

Dr. Josephine M. Gambini  
EDU 432 -- Psychology of Education  
Fall 2004-2005  
Wednesdays: 6:40-9:10p.m. – Engineering Building, Room 120  
Office: Briggs 136: Office Phone: TBA  
Office Hours: Wednesdays - 1:30-3:45p.m.  
E-mail: [gambinjm@udmercy.edu](mailto:gambinjm@udmercy.edu) (Do not e-mail papers and/or assignments)

## **I. COURSE DESCRIPTION: PSYCHOLOGY OF EDUCATION**

Pre- or Co-requisite: EDU 401/402.) An application of psychological theories and research findings to the field of education and to the work of the teacher. Major topics include the nature and direction of the learning process, cultural influences on learning styles, motivation, discipline, dimensions of student mental health, intelligence, critical and creative thinking and the principles of human development (infancy through adulthood). Thirty-two hours of supervised clinical experience incorporates the above topics and stress diagnostic skills, curriculum planning and design, time management, instructional programming, teaching and management skills. Course offered every Fall, Winter, and Pre-Summer Semesters. (3 credit hours).

## **II. FRAMEWORK OF COURSE -- STRUCTURE OF COURSE, GUIDING PRINCIPLES**

### **A. College of Education and Human Services**

#### **Conceptual Framework: Code of Ethics**

1. Teacher as a scholar  
⇕
2. Teacher as an inquiring educator  
⇕
3. Teacher as a moral agent

### **B. Outcomes**

1. Teacher as a scholar, theorist, and pedagogue  
⇕
2. Teacher as a problem solver, inquirer and reflective thinker  
⇕
3. Teacher as an ethical professional, a collaborator and advocate

### **C. Course Objectives**

1. Develop knowledge and understanding of individual differences and the major theoretical views regarding human behavior. (B-1)
2. Develop knowledge of the psychological models for understanding and interpreting human behavior, both typical and atypical. (B-1)
3. Develop knowledge and understanding of child and adolescent development. (B-1)
4. Develop knowledge and understanding of the development stages, tasks, behaviors, and problems encountered in the learning process. (B-1; B-2)
5. Develop knowledge and understanding of the development of sensorimotor, affect, language, intelligence, cognition, memory, motivation, retention, transfer of learning, inquiry, reflection and metacognition in learning. (B-1; B-2)
6. Develop knowledge and understanding of measurement and evaluation in the teaching/learning process. (B-1; B-2)
7. Develop knowledge and understanding of problem solving and the creative process. (B-1; B-2; B-3)
8. Develop knowledge and understanding of optimal learning conditions and to apply this knowledge within a one-to-one clinical tutoring experience. (B-1; B-2; B-3)
9. Develop awareness of and sensitivity to the unique needs, pressures and stresses of children and/or youth and their respective parent(s) or guardian(s) within the one-to-one clinical tutoring experience. (B-1; B-2; B-3)
10. Develop knowledge and understanding of effective teaching processes and procedures and to practice these within a one-to-one clinical tutoring framework. (B-1; B-2; B-3)
11. Develop knowledge and understanding of methods for influencing and changing behavior and to utilize these within a one-to-one clinical tutoring experience. (B-1; B-2; B-3)
12. Develop knowledge and understanding of the current research in the field of educational psychology. (B-1; B-2)

### **D. Assessment Procedures for Course Objectives**

1. Observation: C-8; C-9; C-10; C-11
2. Term Paper: C-1 through C-12
3. Term Paper Presentation: C-1 through C-12
4. Clinical Tutoring Experience: C-6; C-8; C-9; C-10; C-11
5. Participation in Class Discussions, Text Reading Assignments, Cooperative Learning Experiences, and Course-Related Assignments: C-1 through C-11
6. Midterm: C-1 through C-11
7. Final: C-1 through C-11

### III. CONTENT OF COURSE: SUBSTANTIVE AREAS COVERED BY THE COURSE

#### A. Major Theoretical Views Regarding Human Behavior

1. Analytical
2. Behavioral
3. Humanistic

#### B. Psychological Models for Understanding and Interpreting

1. Developmental Tasks Model --- Havighurst
2. Psychosocial Stages Model --- Erikson
3. Concept of Competence Model --- White
4. Self-actualization Model --- Maslow
5. Fully Functioning Person Model --- Rogers

#### C. Theories of Development

1. Piaget
2. Kohlberg

#### D. Growth and Development: Childhood through Adolescence

Typical and atypical development regarding:

1. Sensorimotor/Physical
2. Intelligence
3. Language
4. Perception
5. Cognitive
6. Affective/Emotional
7. Social
8. Moral

#### E. Intelligence

1. General Intelligence and Specific Intelligence --- Spearman
2. Intelligence Determined by Quantity of Neural Connections --- Thorndike
3. Intelligence Consisting of Seven Primary Abilities --- Thurstone
4. Intelligence as a Three Dimensional Structure --- Guilford
5. Intelligence Consisting of Multiple Intelligences --- Gardner
6. Intelligence Consisting of Three Major Components --- Sternberg
7. Stages of Intellectual Development --- Piaget
8. Heredity and Environments Effect on Intelligence
9. Intelligence and School Performance

#### F. Learning

1. Information Processing
2. Thinking Strategies
3. Study Skills
4. Affective Strategies
5. Retention
6. Transfer of Learning
7. Theories of Learning
8. Styles and Patterns of Learning
9. Individual Differences

#### G. Measurement and Evaluation

1. Formative Evaluation
2. Sumative Evaluation
3. Characteristics of Tests
4. Measures of Central Tendency
5. Types of Tests
6. Planning and Constructing Classroom Tests

## H. Effective Teaching

1. Relevant and Meaningful Learning
2. Psychological Content of the Curriculum
3. Lasting Effects of learning
4. Ethnicity and Diversity in Learning
5. Organization and Planning
6. Creativity in Teaching/Learning
7. Problem Solving and Inquiry in Teaching/Learning
8. The Teacher and Learning

## IV. DYNAMICS OF COURSE: COURSE CHALLENGES AND LIFE

### A. Textbook

1. Snowman, Jack & Biehler, Robert. (2003). Psychology applied to teaching (10th<sup>t</sup>Ed.). Houghton Mifflin Co.
2. Snowman, Jack & Biehler, Robert. (2000). Psychology applied to teaching Study Guide (9<sup>th</sup> Ed.). Houghton Mifflin Co.

