UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

PSY 230 Educational Psychology Syllabus

Instructor and Class Information

Instructor Name	Leah Hamann
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Office Location	Main Education Building
	Office 112
Office Hours	By Appointment
Section Number	A
Start Date	1/9/2018
End Date	5/4/2018
Meeting Times	Monday, Wednesday, Friday
	10:00 - 10:50 PM
Location	Main Education Building B02

Course Information

Course Number	PSY 230
Course Title	Educational Psychology

Course Description

This course introduces students to the fundamental psychological principles underlying education and examines how these principles can be applied in classroom settings. Relevant theories concerning the development of cognition and language; social, emotional, and personal development; learning styles and other learner differences, particularly Native American; motivation of learners; and learning environments are presented. This course is a pre-requisite to all education methodology classes.
Prerequisite(s): PSY 111 and PSY 252

Total Credits	3.00

Textbooks

Eggen, P. & Kauchak, D. (2016). Educational Psychology: Windows on Classrooms. (10h Ed) Prentice Hall. ISBN 0-10-13-354948-8

Student Learning Outcomes and How They Reflect Specific Components of North Dakota Teacher Education Standards and Other Organizational Standards (such as INTASC)

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	*Assessment*
1. Explore theories of cognitive, personal, social, and emotional development and how they affect learning, as evidenced by class discussions and assignments.	Class discussions Comprehension checks Reflection papers (pre-and post) Case Studies
2. Examine theories of motivation as evidenced by oral and written responses.	Class discussions Comprehension checks Reflection papers (pre-and post)
3. Investigate how differences such as socioeconomic status, learning styles, and culture affect Native American and other learners, as evidenced by class discussion and case studies. (Standard 3a & 3b introduced)	Class discussions Comprehension checks Reflection papers (pre-and post) R.E.A.C.T. paper
4. Determine the characteristics of productive learning environments and examine essential teaching skills for creating them through observation and discussion.	Class discussions Reflection papers (pre-and post) My Effective Classroom Prezi Presentation
5. Compare and contrast teacher-centered approaches to instruction with learner-centered approaches to instruction, as evidenced by oral and written responses to case studies. (Standard 3c introduced)	Case Studies Class discussions Reflection papers (pre-and post)
6. Research a topic of choice on the internet related to educational psychology, as evidenced by the presentation of a project illustrating the topic. (Standard 3d introduced)	PowerPoint Presentation Research Paper
7. The learner will apply the use of technology through web-based activities as evidenced by the finished product. (Standard 3e introduced)	PowerPoint Prezi

ND ESPB Teacher Standard(s)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
Program 1 *Content Knowledge and Skills:* To provide the content knowledge necessary for effective teaching and learning.	Lecture, discussion, and candidate reflection.	Teacher candidates will complete a pre-assessment of their knowledge and skills related to educational psychology pedagogy. A R.E.A.C.T. paper will be completed that focuses on the diverse learning styles of learners, with an emphasis on Native American learners.	Pre & Post Reflection Papers *Upload:* Standard 1 R.E.A.C.T. paper *Upload:* Standard 1
50015.4 Assessment	Lecture, discussion, and candidate reflection.	Candidate's will generate a Prezi presentation to identify how human relationships and environment play a role within an inclusive educational context.	Prezi Presentation *Upload:* Standard 2

The Teacher Education unit seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the Division's conceptual framework, Teacher Education has established the Teacher Candidate outcomes that are assessed throughout the Teacher Education program(s)

The outcomes listed below are aligned with the Teacher Education baccalaureate program Core Beliefs, the 4Rs - Relevance, Relatedness, Respect, and Responsibility – and the corresponding Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

Program Outcomes:

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);

2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);

3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);

4. To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);

5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and

6. To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

1.Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system.

The following is a breakdown of percentage points earned:

50% Projects & Assignments

30% Course Participation

20% Assessments

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: "**Preparing Competent, Caring Teachers**"
- Instructor's name

Your Name
Title of Assignment
Due Date
Educational Psychology
Preparing Competent, Caring Teachers
Leah Hamann

**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

☑ **Reflection Logs and Comprehension Questions**
Reading logs and comprehension questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings. Reflection will be related to any or all of the following material: (1) lecture (2) discussion/discussion starters (3) media presentation (4) classroom exercises (5) guest speaker.

☑ **Assessments**
Periodically teacher candidates will be assessed of their understanding of information related to the course.

☑ **Case Studies**
Case studies will be assigned throughout the course to assess the teacher candidate's ability to apply their

knowledge to scenarios.

☑ **Pre & Post Reflection Papers**
Candidates will document their knowledge growth by reflection upon the course objectives throughout the semester.

