

Lengthier Description of Itineraries

This form of advanced organizer serves as a roadmap that guides students and teacher to various sites of exploration. The itineraries are consistently formatted and designed to "spiral back" so that information is reconsidered as the knowledge base of the students increases. Emerging themes evolve and running threads of information occur that help students become reflective practitioners.

Initially, the itineraries are in a "free-flow" format in that, topics, activities, etc. are identified and scheduled to be covered during a two-hour time frame (itineraries 2 through 5). For class 6, topics are allocated to a specific one-hour time frame and for classes 7 and 8 topics are scheduled to be discussed for specific times (structured by the minute). I even use a timer that reminds us to move on to the next topical area. At class 9, a blank itinerary is provided and students anonymously elect a fellow classmate to serve as facilitator, structuring (or not structuring) the class format. (A supplemental itinerary is available if needed.) After we have traveled through the various types of itineraries (organizations), I facilitate dialogue about their effectiveness and students and teacher examine which itineraries met some people's "style" or "mode" of operation. Some may experience "disequilibrium" with certain formats, whereas for others, it may be the most effective one. Such understanding of one's own operating system (self-awareness) helps students understand various "cognitive structuring" and recollection of information. It will also help to guide them in structuring their own classrooms to better meet the needs of the various students who they will encounter.

ED 442 Educational Psychology
Itinerary – Class 2

1. Discuss and confirm placements
2. Questions and/or Comments
3. Complete index card with identifying information: Name, address, numbers (phone, fax, e-mail, etc.).
4. Review course syllabus/requirements - Questions and/or Comments
5. Review the Connecticut Common Core of Teaching
6. Display and discuss overhead transparencies pertaining to Chapter 2: Cognitive Development and Language
7. Display and discuss overhead transparencies pertaining to Chapter 3: Personality, Social, and Emotional Development
8. Small group, followed by full-class discussion

Group A: In order to establish their identity, adolescents need to separate themselves from their parents so they can discover who they are, other than being their parents' children. If parents are very strict and controlling, children have to give so much energy to establishing the separation that they don't have the time and effort to give to defining their own identity. For this reason, parents and teachers of adolescents would be more helpful if they were lenient with teenagers.

Group B: Adolescents are similar to large 2 year olds in that they are egocentric and exhibit out-of-bounds behavior. They derive a sense of security from knowing that there are limits they must observe. They are in a transition stage with no clear-cut standards of behavior, since they are neither child nor adult. For this reason, parents and teachers of adolescents should be strict and impose rules to help a teenager make the transition more easily and safely.

Consider in your argument the cognitive theories of Piaget, Vygotsky's emphasis on language and culture, Erikson's eight stages of psychosocial development and theories pertaining to Chaos and Self-organization. Consider the readings from the Dushkin Publishing, Educational Psychology, Annual Editions book as well.

Create overhead transparencies (bullets acceptable) and present your information to the class.

What Did I Learn Today?

Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. How do Piaget's reference to "disequilibrium", Vygotsky's "Zone of Proximal Development", Current thinking regarding "Chaos Theory and Self-Organizing Systems" and being "poised on the edge of Chaos" relate to each other?
2. How do the constructs above relate to self-regulated behavior and the system's attempt to self-organize?
3. Is learning hierarchical, bottom-up, and sequential? Might learning be more dynamic, top-down and recursive in nature, and thus, slightly more chaotic?

Assignment

One (1) typewritten page, (bullets acceptable) and copies for distribution to everyone in class. Eight dyads/groups will be randomly assigned to consider the instruction of the lesson based on the 4 perspectives that follow regarding the teaching activity and considerations noted below.

Suppose you are teaching the concept of clouds to a third or tenth grade science class.

Consider:

How would you present your information?

How would you engage the learner?

- a. If you believe in strict adherence to Piaget's cognitive development theories, how might you teach this lesson?
- b. If you believe in strict adherence to the rationale presented by Vygotsky and his emphasis on language and culture, how might you teach this lesson?
- c. If you believe in strict adherence to Erikson's psychosocial development, how might you teach this lesson?
- d. If you believe in a self-organizing systems perspective, how might you teach this lesson?

