

Cornell College
Educational Psychology (EDU 215)
College Hall 301
Block 7: March 18-April 10

Instructor: DeeAnn Grove, Ph.D.
Email: DGrove@cornellcollege.edu
Phone: (319) 331-7335 (cell)

Office Hours: By Appointment
Office: College Hall 106

Course Descriptions

Teaching does not cause learning! Learning, thinking and understanding are alive, dynamic and organic processes that can be nurtured and cultivated, but not controlled, measured, forced, or caused! In this course emphasis will be placed on understanding the social, emotional, physical, and intellectual development of children and adolescents. Attention will be directed toward the nature and conditions of learning, including critical aspects of learning, and the problems encountered in fostering and engaging student learning and classroom management. Understanding these theories will provide a foundation for you to engage students in the active process of learning, which is essential to good teaching, parenting, and coaching.

Course Objectives

- Students will become familiar with the key concepts of the behaviorist, cognitive and constructivist theories of learning and thus teaching (InTASC 4) (Knowledge).
- Students will become familiar with Bandura's social cognitive theory of learning and analyze how it plays out in classrooms (InTASC 5) (Knowledge, Reasoning).
- Students will become familiar with personal, social, development theories of Bronfenbrenner (bioecological model of development), Erikson (psychosocial theory of development), and Piaget, by analyzing how these theories play out in classrooms (InTASC 5) (Knowledge, Reasoning).
- Students will become familiar with Maslow's hierarchy of needs – a humanistic theory of motivation and analyze how teachers can use this information to support students (InTASC 5) (Knowledge, Reasoning).
- Students will become familiar with Piaget's theory of cognitive development and analyze its use in classrooms (InTASC 1) (Knowledge, Reasoning).
- Students will become familiar with Vygotsky's sociocultural theory of cognitive development and analyze its use in the classroom (InTASC 1) (Knowledge, Reasoning).
- Student will develop the ability to examine theories critically in light of prior knowledge and experiences as they specifically relate to how the brain learns (InTASC 3). (Reasoning)
- Students will analyze potential implications of their own and others' theories for learning and teaching through discussions, school observations, and assignments as they related to the creation of effective learning environments (InTASC 3) (Inquiry).
- Students will apply effective discussion skills that enhance the participation and learning of all class members (communication).
- Professional Commitment and Responsibility: Students will participate in a professional manner in the college and public school classroom. (InTASC 9) (ethical behavior).
- Students will successfully complete the pre-student teaching field-based experiences in a K-12 public school classroom with fidelity (InTASC 9) (ethical behavior)

Required materials

1. Sousa, D. A. (2011). *How the Brain Learns*. 5th Edition. Thousand Oaks, CA: Corwin.
2. American Psychology Association, Coalition for Psychology in Schools and Education (2015). "Top 20 Principles from Psychology for PreK–12 Teaching and Learning."
3. Online readings – Moodle

Course Requirements and Description of Assignments

Summary of Assessment

Class Participation	25%
Collaborative Metacognitive Learning Journal	15%
Analysis of Metacognition and Learning Goals	10%
Classroom Observation Paper	25%
Final Exam	25%

Grading Scale	A	93%-100%	C	73%-76%
	A-	90%-92%	C-	70%-72%
	B+	87%-89%	D+	67%-69%
	B	83%-86%	D	63%-66%
	B-	80%-82%	D-	60%-62%
	C+	77%-79%	F	Below 60%

Class Participation (25%)

Attendance

Students are expected to attend class each day. Students will lose daily participation points if they are late to class. If you become ill on a school observation day, do the following:

- 1) Email the school secretary to let them know you are ill.
- 2) Email a classmate who is going to the same school to let them know you are ill.
- 3) Email me to let me know that you will be missing an observation day.

If a school observation day is missed, it must be made up during block break. You must reschedule with the school secretary. You will receive an F for the course if a missed observation day is not made up during block break. Email me to let me know the make-up date(s) and when you have completed the make-up day.

Active Listening

Active listening is a vital component to constructive dialogue. Meaningful student participation does not mean the quantity of "air-time" but the quality of what each student offers. **Listening to others, responding thoughtfully, demonstrating an understanding of the issues, and showing a willingness to learn are the most important elements of participation in this class.** Monopolizing and dominating the conversation is not considered meaningful engagement. Any distracting behaviors such as texting or side-talking are inappropriate and will result in the loss of participation points. **Cell phones should be turned off (not just set to**

silence or vibrate) during class. Participation points will be deducted if your cell phone rings during class.

Class Preparation

The quality of your participation in class will depend greatly upon your preparation for class. Readings, videos, and audio files listed in the syllabus are to be read/watched/listened to before the class for which they are assigned. Students should come to each class having prepared all assigned materials.

