G., Reavis, H. K. (1994). *The tough Kid Toolbox*. Longmont, CO.: Sopris West.

**COURSE DESCRIPTION:**

Psychology of learning. Different psychological theories, methods, and techniques.

**COURSE OBJECTIVES:** Students will:

1. Discuss the effect of current research on our understanding of learning and teaching.
2. Examine and evaluate theories of human development.
3. Apply developmental concepts to the teaching of various age groups.
4. Evaluate the influence of individual differences on teaching and learning.
5. Examine and evaluate behavioral theories of learning.
6. Examine and evaluate cognitive theories of learning.
7. Apply cognitive concepts to the classroom.
8. Discuss theories and techniques of human motivation.
9. Examine and discuss various techniques of classroom management.
10. Debate the advantages and disadvantages of classroom assessment.
11. Summarize articles about current issues in educational psychology.
12. Introduce issues of technology in learning.

**METHODS OF EVALUATION OF LEARNING:**

	<b>Assignment</b>	<b>Percent of grade</b>
	Exam 1	20%
	Group Presentation	15%
	Reaction Reports	10%
	Exam 2	20%
Various dates	Learning Activities	15%
Various dates	Quizzes	15%
Overall	Class Participation	5%

**GRADING SCALE:**

A=90-100; B=75-89; C = 60-74; F=0-59

### **COURSE REQUIREMENTS AND ASSIGNMENTS:**

1. *Examinations:* There will be two regular exams in the course, each consisting of 40-50 multiple choice items and short answers/essays. Although some questions may involve recognition of material, many questions will involve comparing, contrasting, and applying various concepts.
2. *Group Presentation:* With a group of two or three other students, develop a presentation concerning a teaching skill or aspect of KERA with which you have had particular success. See the Group Presentation Guidelines attached to this syllabus for further information on this assignment.
3. *Reaction Reports* (5-6 pages each): these will come from *Education Week* are to choose two topics and write your reaction to them. See the Reaction Report Guidelines below for further information on this assignment.
4. *Learning Activities:* Learning activities will be assigned to be completed before or during class.
5. *Quizzes:* Pop quizzes may be given over the scheduled readings.
6. *Class Participation:* From time to time, you will be asked to participate in groups, discussions, and short writing activities both in and out of class. Attendance is also considered to represent class participation.
7. We will cover how to use the Internet to search for information. All students will be required to use the computer lab in TPH or home computer to provide appropriate Internet sites on a variety of topics. These will be under Learning Activities.

### **COURSE POLICIES:**

1. *Class Participation:* Attendance at all classes and class participation is expected. Excessive absences (more than three) and lack of participation will affect your final grade.
2. *Missed Quizzes and Exams:* Missed quizzes cannot be made up. One quiz will be dropped from your average. If you miss a quiz, it will be one that is dropped. Exams missed without prior consent will be marked down 5 points per class. Generally, exams that cannot be taken at the scheduled time should be taken *earlier*.
3. *Learning Activities:* Learning activities must be completed on date due
4. *Academic Dishonesty:* Cheating and plagiarism will result in an automatic "F" for the entire course.

### **REACTION REPORT GUIDELINES:**

1. Choose two topics from the following list:  
Technology in the Classroom  
Effective Schools - What works to increase achievement in the classroom  
Education Reform philosophy - models & outcomes  
School Violence/Safe Schools  
Public education versus "other" - charter; vouchers; home schooling  
Parent Involvement - increasing it  
IDEA 97/ Section 504  
Discipline - Effective Models  
Valuing Education - Life Long Learning  
High Stakes Testing  
"Full Service Schools"  
"Basics or Basics +" - do we really need basics? What do we need?  
Learning How to Learn - Thinking versus Knowing  
Improving Social Skills of Students
2. For each topic, provide a brief summary of 3-4 sentences.
3. After the summary, provide several paragraphs about your thoughts and reactions regarding the topic. Questions to consider are: What did you learn from the topic? Was the topic helpful to you? Do you agree or disagree with points made by the authors? Do your experiences confirm or disconfirm the topics assertions? How might information from the topic affect your future teaching?
4. Report format: Each report should be *no more than 5-6 pages--typed, double spaced with a font size of 11 or 12*. Your reaction report must include the following information:
  - a. Heading for the reaction report (in this order):  
First and last name,  
Topic, Authors/Resources Name
  - b. Summary: 3-4 sentences
  - c. Summary of issues: 5-6 pages
  - d. Remember it is a graduate course - requires some readings in research domains and critical analysis
5. Staple all the reports. They are to be turned in on *June 26*.

### **Additional References:**

Bernard, M. E. (1997). *You can do it!: How to boost your child's achievement in school*. New York: Warner Books

Comer, J. P., Haynes, N. M., Joyner, E. T., Ben-Avie, B. (Eds.). (1996). *Rallying the whole village: The comer process for reforming education*. New York: Teachers College Press

Dryfoos, J. G. (1994). *Full service schools: A revolution in health and social services for children, youth, and families*. San Francisco: Jossey-Bass .

Eggen, P. & Kauchak, D. (1997). *Educational psychology: Windows on classrooms*. Upper Saddle River, N.J.: Merrill.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books, Inc. Publishers

McCombs, B. L. & Pope, J. E. (1994). *Motivating hard to reach students*. Washington, D. C.: American Psychological Association.

Paris, S. G. & Ayres, L. R.. (1994). *Becoming reflective students and teachers with portfolios and authentic assessment*. Washington, D. C.: American Psychological Association.

Rich, D. (1998). *MegaSkills: Building children's achievement for the information age*. Boston: Houghton-Mifflin Co.

Rich, D. (1998). *What do we say? What do we do?: Vital solutions for children's educational success*. New York: Forge - A Tom Doherty Associates Book.

Sarason, S. B. (1996). *Revisiting "The culture of school and the problem of change"*. New York: Teachers College Press.

Sarason, S. B. (1990). *The predictable failure of educational reform: Can we change course before it's too late?*. San Francisco: Jossey-Bass Publishers.

Sarason, S. B. (1993). *Letters to a **serious** education president*. Newbury Park, CA.: Corwin Press, Inc.

Looking forward to a excellent term with you.