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Itinerary – Class 3

1. Discuss/Confirm placements
2. Questions and/or Comments
3. Discuss “Waking Up From the Boolean Dream” by Hofstadter
 - a. What does it mean to you?
 - b. Why do you think I asked you to read it?
 - c. Do you think it is applicable to educational psychology?
 - d. Might you consider this to be another theorists’ perspective?
 - e. Is this piece a philosophical one or a psychological one?
 - f. What are the differences and/or similarities between philosophy and psychology?
4. Present and discuss assignment from last week:
 - a. Piagetian perspective of **grade 3** cloud assignment
 - b. Vygotskian perspective of **grade 3** cloud assignment
 - c. Eriksonian perspective of **grade 3** cloud assignment
 - d. Self-organizing systems perspective of **grade 3** cloud assignment
 - e. Piagetian perspective of **grade 10** cloud assignment
 - f. Vygotskian perspective of **grade 10** cloud assignment
 - g. Eriksonian perspective of **grade 10** cloud assignment
 - h. Self-organizing systems perspective of **grade 10** cloud assignment

5. Primis Case Study: Linda Pierce

Four (4) groups (2 will analyze and think about the teacher, and 2 will analyze and think about the student); each group will synthesize and analyze their thoughts, reflect on the considerations to follow, and present their newfound insight to the class)

Purpose: to introduce “problems” that teachers have encountered and that require students preparing to be teachers to use their analytic and critical thinking skills, their knowledge of educational theory and research, and their common sense and collective wisdom to identify and analyze “problems” and to evaluate possible solutions.

Consider: What’s the problem? (write it out collaboratively, if you can). In particular, use the following questions/statements as a guide for your discussion/reflection.

- a. “Something is wrong here.” (a quote from the text)
- b. Piagetian level of students.
- c. Expectations, goals, personal development
- c. What is the role of the persons involved?
- e. “It looks like our fantastic idea is a flop” (a quote from the text)
- f. What should be done ... and by whom?
- g. Is "the system" self-organizing?

6. Class discussion

Read: Einstein’s Dreams (to be handed out) and reflect on the Boolean Piece a little more.

Re-discuss?

What Did I Learn Today?

Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. What is moral education? How is morality learned? Should public schools be concerned with moral education or is it an area that should be left to the family and church? Are teachers moral educators whether they intend to be or not?
2. In what ways might a failure to resolve earlier crises positively be manifest in an adolescent who is attempting to establish his or her identity? In other words, how would failure to develop trust (or autonomy, initiative, or industry) hinder an adolescent in the identity versus role confusion stage of development?

Assignment

Read (gently, let it flow) Hofstadter's "Who Shoves Whom Around the Careenium? Or, What Is the Meaning of the Word I?".

Be prepared to discuss this piece ... and how it does (or does not) relate to Piaget, Vygotsky, Erikson and Kohlberg, and how it pertains (or does not) to Cognition, Development, Learning, etc.

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Itinerary – Class 4

1. Discuss placements
2. Questions and/or Comments
3. Collect structured observation report
4. Let's talk about Hofstadter's piece ("Who Shoves Whom Around Inside the Careenium?") and discuss as a class:
 - a. What is philosophy?
 - b. What is psychology?
 - c. What is biology?
 - d. What is environmental?
 - e. What is neurology?
 - f. What are nature and nurture?

and,

 - g. What's the point of all of this, and how does it relate to Educational Psychology?
5. Primis Case Study: Carol Brown
Four (4) groups: Each group will discuss the Carol Brown case study from one (1) of the four (4) perspectives presented below:
 - a. What/how/why . . . does the Hofstadter reading impact this case?
 - b. Concentrate on a Piagetian model of development and discuss.
 - c. Concentrate on an Eriksonian model of development and discuss.

d. Concentrate on Kohlberg's model of development and discuss.

and consider the following:

- a. What is Carol's problem as she sees it?
- b. What has happened?
- c. Why is it bothering her?
- d. Do you see Carol's problems differently than she? Explain.
- e. What do you think of Carol's response in-class?
- f. How would a thorough understanding of children's moral development influence the possible response?
- g. Does Carol have a moral obligation to respond to this situation? What should Carol have done?
- h. Should she try to find out if the case was stolen and who stole it?
- i. If Carol decides not to play detective, what else might she do to resolve the incident?
- j. How do you think the discussion that Carol had at the end of the story went?
- k. What can she do now?

