# EDF 6211: Educational Psychology: Applied Foundations

**Professor: Dr. Martha Pelaez**

Office Number: 348-2090; COE 242-B

Spring 2013

Class Hrs: Thursdays 5:00–7:40 pm

Classroom: GC 289B

Web Site: **http://www.fiu.edu/~pelaeznm/**

Office Hrs: Mondays 2:30 PM – 4:45 PM

Thursdays 2:30 -4:45 PM

Office Hours by Appointment

**GENERAL COURSE DESCRIPTION:**

Successful teaching requires a fundamental understanding and knowledge of how students learn and develop as well as the ability to apply this knowledge in coordinating student learning in specific instructional contexts. This is a graduate foundation course designed to teach psychology as applied to education. It emphasizes teaching with emphasis on educational and developmental research and practical applications related to contemporary issues in education (effective teaching). The course bridges the gap between theory, research, and applications and offers the practical knowledge needed to make effective and professional teachers. The processes responsible for learning, for developmental change, and for the complexities of infant, child, and adolescent development are emphasized from a behavior-analytic (learning) and cognitive perspectives. Contemporary issues and educational practices related to parenting styles, motivation, language issues, children’s emotional development, child abuse, school violence, bulling and peer relations, causes of behavioral disorders like ADHD, ODD, depression, anxiety and school testing (e.g., FCAT), character education and moral development are also examined. This course requires student’s basic knowledge in Psychology as prerequisite.

MAIN TEXTBOOKS:

REQUIRED TEXT:

(available at the FIU bookstore or Amazon.com, Kindle reading application)

Novak, G. & Peláez (2004*).* Child and Adolescent Development: A Behavior Systems `Approach. Sage Publications. For powerpoints notes go to my webpage: <http://www.fiu.edu/~pelaeznm>

Santrock, J. W. (2011). Educational Psychology (Fifth edition). NY: McGraw Hill. Summary notes on chapters and lectures are posted by Instructor on Dr. Pelaez’s Web page: http://www.fiu.edu/~pelaeznm/

Supplementary Reading:

Publication Manual of the American Psychological Association (5th. Ed.). Washington, D. C.: American Psychological Association.

Gewirtz, J. L. & Pelaez-Nogueras, M. (1992). B.F. Skinner legacy to human infant behavior and development. American Psychologist, 47, 1411-1422.

Peláez-Nogueras, M., & Gewirtz, J. L. (1994). The learning of moral behavior: A behavior-analytic approach. In W. Kurtines & J. L. Gewirtz (Eds.), Moral Development (pp. 293-342). Boston: Allyn & Bacon.

Instructor will provide **additional** references of articles and materials on special topics for the term paper and in-class presentations handouts.

**RATIONALE AND MAIN OBJECTIVES:**

There are two main objectives in this course:

(1) To teach students in this course on the psychological principles of learning and motivation and on identify them in the classroom. Students must learn the specific processes involved in teaching-learning effectively in the classroom. The course principal foci are on the processes by which information, skills, values, rules, and attitudes are transmitted from teachers to students.

(2) To teach students in this course on the application of those principles of psychology and learning to the practice of instruction; specific information on how the methods, measurement, procedures, and behaviors of teachers impact learners.

**Course Objectives:**

(1) Student should be able to conduct literature review on empirical educational psychology topics and research.

(2) Student should able to generate testable hypotheses about learning processes, principles, and on teaching skills and techniques.

(3) Student should have achieved knowledge of current research and apply it to his/her content area or teaching specialty.

(4) Student should able to conduct assessments of learning.

(5) Student should able to draw conclusions and implications of their research to influence their own practice as teachers.

(6) Student should able to communicate findings of their research in class and transfer that learning to other forums.

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPS):** Students in this course will have met the following FEAPS:

7: Human Growth and Development and Learning Principles &

11: Role of the Teacher.

**METHODS OF INSTRUCTIONAL DELIVERY**

Class lectures, discussion, readings, research paper, and examinations

**COURSE REQUIREMENTS AND NOTES:**

1. Attendance and participation are required.

2. Students are responsible for the readings due on the days listed.

3. Everyone is expected to take the exams at the scheduled times;

Make-up exam will not be given.

Approximately one third of each class will be dedicated to in-class group presentations and questions asked of the students about the material covered. The rest of the time will be dedicated to lecture, discussion, video, and testing.

(I) There will be a midterm exam and a final exam (dates listed on calendar below). This exam will cover lecture and readings materials. Each exam is worth 30 percent of the final grade.