Informal Homework

Written homework assignments or activities not listed in the syllabus under “Summary of Assessment” will be evaluated as part of each student’s participation grade. These informal homework assignments are due at the beginning of the class for which they are assigned or as described by the instructor.

Collaborative Metacognitive Journal (15%)

Students will work in assigned groups to create a Collaborative Metacognitive Journal. As students prepare for class each day, they will prepare contributions to their group’s journal. Some class time will be given to groups to create their Collaborative Metacognitive Journal. On occasion, groups will need to meet outside of class to work on their journal. This journal will allow students to gain insight into how they learn and into how others learn as well as support comprehension of course theories and themes.

Sample questions that students will engage in their journals:

What did I learn?

How did I learn it?

What has meaning in what I learned?

Why does it have meaning?

How does what I learned today connect to my existing knowledge?

What questions do I still have?

Analysis of Metacognition and Reading Goals (10%)

In class, students will complete a Metacognition Awareness Inventory and a reading survey. Using their results from these assessments, students will create metacognition and reading goals and identify strategies to realize these goals. Students will implement the identified strategies to improve on areas of weakness and evaluate the effectiveness of these strategies. Finally, students will write a 2-page analysis of their metacognition and reading goals. This paper will allow students to become successful independent learners by developing awareness of and conscious control over learning strategies that are most effective for them.

Classroom Observation Paper (25%)

Each student will complete two days of classroom observation in the Mount Vernon Community School District. The goal of the observations is to provide students an opportunity to gain greater insight into how theories translate to practice, including the challenges of creating theory-informed practice. Students will take notes during observations and use those notes to craft a paper that demonstrates their understanding of theories and the application of theoretical constructs in the classroom. Papers should include an overview of each theory and specific details of what aspects of the theory were observed. If a theory was not observed, students should discuss in their paper how the theory might have been implemented in the observed learning environment. We will discuss this assignment further in class.

Note: Professional Demeanor

Professional demeanor is expected in the college classroom as well as in the public school classroom. In the public school classroom you are expected to dress and behave professionally. Unprofessional behavior includes, but is not limited to,: wearing a hat throughout the school observation, leaving early, rudeness, gum chewing, lack of attention to task, lack of engagement, texting, using your laptop computer, using your phone in any way at any time, visible body piercing and visible tattoos, leaving the elementary or secondary school at any time during the school day, and expressions of boredom. Unprofessional behavior will result in one grade deduction for the course. Each day will be long! Be rested and enthusiastic! You must meet the Education Department's Dispositions Policy in all education classes.

Final Exam: (25%)

The final exam will be cumulative and based on course materials and class discussions and activities.

Academic Policies

Academic Honesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Accommodations

If you have a documented learning disability and will need any accommodation in this course, you must request the accommodation(s) from me as early as possible and no later than the third day of the term. Additional information about the policies and procedures for accommodation of learning disabilities is available through the Disabilities Services section of Cornell's website.

Frequently Asked Questions

What is the best way to reach you?

Email is my preferred method of communication. Usually I respond within 24 hours. Please do not email me questions that can be answered by reading the syllabus or reviewing course materials on Moodle.

What if I miss class?

I will allow ONE absence, regardless of the reason. Use this at your discretion. Any absences beyond your one “freebie” will result in the loss of points from your overall grade as follows: One = -5%; Two = -10%; Three = -15%; Four = -25%; Five = -35%.

How do I make up work for an absence?

You are responsible for getting notes and handouts from another student. Absences, regardless of the reason, do *not* get a pass on assignments due on that day. If you miss something due to an unexcused absence, you cannot make this up. If your absence is unavoidable (i.e. those with appropriate documentation from the health center or counseling) please see me after getting notes and any handouts from another student.

Do you accept late work?

All written assignments are due at the beginning of class. Late work is accepted with 1% off per hour beyond the due date (including weekends).

How will I get notices about changes to the class schedule?

Please check your campus email and Moodle every morning before class. If the roads are such that driving conditions are particularly dangerous, there is a *slight* possibility that class will be canceled. You will be notified by e-mail and on Moodle before 8:00 a.m. should this occur. Instructions for the class will be included in the message and you will be held responsible for the alternative assignment in lieu of our class meeting. The same is true in the case of illness or an emergency that prevents me from coming to campus.

How can I get help with written assignments?

You are encouraged to make use of the Writing Studio whether you are a struggling or skilled writer. They are located in 125 Cole Library and their hours are Monday through Thursday from 8:00 a.m. to 11:00 p.m.; Friday 8:00 a.m. to 5:00 p.m. and Sunday 1:00 p.m. to 11:00 p.m.

Course Schedule

Class Meets

Monday, Wednesday, Friday 9:30AM-12:00AM

Tuesday and Thursday 9:30AM-11:00AM

This is a tentative reading schedule. Changes (including additions) will be made as necessary.