What Did I Learn Today?

Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. Some persons (i.e., Benninga and Wynne) believe that character education is essential to students' social, emotional, and moral well-being and include supporting values and learning theories. Can you

argue this position and support your arguments relating it to Erikson and Kohlberg?

2. Can you describe some of the characteristics associated with a "for-character" school, and how it might differ from a traditional model?

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Itinerary – Class 5

1. Placements discussion
Please share a critical incident that occurred in your placement and discuss its relatedness to the issues we've dialogued about in Educational Psychology (e.g., various theoretical perspectives, development, etc.)

Were you surprised by anything in particular in your placement and, what was something that you learned that you will "take with you"?
2. Return/collect structured observations (All reports must be returned to me at the end of the semester, please)
3. Questions and/or Comments
4. Read the "Three Letters From Teddy" handout in class and discuss as a group
5. Professor to share information regarding information processing and cognitive processing
6. Professor to share and discuss Gagne's Linear Model of Learning
7. Professor to share and class to discuss recursive processing

Is there a difference between the information and the cognitive processing models and that of recursive processing and development? Why or why not? What might be the importance of even asking such a question?
9. What is intelligence, and how do you go about actually measuring it?! (The following issues will be presented and then discussed)
 - a. Brain Hemisphere functions
 - b. Sternberg's Triarchic Theory

- c. The Modern Stanford-Binet (S-B)
 - d. The Wechsler Intelligence Scale for Children (WISC)
 - e. Distribute normal distribution curve and highlight interpretation
 - f. Discuss the value of alternative assessment instruments (i.e., the Rey-Osterrieth Complex Figure (ROCF), the Raven's Progressive Matrices (RPM), etc.)
9. What do "Teddy", the information discussed in class today, and the Mary Ewing case study have to say about intelligence, structure, organization and control and, . . . about caring? (Should we discuss morals, values, and ethics, too?!)
10. What is "control", "organization", and "structure"? Is/are it/ they related to intelligence? (For example, in terms of how teachers go about "controlling" children and the environment, and how they "organize" the presentation of academic information and the classroom environment and, the fashion in which material is "structured" for optimal learning experiences, etc.)
11. Inclusion video (6 minutes)

What Did I Learn Today?

Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points:

1. How should a teacher interpret an IQ score that is recorded in a student's cumulative folder?
2. If there were a large discrepancy between a child's performance in school and his measured IQ score, which score would you be more concerned about? Consider more valid? What hypotheses might you entertain about the student?

3. What are your thoughts regarding a diagnostic categorization of students so that they might receive special education services?
4. Do you think parents should have the right to prevent their child from being placed in a special education class?

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Itinerary – Class 6

4:30-5:30

1. Placement discussion
Reflect upon a critical incident that occurred in your placement setting, and its relatedness to various issues of educational psychology.

Consider in your reflections the various theoretical perspectives of development, issues pertaining to moral development and ethics, and classroom behavior and management.
2. Return/Collect structured observation reports
3. Questions and/or Comments
4. Break into three (3) groups and share your insights regarding inclusionary classroom practices (i.e., full inclusion, partial inclusion, self-contained special education classrooms, etc.). Be sure to include/integrate your observations, personal experiences, thoughts of others, information from the text and other readings, etc.
5. Whole class inclusion discussion - each group will summarize/synthesize group process and thoughts (if possible) regarding the following questions:
 - a. Should “inclusion” be a goal for all students?
 - b. What does the term "inclusion" mean?

5:30-6:30

1. Whole-class discussion:
 - a. What do you think are some of the CORE characteristics a child should exhibit in order to be placed in a mainstream environment for grade 3?

