

College of Micronesia-FSM

COURSE OUTLINE

Educational Psychology

Course Title

ED 300

Department and Number

Course Description: This course provides elementary teachers with skills and knowledge with respect to educational research studies, student characteristics and individual differences, theories of learning and motivation, the design of instruction, and assessment of learning in a local classroom setting.

Course Prepared by: Education Div. **State** National Campus

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	<u>3</u>	x	<u>16</u>	x	<u>48/16</u>	=	<u>3</u>
Laboratory		x		x		=	
Workshop		x		x		=	
Total Semester Credits							<u>3</u>

Purpose of Course: Degree Requirement √
Degree Elective
Certificate √
Other

Prerequisite Course(s): Acceptance into third year program

Spensin James

Signature, Chairperson, Curriculum Committee

Date Approved by Committee

Dr. Michael Tatum, President

Signature, President, COM-FSM

Date Approved by President

I. COURSE OUTCOMES:

A. General:

1. The student will understand summaries of educational research and its applications to teaching and learning in the local elementary classroom.
2. The student will understand student characteristics and individual differences as related to cognitive abilities, theories of the development of cognition, language, morality, and personality, human diversity, and exceptionality and their implications for teaching and learning in the local elementary classroom.
3. The student will understand theories of learning and motivation and their application to the local elementary classroom.
4. The student will be able write measurable instructional objectives, differentiate among the levels of Bloom's taxonomy of the cognitive domain, and analyze instructional tasks as the basis for design of instruction.
5. The student will be familiar with basic concepts in assessment, the interpretation of standardized test results, and techniques for assessment and grading of student learning in an elementary classroom.

B. Specific:

1. The student will understand summaries of educational research studies and the application of the results to teaching and learning in the local elementary classroom.

Student Learning Outcomes	Recommended Assessment Strategies
1a. Given summaries of educational research studies, identify and/or summarize the following components: independent variable, dependent variable, methodology, and results/findings, including the level of correlation, if applicable. Summarize the implications of the results/findings for teaching and learning in the local elementary classroom.	1a. Instructor gives student summaries of two (2) educational studies. Student identifies and/or summarizes the following for each study: independent variable, dependent variable, methodology, and results/findings, including the level of correlation, if applicable. Student summarizes the implications of the results/findings of each study for teaching and learning in the local elementary classroom.

2. The student will understand student characteristics and individual differences as related to cognitive abilities, theories of the development of cognition, language, morality, and personality, human diversity, and exceptionality and their implications for teaching and learning in the local elementary classroom.

Student Learning Outcomes	Suggested Assessment Strategies
2a. Define <u>cognitive ability</u> in his/her own words including local examples	2a. Student defines <u>cognitive ability</u> on a written quiz in his/her own words including at least two (2) local examples.
2b. Describe in his/her own words and illustrate <u>normal distribution</u> as it is related to cognitive ability and discusses the implications of the <u>normal distribution</u> on teaching and learning in the local classroom	2b. Student describes in his/her own words and illustrates <u>normal distribution</u> and discusses the implications of the <u>normal distribution</u> on teaching and learning in the local classroom on a written quiz.
2c. Explain Gardner's theory of multiple intelligences, administer a learning styles inventory to a parent of an elementary-age student, summarize the results of the inventory, and summarize the possible accommodations for instruction to meet the needs of the elementary student in a local elementary classroom based on the results of the inventory	2c. Student writes a one-page single-spaced summary of Gardner's theory of multiple intelligences based on information located on the Internet and in the library. At least three (3) sources must be cited not including the text. A scoring rubric will be provided. Student administers a learning styles inventory by interviewing the parent(s) of an elementary-age child/youth. Student summarizes the results of the survey and writes a paragraph on the possible accommodations for instruction to meet the need of the student in a local elementary classroom based on the results of the inventory. A scoring rubric will be provided.
2d. Discuss in writing Piaget's theory of development including the four (4) stages of intellectual development, the processes of adaptation and assimilation, and the implications of this theory for teaching and learning in the local elementary classroom	2d. Student discusses in writing Piaget's theory of development including the four (4) stages of intellectual development, the processes of adaptation and assimilation, and the implications of this theory for teaching and learning the local elementary classroom. At least three (3) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.

2e. Discuss in writing Bruner's stages of representation of information and its implications for teaching and learning in the local elementary classroom	2e. Student discusses in writing Bruner's stages of representation of information and its implications for teaching and learning in the local elementary classroom. At least two (2) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.
2f. Discuss in writing Vygotsky's view of cognitive development and its implications for teaching and learning in the local elementary classroom	2f. Student discusses in writing Vygotsky's view of cognitive development and its implications for teaching and learning in the local elementary classroom. At least two (2) source must be cited, not including the text, only (1) of which can be from the Internet. A scoring rubric will be provided.
2g. Summarize in writing the development of language and the issues associated with bilingual education with particular emphasis on the implications for teaching and learning in the local elementary classroom	2g. Student summarizes in writing the development of language with examples provided from one of the local languages. Student writes a one-page, single-spaced paper on one (1) of four (4) topics provided relative to issues regarding bilingual education and the implications for teaching and learning in the local elementary classroom. At least two (2) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.
2h. Discuss in writing Erikson's theory of personality development and its implications for teaching and learning in the local elementary classroom	2h. Student discusses in writing Erikson's theory of personality development relating each stage to the development of a local child/youth. Student summarizes the implications of Erikson's theory for teaching and learning in the local elementary classroom. At least three (3) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.

