

# UTTC Teacher Education

## PSY 230 Educational Psychology

### Course Information

Credit Hour: 3  
Semester/Year: Spring 2015  
Class Location: Online  
Time: Online

### Instructor Information

Name of Instructor: Hamann  
Phone: 1-701-255-3285 ext. 1380  
Office Location: #112  
Office Hours: by arrangement  
E-Mail: lhamann@uttc.edu



### SPRING 2015

January 12.....UTTC Classes begin  
January 19.....Diversity Day / Martin Luther King Day (No Classes pm)  
January 20.....Instructor out for conference  
January 22.....Spring Graduation Orientation  
January 23.....Last day to register/ add or drop classes  
January 28-29.....All-Campus Professional Development Days  
February 16.....President's Day (No Classes)  
  
March 2-4.....Mid-term Exams  
March 6.....Mid-term Grades Due  
March 9-13.....Spring Break  
March 20.....Last day to withdraw from classes for Spring 2015  
March 30-31.....Instructor out for conference  
TBA.....AIHEC Conference  
  
April 3.....Good Friday (No Classes)  
April 6.....Easter Monday (No Classes)  
  
May 4-6.....Final Exams  
May 7.....Final Grades Due  
May 8.....UTTC Commencement Exercises

### **Required Textbooks:**

Eggen, P. & Kauchak, D. (2010). *Educational Psychology: Windows on Classrooms*. (9<sup>th</sup> Ed) Prentice Hall.

### **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

**Student Learning Outcomes:**

Candidates will demonstrate the following knowledge and skills:	<i>Assessment</i>
1. Explore theories of cognitive, personal, social, and emotional development and how they affect learning, as evidenced by class discussions and assignments.	Tests/Quizzes KWL Chart
2. Examine theories of motivation as evidenced by oral and written responses.	Tests/Quizzes KWL Chart
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)	Case Studies KWL Chart
4. Determine the characteristics of productive learning environments and examine essential teaching skills for creating them through observation and discussion.	Case Studies KWL Chart
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 Theoretical Application Lesson Plans KWL Chart
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/ Glogster Presentation KWL Chart
7. The learner will apply the use of technology through web-based activities as evidenced by the finished product. (Standard 3e introduced)	PowerPoint/ Glogster Presentation KWL Chart

**Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments**

ND ESPB Teacher Standard(s)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
50015.5b Professionalism: 5b. Reflection and Evaluation	Lecture, discussion, and candidate reflection.	Ongoing KWL Chart	Final KWL Chart

## United Tribes Technical College Teacher Education Conceptual Framework



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).

### Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

*Scholarship, attitude, initiative, cooperation, and improvement will also be considered.*

### Evaluation of Student Performance (Including Grading Policy)

**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:

<b>A</b>	<b>90-100%</b>	<b>C</b>	<b>70-79%</b>
<b>B</b>	<b>80-89%</b>	<b>D</b>	<b>60-69%</b>
		<b>Failing</b>	<b>Below 60%</b>

**50%** Projects & Assignments (Comprehension, KWL, and Research Paper)

**30%** Course Participation (Teacher's Lounge)

**20%** Assessments (Multiple Choice)

### 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
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\*\*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

### ☑ **Comprehension Questions**

Reading guides will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings.

### ☑ **Discussion Room Conversations**

Teacher candidates should be actively engaged in responding to all discussion room questions. Highly reflective and critical thinking practices should be practiced to ensure an accurate assessment of student learning is presented to the course instructor. Timeliness of initial responses and following responses to other online colleagues is essential and expected.

### 📍 **KWL Chart:**

The course will begin with candidates completing an electronic KWL chart that indicates the knowledge they possess in relation to educational psychology. Throughout the course candidates will complete the KWL chart with a final document being submitted at the end of the semester.

### 📍 **Final: Research Paper**

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 a research paper using the rubric provided to them to write the paper.

## POLICIES

### **Policy for Late Submission:**

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact the course instructor as soon as they anticipate that they are not able to meet an assignment deadline.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be submitted to the instructor on the date in which the instructor determines.

*Midterm and Final Projects/Assignments* – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

### **Withdrawal from Class:**

Withdrawal from class after March 20, 2015 results in an automatic "F" grade for the course.

### **Plagiarism and Academic Integrity:**

Plagiarism is the term for taking credit for work that is 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, and you cannot copy an assignment from a student who took the same

course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: 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. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be 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.

### **Incompletes**

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the teacher and the student about how the course can be completed. **Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable emergencies, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A minimum of a 'C' grade is required for the student to receive an Incomplete.** Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work.

### **Special Assistance:**

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

### **Programmatic Procedures:**

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

<p><b><i>The disclaimer</i></b> - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.</p>
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