Week 1	
Tuesday, March 19	<p>Moodle Reynolds, "From Harmony to 'Certainty'"</p> <p>Reynolds, "Post-Modernism: Order Out of Chaos"</p>
Wednesday, March 20	<p>Course Text Sousa, Chapter 7: Thinking Skills and Learning</p> <p>Online Rutledge, "Social Networks: What Maslow Misses" https://www.psychologytoday.com/blog/positively-media/201111/social-networks-what-maslow-misses-0</p> <p>Dizikes, "The meaning of the butterfly: Why pop culture loves the 'butterfly effect,' and gets it totally wrong" http://archive.boston.com/bostonglobe/ideas/articles/2008/06/08/the_meaning_of_the_butterfly/</p> <p>Due Read and take quiz, Starecheski, "Take The ACE Quiz — And Learn What It Does And Doesn't Mean" https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean</p>
Thursday, March 21	<p>Course Text Sousa, Chapter 2: How the Brain Processes Information</p> <p>Moodle Kohn, "Skinner-Boxed: The Legacy of Behaviorism"</p> <p>Online Flanagan, "How Ending Behavior Rewards Helped One School Focus on Student Motivation and Character," https://www.kqed.org/mindshift/48578/how-ending-behavior-rewards-helped-one-school-focus-on-student-motivation-and-character</p> <p>Due https://mindsetonline.com/testyourmindset/step1.php</p>

Friday, March 22	<p>Course Text Sousa, Chapter 1: Basic Brain Facts</p> <p>Moodle Deak, <i>Your Fantastic Elastic Brain: Stretch It Shape It</i> Dweck, “Boosting Achievement with Messages that Motivate” Gross-Loh, “How Praise Became a Consolation Prize” Merrill, “Decoding the Teenage Brain (in 3 Charts)”</p> <p>Online “Study finds popular 'growth mindset' educational interventions aren't very effective” https://www.sciencedaily.com/releases/2018/05/180522114523.htm</p>
------------------	--

Week 2	
Monday, March 25	<p>Moodle Yamada, <i>What Do You Do With A Problem?</i> Stangroom, “Jean Piaget: Investigating Cognitive Development” Eggen and Kauchak, “Piaget’s Theory of Cognitive Development” Siegel and Bryson, “‘Time-outs’ Are Hurting Your Child”</p> <p>Online http://piaget.weebly.com/educational-implications--activities.html Burns, “I’m a Neuroscientist. Here’s How Teachers Change Kids’ Brains” https://www.edsurge.com/news/2019-02-19-i-m-a-neuroscientist-here-s-how-teachers-change-kids-brains</p> <p>Due Observation Day Notetaking Template</p>
Tuesday, March 26	Observation Day
Wednesday, March 27	<p>Course Text Sousa, Chapter 4: The Power of Transfer</p> <p>Moodle Staats, “Understanding Implicit Bias: What Every Educator Should Know”</p>
Thursday, March 28	<p>Moodle Stangroom, “Lev Vygotsky: Exploring the Social Aspects of Development” Eggen and Kauchak, “Vygotsky’s Sociocultural Theory of Cognitive Development” Eggen and Kauchak, “Bronfenbrenner’s Bioecological Model of Development”</p>

Friday, March 29	<p>Course Text Sousa, Chapter 3: Memory, Retention, and Learning</p> <p>Moodle Johnson, “Go to bed! Brain researchers warn that lack of sleep is a public health crisis!”</p>
------------------	---

Week 3	
Monday, April 1	<p>Course Text Sousa, Chapter 5: Brain Organizing and Learning</p> <p>Moodle Stangroom, “Albert Bandura: Developing Social Learning Theory” Eggen and Kauchak, “Social Cognitive Theory” Anderson, “How the Stress of Racism Affects Learning”</p> <p>Online Kohn, “The Grass Movement” https://www.alfiekohn.org/blogs/grass/</p> <p>Due Draft of Observation Paper</p>
Tuesday, April 2	<p>Moodle Keels, “Supporting Students with Chronic Trauma” Donahoe, “Teaching with Trauma” Toppo, “‘NeuroMyth’ or Helpful Model”</p> <p>Online Editors of Rethinking Schools, “Restorative Justice: What it is and is not” https://www.rethinkingschools.org/articles/restorative-justice</p>
Wednesday, April 3	<p>Course Text Sousa, Chapter 6: The Brain and the Arts</p> <p>Online Kohn, “The Bonus Effect” https://www.alfiekohn.org/blogs/bonus/</p> <p>Due Collaborative Metacognition Journals Analysis of Metacognition and Reading Goals</p>
Thursday, April 4	Observation Day

Friday, April 5	Moodle Owens and Tanner, "Teaching as Brain Changing: Exploring Connections between Neuroscience and Innovative Teaching"
-----------------	---

Week 4	
Monday, April 8	Due: Final Exam
Tuesday, April 9	Due: Classroom Observation Paper
Wednesday, April 10	TBD