2i. Discuss in writing Kohlberg's theory of moral development and its implications for teaching and learning in the local elementary classroom	2i. Student discusses in writing Kohlberg's theory of moral development and its implications for teaching and learning in the local elementary classroom. At least three (3) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.
2j. Discuss in writing the effects of group identity and cultural expectations on teaching and learning in the local elementary classroom	2j. Student discusses in writing the effects of group identity and cultural expectations on teaching and learning in the local elementary classroom. At least three (3) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.
2k. Discuss in writing the effects of exceptionality on teaching and learning in the local elementary classroom	2k. Student discusses in writing the effects of exceptionality on teaching and learning in the local elementary classroom. At least four (4) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.

3. The student will understand theories of learning and motivation and their application to the local elementary classroom.

Student Learning Outcomes	Suggested Assessment Activities
3a. Distinguish among examples of <i>classical conditioning</i> , <i>contiguity learning</i> , and <i>operant conditioning</i> and state the implications of each for teaching and learning in a local elementary classroom	3a. Given a list of ten (10) examples of situations from local classrooms on a written quiz, student labels each as <i>classical conditioning</i> , <i>contiguity learning</i> , or <i>operant conditioning</i> , provides a rationale for the label, and states the implications of each for teaching and learning in a local elementary classroom with at least 80% accuracy.
3b. Apply principles of behavior modification to situations in a local elementary classroom	3b. Given five (5) descriptions of situations in a local elementary classroom, student designs a plan for addressing each using the principles of <i>reinforcement</i> , <i>contingency management</i> , <i>the Premack Principle</i> , <i>extinction</i> , and <i>time-out</i> with at least 80% accuracy.

3c. Discuss in writing Bandura's theory of social learning and its implications for teaching and learning in the local elementary classroom	3c. Student discusses in writing Bandura's theory of social learning and its implications for teaching and learning in the local elementary classroom. At least three (3) sources must be cited, not including the text, only one (1) of which can be from the Internet. A scoring rubric will be provided.
3d. Diagram and label the critical components of the information processing model of memory showing with arrows the direction and order of the flow of information. Discuss in writing the implications of the information processing model of memory for teaching and learning in the local elementary classroom	3d. Student diagrams and labels the critical components of the information processing model of memory showing with arrows the direction and order of the flow of information on a quiz. Student discusses in writing the implications of the information processing model of memory for teaching and learning in the local elementary classroom on a quiz.
3e. Discuss in writing instructional strategies that promote cognitive learning and higher-order thinking and their application for teaching and learning in a local elementary classroom	3e. Student discusses in writing three (3) instructional strategies for promoting cognitive learning and higher-order thinking including discussion of their application for teaching and learning in a local elementary classroom. A scoring rubric will be provided.
3f. Discuss in writing instructional strategies that promote transfer of learning and their application for teaching and learning in a local elementary classroom	3f. Student discusses in writing five (5) instructional strategies that promote transfer of learning and their application for teaching and learning in a local elementary classroom. A scoring rubric will be provided.
3g. Discuss in writing a variety of theories of motivation in an elementary classroom	3g. Student discusses in writing at least three (3) theories of motivation including Maslow's Hierarchy of Needs and provides examples of each from a local elementary classroom setting.
3h. Discuss in writing how the teaching environment can influence motivation in a local elementary classroom	3h. Student discusses in writing at least five (5) ways a teacher can establish a classroom environment that promotes motivation and provides an example of each from a local elementary classroom setting.

3i. Differentiate between <i>intrinsic</i> and <i>extrinsic</i> motivation and apply these principles to the local elementary classroom	3i. Student describes in writing at least three (3) activities designed to intrinsically motivate student engagement in learning in a local elementary classroom. Student describes in writing at least three (3) ways to extrinsically motivate student engagement in learning including contingency contracting and use of a token economy system in a local elementary classroom.
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4. The student will be able write measurable instructional objectives, differentiate among the levels of Bloom's taxonomy of the cognitive domain, and analyze instructional tasks for the design of instruction.

Student Learning Outcomes	Suggested Assessment Strategies
4a. Write measurable instructional objectives based on FSM and State curriculum standards and benchmarks	4a. Student writes three (3) measurable instructional objectives for each of the following subject areas: language arts, reading, math, social studies, and science. Objectives must include three (3) key parts – measurable behavior, conditions, and evaluation. At least 12 of the 15 objectives must be complete and appropriate.
4b. Differentiate among the levels of Bloom's taxonomy of the cognitive domain	4b. Instructor gives student a list of ten (10) instructional objectives. Student writes the letter of the level of Bloom's taxonomy in the blank with at least 80% accuracy.
4c. Analyze instructional tasks as the basis of the design of instruction	4c. Instructor gives students a list of five (5) instructional tasks. Students task analyze each task listing the specific skills required in an appropriate sequence for teaching. Each list will be evaluated in terms of its completeness and sequence of subtasks. A scoring rubric will be provided.