- b. What do you think are some of the CORE characteristics a child should exhibit in order to be placed in a mainstream environment for grade 10?

2. Video: Educating Peter

Focus on the following questions while watching the video and be prepared to discuss your perceptions.

- a. What were the primary goals and objectives for Peter?
- b. Were the goals and objectives accomplished?
- c. Whose goals and objectives were they?
- d. What are the things that Peter CAN do that facilitate his inclusion, and what are the things that Peter CAN'T do that do not facilitate his inclusion?
- e. What were some of the things the teacher did to facilitate inclusion for Peter, and what were some of the things the teacher did that hindered inclusion for Peter?

3. Peter discussion and organization/structure/control discussion

4. Primis Case Study: Kathryn Carlson

Consider the following statements taken from the case study:

“Mrs. Gordon observed that he seemed capable of functioning adequately in the content areas when he made the effort. She felt his behavior was interfering with his academic progress.”

“Andy was resistant to these activities and participated willingly only if the work was made to look like a game.”

He had grade level reading and arithmetic skills ...lack of academic progress. (Am I missing something?!)

Wow.

What Did I Learn Today?

Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. What are some appropriate, non-invasive questions you might ask a parent whose responses might help you work more effectively with their child with exceptional learning needs?
2. Focus on some of the benefits of an integrated classroom in which there are students with deficient academic and cognitive skills as well as students with marked intellect and superior academic functioning. How might you go about integrating these diverse learning needs within your classroom?

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Itinerary – Class 7

- 4:30-4:50 Issues to consider (a carry-over activity):
- What exactly is time management?
 - What exactly are structured activities?
 - What is classroom organization?
 - What is behavioral control?
 - Do the underlined words above share something in common? Why or why not?
 - How does "recursiveness" play into these issues?
- 4:50-5:00 Questions and/or Comments
- 5:00-5:05 Collect/Return structured observations
- 5:05-5:15 30 to 60 second per person “blurb” regarding your placement and educational psychology. For example, tell me something you observed, learned, changed your opinion about, had confirmed, etc. because of your placement experience.
- 5:15-5:30 Primis Case Study: Mark Siegel (Small group)
3 groups: **Group A:** Karim Peterson
 Group B: Mrs. Peterson
 Group C: Mark Siegel
- See attached focusing questions and guide your discussion from the perspective of Karim (the student), Mrs. Peterson (Karim's mother) or Mr. Siegel (Karim's teacher)
- 5:30-5:50 Groups to share insights with the class.

5:50-6:20 Activity (3 small groups): Same, Different, or Neither
Consider whether a multicultural education should focus on similarities among groups (e.g., Italians, Russians), focus on differences among groups (Asians or African-Americans), or should not be concerned with either similarities or differences. Come up with a set of arguments to share with the class. (After we discuss them, I'd like us to note which arguments were persuasive and why.)

6:20-6:30 What Did I Learn Today?
Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. What is the relationship between special education and multicultural education? Why do some school systems assign disproportionate numbers of students from particular groups to special education classes?
2. Consider the roles of social class and culture in shaping similarities and differences among individuals.
3. Do you believe that schools reproduce the existing class and social structure - that students from lower socioeconomic classes are not really being prepared for upward social mobility?

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Itinerary – Class 8

- 4:30-4:40 Collect/Return structure observations
- 4:40-4:50 Questions and/or Comments
- 4:50-5:15 How about that Cytowic piece ("The Man Who Tasted Shapes")?
a. Tell me what you think about it.
b. Why do you think I had you read it?
- 5:15-5:30 Short-term memory activity and role of organization
- 5:30-6:00 Learning Theory Jigsaw group activities (see attached).
Discuss in your small group and share with the entire class. Be prepared to facilitate dialogue.
- Three groups: **Group A:** Behavioral Theory
 Group B: Cognitive Theory
 Group C: Social Learning Theory
- 6:00-6:20 Placement discussions
What is something that has surprised you regarding educational psychology and how it is integrated within the class you observe?
- 6:20-6:30 What Did I Learn Today?
Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. A student seems very anxious about reading aloud in class. What behavioral principles could you use to reduce and hopefully eliminate this fear.