@ **Midterm: My Effective Classroom Presentation**
Candidate's will generate a Prezi presentation to identify how human relationships and environment play a role within an inclusive educational context.

@ **R.E.A.C.T. Paper**
The R.E.A.C.T. assignment will require teacher candidates to read an assignment scholarly article that centers on the diverse learning styles of today's learners, with an emphasis on Native American students. Each candidate will be assigned a different article that will require them to critically reflect upon their current philosophy of education and infusing educational psychology pedagogy.

Candidates will be asked to:
"**R**"espond to,
"**E**"xpand upon,
"**A**"rgue with,
"**C**"omment on, and/or
"**T**"hink about the research they have read.

The R.E.A.C.T. paper should be 1.5/2 pages in length. A rubric will be provided.

@ **Final: PowerPoint**
Students will choose one topic in Educational Psychology that interests them and conduct research by means of at least three sources on that topic. Students will write three mini-research papers and create a PowerPoint presentation, and present their information to the class.

2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3.Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

4.Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

5.Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

6.Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

7.Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of

others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

8.Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

Abridged: Class Schedule

Date/Session	Topic	Readings/Assignments
January		Ch. 1-3 Assessment
February		Ch. 4-7 Assessment
March		Ch. 8-11 Assessment
April		Ch. 12-14 Assessment
May		Paper PowerPoint Presentation

Date	Topic	Readings /Assignment
January	Introductions/Syllabus Lecture and Discussion Ch. 1	☐ Reflection Log: Why is critical reflection important for teacher candidates? ☐ Pre-Post Course Outcome Reflections ☐ Comprehension Questions *Chapter 1* ☐ *Chapter 1: Case Study* ☐ Thinking about My Effective Classroom Presentation (Midterm)
	Lecture and Discussion : Ch. 2	☐ Comprehension Questions *Chapter 2* ☐ *Chapter 2: Case Study* ☐ Pre-Post Course Outcome Reflections ☐ Thinking about My Effective Classroom Presentation (Midterm)
	Lecture and Discussion : Ch. 3	☐ Comprehension Questions *Chapter 3* ☐ *Chapter 3: Case Study* ☐ Pre-Post Course Outcome Reflections ☐ Thinking about My Effective Classroom Presentation (Midterm)
		☐ Tentative *Assessment –* test chapters 1-3
February	Lecture and Discussion: Ch. 4	☐ Comprehension Questions *Chapter 4* ☐ Pre-Post Course Outcome Reflections ☐ Thinking about My Effective Classroom Presentation (Midterm)
	Lecture and Discussion: Ch. 6	☐ Comprehension Questions *Chapter 6* ☐ *Chapter 6: Case Study* ☐ Thinking about My Effective Classroom Presentation (Midterm)
	Lecture and Discussion: Ch. 7	☐ Comprehension Questions *Chapter 7* ☐ *Chapter 7: Case Study* ☐ Thinking about My Effective Classroom Presentation (Midterm) ☐ Research Paper/Presentation Topic Selection
March	Lecture and Discussion: Ch. 8 Test: Chapters 4,6-8	☐ Comprehension Questions *Chapter 8* ☐ *Chapter 8: Case Study* ☐ Tentative *Assessment* – chapters 4, 6 – 8
	Lecture and Discussion: Ch. 10	☐ Comprehension Questions *Chapter 10* ☐ *Chapter 10: Case Study* ☐ Select an educational psychology issue to conduct research upon.
	Lecture and Discussion: Ch. 11	☐ Comprehension Questions *Chapter 11* ☐ *Chapter 11: Case Study* ☐ Mini Research Paper 1/Presentation Topic
April	Lecture and Discussion: Ch. 12	☐ Comprehension Questions *Chapter 12* ☐ *Chapter 12: Case Study*
	Lecture and Discussion: Ch. 13	☐ Comprehension Questions *Chapter 13* ☐ *Chapter 13: Case Study* ☐ Mini Research Paper 2/Presentation Topic
	Assessment: Chapters 10-13	☐ Tentative *Assessment*: Chapters 10-13
	Lecture and Discussion: Ch. 14	☐ Final presentation work days ☐ Mini Research Paper 3/Presentation Topic
May 5 Finals	PowerPoint Presentations	

RUBRICS

Reflection Log Rubric

Criteria	Strong	Proficient	Developing	Beginning	Score
	3	2	1	0	
Depth of Reflection	Response demonstrates an **in-depth** reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a **general** reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a **minimal** reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a **lack** of reflection on, or personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	
Evidence of Application of Knowledge	Response shows **strong** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows **proficient** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows **little** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows **no** evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	
Engaged Writing	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
Submission Deadline	Yes			No	
				Score _____/12	