### B. General Methodology

1. Lectures
2. Discussion
3. Relevant Videos
4. Cooperative Learning Experiences
5. Student Presentations
6. Clinical Tutoring Experience
7. Demonstration
8. Simulation
9. Films

### C. Requirements

1. Term Paper
  - a. Select an area/theory of educational psychology for the paper.
  - b. Chapter I: Present a thorough scholarly investigation and presentation of the subject (Signify this part of paper as Chapter I).
    - i. Use APA Format.
    - ii. Do not use first person pronouns or contractions in this section of the paper.
    - iii. Use research in writing paper.
  - c. Chapter II:
    - i. Signify this part of paper as Chapter II.
    - ii. Present the application of the theory, issue, etc. investigated in Chapter I as it would apply in the classroom.
    - iii. Must address how it was used in your tutorial experience or
    - iv. Provide evidence (concrete) if possible of its use in the tutorial experience
  - d. Edit paper well.
  - e. **Due Date: Wednesday, November 10, 2004**
2. Term Paper Presentation
  - a. Give a brief discussion of research (Chapter I)
  - b. Show its application (Chapter II); Creative presentation of research
  - c. **Due Date: Wednesday, November 10, 2004**
3. **Midterm: Wednesday, October 13, 2004 Chapters 1-8**
4. **Final: Wednesday, December 8, 2004 Chapters 9-15**
5. Participation in Class Discussion, Text Reading Assignments, Cooperative Learning Experiences, and Course-Related Assignments

D. Evaluation

- |                                                                                                                           |     |
|---------------------------------------------------------------------------------------------------------------------------|-----|
| 1. Term Paper                                                                                                             | 20% |
| 2. Term Paper Presentation                                                                                                | 10% |
| 3. Clinical Tutoring Lab Experience                                                                                       | 25% |
| 4. Participation in class discussions, text reading assignments,<br>cooperative experience and course related assignments | 5%  |
| 5. Midterm                                                                                                                | 20% |
| 6. Final                                                                                                                  | 20% |

E. Psychology of Education Labs

Monday – 4:30-6:30pm, Briggs LRC Basement, McNichols Campus – Williams (both Elementary and Secondary)  
TBA – Assignments are made the first night of class – Pearl (Elementary only)  
TBA – Assignments are made the first night of class – Ratliff (Secondary only)

F. Please Note

All papers must be typed. Late assignments will result in a C or below grade for that assignment. Papers and presentations may be given or submitted only once. No assignments may be done over. Papers are due during the first fifteen (15) minutes of class otherwise the assignment will be considered late. Papers will not be accepted during finals week. Exam(s) may be taken on the date(s) given only. There will be no "make-up" exam(s). Attendance and attending on time, as well as for the full class session, will be considered in the course grade. I (Incomplete) grades will not be given after the 10<sup>th</sup> week of class. Please avoid using cell phones during class. The use of plagiarism will result in an F and/or dismissal from the University (see below).

Plagiarism

Among the most serious academic offenses is plagiarism, submitting the words or style or another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph, or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another that is, retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University. (Prof. Richard Kowalczyk & William Lowe).

G. Student Support Services

1. Assistance in the area of writing may be obtained through either of the following Student Support Services:

--- Student Support Services

(313) 993-1022

Briggs 225

Monday through Thursday 10:00-8:00p.m.; Friday 10:00-5:30p.m.

E-Mail: writingcenter@udmercy.edu

2. Computer Lab facilities may be obtained at:

(313) 993-1122

Briggs 310311

3. Library facilities may be obtained at:

(313) 993-1071 -- Reference Desk

(313) 993-1075 -- Media Center

If you need course accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me or with Emilie Gallegos in the UAS Office (313-578-0310).

May the semester be a healthy, happy and productive one for you.

"I have come to a frightening conclusion...I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized." --- Dr. Haim .  
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Calrizio, H.F. (1987). Differentiating emotionally impaired from socially maladjusted students. Psychology in the Schools, 24(3), 237-43.

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Goldberg, N.C. & Houtz, J.C. (1995). Educational psychology: The next generation II. Contemporary Educational Psychology, 20(1), 114-20.

Harris, K.R. & Graham, S. (1994). Constructivism: Principles, paradigms and integration. Journal of Special Education, 28(3), 233-47.

Kessler, S.A. (1991). Alternative perspectives on early childhood education. Early Childhood Research Quarterly, 6(2), 183-97.

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McIntyre, T. (1996). Does the way we teach create behavior disorders in culturally different students? Education and Treatment of Students, 19(3), 354-70.

Pennell, L. (1985). Academic intervention program: Applying brain and learning styles concepts. Theory Into Practice, 24(2), 131-34.

Scarpati, S., et al. (1996). Interpersonal perception of skill efficacy and behavioral control of adolescents with learning disabilities: A social relations approach. Learning Disability Quarterly, 19(1), 15-22.

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[www.MDE.State.MI.US/OFF/SPED/](http://www.MDE.State.MI.US/OFF/SPED/)

Journals List: <http://www.udmercy.edu/htmls/Academics/Library/evaluate>