2. Is the digital computer an appropriate model for the human information processing system? Give reasons why the fit is appropriate and why it is not. Consider some of the implications of the victory of "Deep Blue" (a computer chess master) over the world champion Kasparov.

3. Why do you think research has shown teachers' assessments of students' creativity to be poorly related to the creativity these students have shown in later life? How could teachers be more on target?

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Itinerary – Class 9

(Blank - on purpose)

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Itinerary – Class 9 (Supplemental itinerary if needed)

1. Return/Collect structured observations
2. Questions and/or Comments
3. Do we need to talk about the final exam yet?
4. Motivation: How would you define it?
5. Describe a critical incident as it pertains to motivation.
6. Individual activity on needs (a Maslow activity)
7. Small group consensus (?) activity on needs (5 people per group)
 - a. Whole class discussion of needs
 - b. How did you go about reaching consensus?
 - c. Was there a “hierarchy” of “power” within the group?
 - d. What were the “needs” of persons within the group meeting, and how were they met?
 - e. Provide and discuss an example of each of the needs of Maslow’s Hierarchy

Issue to Consider

Using Maslow’s Theory, explain why a student who is upset about events in his or her family might not be motivated to study, do homework, etc.

8. Primis Case Study: Alice Peterson
Break into three (3) groups:

Group A: List and discuss all of the “good things” that Alice did, said, enacted, etc. Indicate why you believe this is so.

Group B: List and discuss all of the things that Alice did (or did not do) that you feel should not have occurred (or should have occurred) and indicate why you believe this is so.

Group C: Discuss the “needs” of the children and alternatives (to Alice) a teacher could employ to meet both the children’s needs and the teacher’s needs.

What Did I Learn Today?

Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. Explain why a student might be motivated to study for a test according to a behavioral viewpoint and a cognitive viewpoint. Explain why a student would be motivated not to study for a test from both viewpoints.
2. Do you think it is generally true that first-graders have more curiosity and are more motivated to learn than sixth-graders or high school students? If so, can you explain the decline? Be careful to consider the development that occurs during this time period.

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Itinerary – Class 10

1. Reflect upon the various itineraries we have encountered thus far (free-flowing, by-the-hour, specific time allocation and no itinerary)
2. Have the itineraries been helpful? If so, in what way? If not, why not?
3. Discuss the implications of the term "itinerary" as opposed to "agenda"
4. How might the term "recursive" reflect the foundations of the itineraries?
5. Discuss the four formats of itineraries presented:
 - a. free-flowing (weeks 2-5),
 - b. by-the-hour (week 6),
 - c. specific time-line allocation (weeks 7-8), and
 - d. no itinerary (week 9).

Did one cause you more disequilibrium than the other? Why? Was there a format that you particularly liked? Why? What are the benefits and the downfalls of each of the itineraries?

6. Questions and/or Comments
7. Collect/return structured observations
8. Any critical incidents someone would like to share about their placement and its relationship to “motivation”? (Be prepared to justify your stance!)
9. Primis Case Study: Maxine Korns
Group A: Determine some strategies/tactics/modifications, etc. that would help Maxine cope.

Group B: What are the problems in Maxine Korns’ classroom, and how might she go about solving them?

Group C: Develop a discipline code similar to the one on pages 77-78 that would be “more appropriate”.

What Did I Learn Today?

Volunteer, oral sharing by students regarding three (3) things they learned today.

Pondering Points

1. As classrooms become more complex in their learning orientations, they demand a broader view of what good classroom management entails. What are some of the management messages that student’s learn from observing and experiencing teachers’ management behavior?
2. Given what you’ve experienced in school (including college), what adverse effects on student motivation might be expected if grades were totally eliminated?
3. What happens when our expectations are correct? Discuss this in small groups. Some of the work on teacher expectations would suggest that low expectations cause low achievement and one is generally encouraged not to have low expectations. However, what happens if low achievement is accurately considered? What does it really mean when people encourage teachers to have high expectations?