Case Study Rubric

Criteria	Strong	Proficient	Developing	Beginning	Score
	3	**2**	**1**	**0**	
Identifying Issues	The teacher candidate demonstrates a strong understanding of multiple problems in the case study.	The teacher candidate demonstrates a proficient understanding of multiple problems in the case study.	The teacher candidate demonstrates a developing understanding of multiple problems in the case study.	The teacher candidate demonstrates an inadequate understanding of multiple problems in the case study.	
	The teacher candidate demonstrates a strong understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a proficient understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a developing understanding by identifying that some issues were more important than others but did not explain why.	The teacher candidate demonstrates an inadequate understanding by not recognizing that some issues were more important than others.	
Perspective Taking	The teacher candidate presents an insightful and thorough analysis of the multiple characters in the case.	The teacher candidate presents a thorough analysis of most the characters in the case.	The teacher candidate presents one perspective of a character in the case.	The teacher candidate does not present a perspective of any characters in the case.	
Interventions	The teacher candidate presents an insightful and thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a weak analysis of how the issue(s) in the case study can be resolved.	The teacher candidate does not present an analysis of how the issue(s) in the case study can be resolved.	
Engaged Writing	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
Submission Deadline	Yes			No	
				Score _____/18	

Educational Psychology – PowerPoint				
Student Name:		**Educational Psychology Topic/Issue:**		

The analytic rubric is used to verify specific tasks performed when producing and facilitating a PowerPoint presentation. If the task has been successfully completed, all points are awarded.

Outcome Assessed	**Beginning** 1	**Developing** 3	**Proficient** 5	**Score**
Slide Composition *Title Page: The title should have the largest font on the slide.* *PowerPoint presentations are meant to be viewed from a distance. Don't try to put too much information on one slide.* *Font should stand out against the background implement various text colors, sizes, and styles.* *Graphics should be used to supplement your presentation.*	Two or more of the criteria listed are absent or lacking from the PowerPoint slide composition: • The title slide features the title of the presentation and includes the author's name and presentation title. • A graphic or picture is included that relates to the most important concept of the presentation. Font size makes each slide easily read from a distance. • Color combinations make the information easy to read. • Graphics support presentation points.	One of the criteria listed is absent or lacking from the PowerPoint slide composition: • The title slide features the title of the presentation and includes the author's name and presentation title. • A graphic or picture is included that relates to the most important concept of the presentation. Font size makes each slide easily read from a distance. • Color combinations make the information easy to read. • Graphics support presentation points.	All of the criteria are met for the PowerPoint slide composition: • The title slide features the title of the presentation and includes the author's name and presentation title. • A graphic or picture is included that relates to the most important concept of the presentation. Font size makes each slide easily read from a distance. • Color combinations make the information easy to read. • Graphics support presentation points.	
Number of Slides	Presentation has fewer than 5 slides.	Presentation includes 5-6 slides.	Presentation includes 7-9 slides.	
Spelling	There are of four or more spelling and grammatical errors in the PowerPoint presentation.	There are fewer than three spelling and grammatical errors in the PowerPoint presentation.	The presentation is free of spelling and grammatical errors.	
Presentation Due Date			The pre-service teacher presented their presentation on the date required.	
Outcome Assessed	**Beginning** 5	**Developing** 10	**Proficient** 15	
Knowledge and Confidence of Topic	The pre-service teacher demonstrates a poor understanding of her selected topic. In addition, they exhibit a lack of confidence while presenting the information to their colleagues.	The pre-service teacher demonstrates a poor understanding of her selected topic **or** they exhibit a lack of confidence while presenting the information to their colleagues.	The pre-service teacher demonstrates expertise in her selected topic and exhibits confidence while presenting the information to her colleagues.	
Verbal Presentation	Presenter displays one of the following: •Has appropriate facial expressions and body language; •Speaks confidently and clearly; •Looks at/engages audience; •Varies volume, pitch, tone, and/or rate for effect; • Uses appropriate vocabulary and transition phrases.	Presenter displays two of the following: •Has appropriate facial expressions and body language; •Speaks confidently and clearly; •Looks at/engages audience; •Varies volume, pitch, tone, and/or rate for effect; • Uses appropriate vocabulary and transition phrases.	Presenter displays three or more of the following: •Has appropriate facial expressions and body language; •Speaks confidently and clearly; •Looks at/engages audience; •Varies volume, pitch, tone, and/or rate for effect; • Uses appropriate vocabulary and transition phrases.	
Score	Total Points			__/50

Course Title: Educational Psychology

Course Number: PSY 230

Credit Hours: Three (3)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

_____

Print Signature

_____   _____

Student Signature   Date