5. The student will be familiar with basic concepts in assessment, the interpretation of standardized test results, and techniques for assessment and grading of student learning in an elementary classroom.

Student Learning Outcomes	Suggested Assessment Strategies
5a. Compare and contrast norm-referenced and criterion-referenced testing	5a. Student completes a chart in which he/she compares and contrasts norm-referenced and criterion-referenced testing. The chart will be evaluated on completeness and accuracy of information.
5b. Define concepts of <i>reliability</i> and <i>validity</i> as related to assessment instruments	5b. Student defines <i>reliability</i> and <i>validity</i> and provides an example of each on a written quiz.
5c. List the advantages and disadvantages of the use of standardized tests in a local elementary classroom	5c. Student lists two (2) advantages and two (2) disadvantages of the use of standardized tests in a local elementary classroom on a written quiz.
5d. Interpret the results of a standardized test	5d. Given ten (10) sample results from the administration of standardized tests, student will be able to interpret grade-level scores, percentile ranks, stanine scores, and standard scores with at least 80% accuracy.
5e. Design performance tests (authentic assessment instruments) for use in a local elementary classroom	5e. Given an instructional performance objective from the FSM and State curriculum standards, student develops a performance test (authentic assessment) with an accompanying scoring rubric appropriate for use in a local elementary classroom.
5f. Develop essay test questions for use in a local elementary classroom	5f. Given two (2) instructional objectives from the FSM and State curriculum standards, student develops two essay test questions for each with an accompanying scoring rubric appropriate for use in a local elementary classroom. A scoring rubric will be provided.
5g. Develop multiple choice test questions at various levels of Bloom's taxonomy of the cognitive domain	5g. Given five (5) instructional objectives from the FSM and State curriculum standards, student develops two (2) multiple choice questions for each objective. At least three (3) of the levels of Bloom's taxonomy must be represented in the questions.

5h. Describe the role of assessment in the IEP process for a student with special needs	5h. Student describes in writing the role of assessment in the IEP process for a student with special needs who is enrolled in a special education program.
5i. Develop a plan for awarding grades to students in a local elementary classroom	5i. Student develops a plan for awarding grades to students in a local elementary classroom which includes the following: the use of absolute or pseudoabsolute standards; use of a variety of evaluation methods; ways to reduce bias in grading; a way to keep grades confidential; ways to minimize irrelevant influences on judgments of students' achievements; and ways for grades to lead to feelings of success and provide students with suggestions for improving performance. A scoring rubric will be provided.

II. TEXT AND MATERIALS:

Gage, N.L. and D. Berliner (1998). Educational Psychology (6th ed.). Boston: Houghton Mifflin Company.

III. REFERENCE MATERIALS

Library resources and Internet

IV. METHODS OF INSTRUCTION

Lecture/discussion
 Demonstration
 Peer group work
 In-class exercises/activities
 Required reading
 Library research
 Internet research

V. COURSE CONTENT

Educational research studies
 Cognitive ability
 Normal distribution
 Gardner's theory of multiple intelligences
 Piaget's theory of development
 Bruner's theory of cognitive growth
 Vygotsky's view of cognitive development
 Development of language and issues associated with bilingual education
 Erikson's theory of personality development
 Kohlberg's theory of moral development

Group identity and cultural expectations
Effects of exceptionality
Classical conditioning, contiguity learning, and operant conditioning
Principles of behavior modification
Bandura's theory of social learning
Information processing model of memory
Strategies for cognitive learning and higher-order thinking
Transfer of learning
Theories of motivation
How the teaching environment influences motivation
Intrinsic and extrinsic motivation
Writing measurable instructional objectives
Bloom's taxonomy
Task analysis
Norm-referenced and criterion-referenced testing
Reliability and validity in testing
Advantages and disadvantages of standardized tests in the local classroom
Interpretation of the results of standardized tests
Test design
Plan for awarding grades in a local elementary classroom

VI. INSTRUCTIONAL COSTS None

VII. EVALUATION: Each Student Learning Outcome (SLO) is assessed and points are awarded according to performance. At the conclusion of the course, the total points earned is divided by the total points possible and final grades awarded as follows: 90-100% - A; 80-89% - B; 70-79% - C; 60-69% - D; and below 60% - F. Students are required to compile and organize evidence of achieving the SLO's through the development of a portfolio. The portfolio will be awarded points and will be included in the calculation of the final grade. A scoring rubric will be provided for the portfolio. Opportunities for bonus points will be provided throughout the course at the discretion of the instructor.

VIII. REQUIRED COURSE MATERIALS:

Textbook and 3-ring binder for portfolio

IX. ATTENDANCE POLICY:

Students who are absent for more than six MWF classes, or more than four TTh or summer classes, will automatically be dropped from the course. The total missed classes include unexcused and excused absences, such as sickness, funerals, and any other circumstances. Instructors will notify the Office of Admissions and Records to complete the withdrawal slip for the student.

X. CREDIT BY EXAMINATION: None