Student Feedback

Hello Students!

Hope this finds you doing well and enjoying a very Happy Valentine's Day.

I would like for you to review the recent "itineraries" and comment about them. I don't want to sway you with specific questions, but, I think some suggestions for your responses might include:

What is an itinerary?

Is there a difference between an itinerary and an agenda?

What is the purpose of an itinerary?

What are some of the benefits of utilizing an itinerary-type format for a class?

Are there any disadvantages to using them?

How does "your system" operate when using itineraries?

(I can assure you that as the semester progresses, more will be made clear about itineraries - there truly is a "method to my madness.")

Hope you're enjoying the class thus far!

Student #1

I do like the itineraries. I feel like you are clueing us in on your lesson plan for that evening. Even if we stray from the plan I get a feel for where you had thought we were going that night. It is helpful.

I would appreciate it if you would mail me the rest of that article.

#2

Professor,

I appreciate the publication of a weekly itinerary even if we don't follow it rigidly. It points the way to where we would like to go, but allow academic freedom to rule!

#3

I believe the itineraries are helpful not only during the class as an organizing tool but, perhaps more importantly, after we leave the class. I have found many times that I have referred back to class materials months after having taken the course in response to some "triggering" event. These will prove useful in that regard.

Overall great class. As I said in our last meeting, I think your activities are structured so that we must apply, grapple, mull over, argue etc. the theories presented in the text. At least for myself I find this the best way to internalize the concepts. I also believe it instills in us as teachers that often there is seldom the perfect answer.

#4

First, let me just say how much I am enjoying your class! I find that it is refreshingly applicable in the real classroom.

As for the itinerary, it was my impression that the main purpose was to let us know what we were responsible for and that even if we did not talk about it in class, that was what the time in the beginning of the next class was for. If that is the case, I find it helpful in focusing my attention on what you felt was important and what I should review for the following class. By the by, I would really like to borrow the book that you shared with us about the dead horse.

#5

When you handed out the itinerary the first night of class I thought it was a strange name but that it was either psychology-speak or there was something you wanted to prove. And I may be correct on both counts!

I think that you view your role as that of a tour director around the destination we might call the field of educational psychology. A tour director identifies the sights to be seen and explored that may have proven interesting to previous visitors. I see my role as a student to be that of a tourist. I can gain as much from the experience as I choose. I can explore the sites/sights in as much depth as there is time, energy and interest. I can also go along for the ride and sit in the bus. (I find that the more deeply involved I get, the more I take away but that sometimes my energy is limited by other obligations and interests.) I view your role as that of a guide. You have been to the site before and have had interesting experiences to which you are introducing us. I can't remember which philosopher said this but it was probably Aristotle since we are studying him now, but the gist of what he said was that the role of the teacher is to expose the student to knowledge and wisdom. The teacher cannot imprint the information; that is the student's job. I like the analogy. It calls for a participatory learning experience and I always learn more, think more when I am actively involved. I trust that in guiding the discussion of the various subjects that you are making sure that those, which you consider most important, are being mentioned and covered in sufficient depth to give us a clue that we should be paying attention to them.

I would rather have the agenda's some time in advance of the class than at the beginning of the class. Handing them out at the class is more like an agenda. The itineraries are thought provoking and I think I might get more out of the class if I could do the readings for the week having had some of the issues raised in the agendas beforehand.

I like the way the classes are conducted on the whole. It is much more thought provoking than a lecture class. Also, I think your demonstrations are fun, which also makes it more interesting and therefore more memorable. Working in groups is also a good learning experience because it requires collaborative thinking and it is reaffirming and informative to hear what other students think. Again, I think I would get more out of these exercises if I had a few days to think about them in advance.

Perhaps if the classroom could be arranged in either a circle or a U the good exchange of ideas that is developing in this class would be facilitated.

(Based on this student's response, itineraries have since been distributed via e-mail a few days prior to the next class.)

#6

Valentine's Day was lovely for me. Unfortunately, I work in a restaurant and had to work. As you can imagine, it was busy!