(II) Students must prepare a 15- page paper (maximum 15 pages) and should include a cover page, an abstract page, and a list of references in APA style. This paper will cover the area stipulated by the professor (the professor will discuss in class the requirements and steps for your review of articles and refereed journals). The manuscript should be prepared according to the APA (American Psychological Association latest edition) manual guidelines and reflect critical thinking skills and writing ability. (Make sure you don't have less than 12 double-spaced pages in content, abstract page, and use correct 1” margins or points will be deducted). This manuscript plus your presentation are worth 40 percent of your final grade and will be graded using the following dimensions:

(a) Appropriateness of the literature (journals) and data reviewed and summarized/cited in the manuscript. A thorough review of the literature on the topic must be conducted.

(b) Emphasis and elaboration of the topic (i.e., issue, comparison or question) selected and integration of the research literature reviewed;

(c) Examples in applied settings (i.e., bridge the gap between theory and application in learning settings).

*Three phases of the research paper (taskstream) will be required:*

(1st) Your paper/chapter (same topic for your presentation in class) will be assigned to you by Dr. Pelaez no later than the third class. You are expected to refine the topic after examining and integrating the most RECENT literature.

(2nd) Once your topic has been established with your instructor, you should start immediately a serious library search for current articles (scientific journals must be used, as well as monographs and books) in your subject area assigned. If the information is not available in the FIU library, please request the material via interlibrary loan. Use “PSYINFO” system through Luis-Web and also “Eric” database. You should prepare a list of references in APA and a 1-page summary of your intended paper. At least 10 primary sources from Scientific Journal articles already consulted (listed APA) and a one-page summary (abstract) of your paper should be ready by the following week after the topic has been assigned.

(3rd) Your final manuscript should be original (plagiarism is highly censured) and submitted to me on the day scheduled ONLY. Term papers will not be accepted after or before the date listed in the calendar. Do not include folders and do not use fancy or bold fonts for your paper. Traditional “courier” font is preferred (remember to follow APA style and document your findings with empirical data). For special approved topics (e.g., FCAT) I will allow data from surveys conducted by the State of Florida Government--check the: FLORIDA Department OF EDUCATION WEB site: www.fldoe.org).

(III) Each student will make an in-class presentation on the area approved (as part of a group topic). The in-class presentation will consist of a 15 (max) minute exposition (45 min for the entire group). All the students in the same group will share similar or related research topics in educational/developmental psychology. I will provide the list of topics. In-class presentations will begin approximately on the forth class and the date of the presentations will be determined from a raffle (if you have a problem with the date assigned, you should be responsible for arranging with another student in the class an exchange of dates and obtain my approval). No more than 45 minutes will be allocated to each group presentation since many students need to present in the term and other activities and lectures will be scheduled for the same day.

The presenters will be considered the "experts" on the material. As such, the presenters should be prepared to make a clear and instructive presentation, to lead a discussion, and to answer questions afterwards. Please prepare your PowerPoint presentations ahead of time with the assistance of the rest of the group. Be sure to provide applied examples related to the topic. You may speak with notes (use index cards and overhead/transparencies). Remember that the other students, your audience, may not be as familiar with the topic as you are, so please organize your presentation carefully and speak clearly. Do not speak/present too fast; remember to state your objectives at the beginning, and your conclusions at the end of your presentation.

The presentation will be graded based on:

(1) The accuracy and clarity of your presentation (based on content, actualized references and data surveyed);

(2) The examples you present related to applied behavior analysis and child development (emphasis on school/instructional settings).

GRADING SYSTEM & SCORING RUBRIC:

The course grade will be based on the midterm exam (30 %); final exam (30 %); the presentation and the term paper/chapter (40%). The term paper/artifact will have to be posted on web as part of your taskstream by the end of academic term (see calendar). In addition, intermittently points might be given for constructively participation in class.

**Grades will be assigned based on the following distribution:**

**100 - 95 = A (4.00 gradepoints) Excellent; superior**

**94 - 90 = A- (3.67 gradepoints) Very Good**

**89 - 87 = B+ (3.33 gradepoints) With merit; good**

**86 - 84 = B (3.00 gradepoints) Good**

**83 –80 = B- (2.67 gradepoints) Satisfactory**

**79 - 77 = C+ (2.33 gradepoints) Minimum**

**76 - 74 = C (2.00 gradepoints) Unsatisfactory**

**73 - 70 = C- (1.67 gradepoints) Unsatisfactory**

**69 - 65 = D (1.33 gradepoints) Fail**

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## Calendar

DATE TOPIC Readings Due:

Jan 10 Educational Psychology: A Tool for Teaching Introduction

Ch. 1 Santrock

Jan 17 Educational Psychology Introduction continues…

Introduction to Developmental Psychology Ch. 1 N&P

Jan 24 Cognitive Development and Language learning Ch. 2 Santrock

Jan 31 Cognitive Development and Developmental Theories of Learning Ch. 2 N&P Ch. 2 N&P

Feb 7 Modern Developmental Theories: Behavioral Systems Ch. 2 N&P

Feb 14 Individual Variations: Intelligence Ch. 4 Santrock

Feb 21 Behavioral Approaches to Learning Ch. 7 Santrock

Feb 28 Operant Learning Principles Chap 6 N&P

Behavioral Interventions: Shaping, Task Analysis, Token Economy Chap 6 N&P

March 7  **Midterm Exam**

March 14 Spring Break (March 11-16) NO CLASS

March 21 Cognitive Development and Learning Chap 7 N&P

First Group Presentation

Development of Language and Communication Chap 8 N&P

###### March 28 Complex Cognitive Processes and Learning Ch. 9 Santrock

Second Group Presentation

###### April 4 Social and Emotional Child Development Ch. 10 N&P

###### Paper DUE (Deliver Hard Copy to Instructor: NO e-mail attachments) Third Group Presentation

###### April 11 Emotional Development continues Ch. 10 N&P

Fourth Group Presentation

###### April 18 Aggression, Altruism, and Moral Development Chap 11 N&P

And the Development of Antisocial Behaviors

Fifth Group Presentation

Last DAY to Upload you Paper on TASK STREAM System, no later than 11:59 pm.

April 25 **Final Exam**

Suggested Special Topics for Paper-Presentations and for Potential Exam Questions

#### Group 1

1.a What does FCAT really measure?

Provide many examples from the real TEST and examine weather generalization to other task has been shown.

1b • How to Teach to the test in FCAT training. Advantages and disadvantages. Any remedies?

1c. Results of FCAT Testing in the last few years in Florida. How do they impact learning (reading and math).

##### Group 2

2a •Students with Developmental Delays and/or Learning Disabilities: Origins/Causes

2b •Types of Learning Disabilities: Assessments/Diagnostics

2c •Learning Disabilities : ADHD- Treatments and School Interventions

2d •Learning Disabilities: Autism- Behavior-Analytic Treatments and School Interventions

#### Group 3

3a • Discuss the origins (etiology) and causes of Antisocial Behavior in preschoolers (e.g., discuss Patterson et al.)

3b • Oppositional Defiance Disorders (ODD) in Early Childhood: Causes and Variables

3c • Conduct Disorders in the Classroom: Discuss diverse Treatments and Interventions--including behavior management techniques and provide examples.

3d • Causes of school violence and incidence per state in the US.

**Group 4**

4a Etiology and Causes of Bulling behavior

4b Types of bulling behavior (at school, internet face-book, etc) and

How to prevent school violence and bulling and interventions to eliminate/reduce it

4c What are the psychological effects of bulling on personality disorders

#### Group 5

5a • What is the retention to graduation (and drop out) in High School, Community Colleges and Public Universities in Florida and how does it compare to other states? Current Existing measurements/assessments as “exit/graduation” requirements in High school and Colleges in the US.

5b • Discuss the main factors associated with high school and college dropouts and factors associated with retention

5c Provide research data in Florida on college and university graduation rates and dropouts

All papers should use and report supporting empirical data/surveys of recent National/state studies. Check the Federal and State Government Web pages; the Department of Education; as well as the Florida Board of Education. Scientific Journal references are preferred. Point will be deducted for not following these guidelines. Theoretical papers should use refereed scientific journals approved by instructor.

**EDP 6211- DR. MARTHA PELAEZ**

**EDUCATIONAL PSYCHOLOGY GRADUATE**

**EVALUATION FORM FOR PRESENTATIONS**

**Name of Presenter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please use the following scale to evaluate the various aspects of the presentation:**

**5 4 3 2 1**

**Outstanding Very Good Good Average Poor**

\_\_\_\_\_ The presenter was well prepared and informed on the topic

\_\_\_\_\_ The presentation revealed a thorough library search (literature)

\_\_\_\_\_ The presenter provided a valuable handout or transparencies

\_\_\_\_\_ The presenter delivered the material clearly and in an organized fashion

\_\_\_\_\_ The presenter allowed time for questions and responded accurately

\_\_\_\_\_ The content of the presentation was interesting and relevant

\_\_\_\_\_ The overall rating of the presentation

**Please feel free to add any written comments on the presentation:**

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**Name of evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student ID number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\* Your evaluation will be treated confidentially.**