In answer to your mail regarding the "itineraries":

First, I appreciate the concept and idea of an itinerary, and do not consider it to be an agenda. I feel I have a better sense of what to expect in class (although you do a great job of keeping me on my feet!) An agenda in my mind has more of a rigid connotation associated with it. By using these "itineraries," you are letting us know of your expectations for the direction of class, but also giving us the option to sway one way or the other about any particular topic.

I guess someone who didn't care for itineraries might say they like not knowing where class is going to go. I do not feel this is a disadvantage, however. I think the majority of students like the structure. If they didn't, they wouldn't make sure they had a copy to refer to.

As far as I go, I value the sense of preparation I feel with these. As an undergrad math major, class discussions and interpretations of readings were not really par for the course. As you can imagine, this lack of practice makes me nervous to speak out in class. I admit that sometimes I enjoy listening to what the others have to say about their days in the classroom and how it related to what we read that week. This is my first semester here and am already excited about the wealth of knowledge I am receiving from my classmates alone. It truly is exciting to see how to put together my skills into an all around better format for teaching.

See you Wednesday,

#7

I have been down with a cold and was unable to respond earlier. As far as I understand, it seems to me that an itinerary differs from an agenda in that an itinerary gives direction whereas an agenda sounds like a "to-do" list that needs to get crossed off. I would think an itinerary gives us a sense of where we are headed for the time we are in class. I find your itineraries extremely helpful in the following ways: Tells me what topics will be covered that day and in what order; "clues" me in on what you consider to be important; and gives me a working framework within which I can later fit in my own notes. The only disadvantage I can think of is that we may not have enough time to cover all the points on the itinerary for the day, which may leave me with a feeling of being "unfinished." I am truly enjoying your class so far, and I have no doubt that I will continue to do so from what I've experienced to date.

#8

I believe that the itineraries are a useful tool during class. It helps me to understand what the goals of the class are. I think it might be helpful to start the itinerary with some pondering questions that reflect what we will be discussing during class for us to read and begin preparing ourselves to consider during the class. This might also be helpful if questions for the following week were added to the end of the current itinerary. The way the itineraries are composed (as more than a simple list of activities) is also helpful because it allows us to make notes and keep track of the subjects we have discussed.

#9

To be honest with you, I love that you use an itinerary. I am a very visual and process oriented person. Moreover, I need to be able to predict what is “coming next.” I love to check things off as they are completed. It gives me a sense of accomplishment.

I see no real disadvantage to using itineraries. They keep the class focused and on schedule. Also, a sense of organization emanates to the students.

Lastly, and correct me if I’m wrong, but aren’t agendas the same as itineraries?

All in all the class has been more than one could ask for; a perfect balance of work and reading to tie the topics together.

I love your teaching style, as your learning seems to motivate our learning.

#10

I’m sorry that this e-mail is getting to you so late! I have been having some problems getting online at home.

When I first read your e-mail I was thinking about the difference(s) between an itinerary and an agenda. My first thought was that an agenda is something you have set out to complete or accomplish, something that is planned and an itinerary is an abbreviated (also planned) format used for travel. When I looked the two words up in the dictionary I found that I wasn’t too far off base. So the difference between the two was that an agenda is used for a “meeting” type information session and an itinerary is used solely as an aide in travel. However, that at this point I am baffled because we are not using the itinerary in class for travel. In class I do find the itinerary useful personally as a preview of what we will cover in class. As you pass them out, I glance at it to review some ideas in my head. I find that it helps to get me thinking about some of the topics we will discuss in class. I also glance at it as we finish one topic of discussion in order to see what we will focus on next. I really can’t say that I think there are any disadvantages to using an itinerary type format (none that I can think of at the moment).

#11

I really like the itineraries. One suggestion: Since we never get to the whole itinerary, could you put in a brief sentence or two for each point to what we are supposed to take away from the exercise (in a general way, I know that there are usually no answers)? Or could we stop in the last five minutes and quickly go over the rest of the program? Thanks!!

#12

I find the itineraries to be very helpful. I like to know what it is that we will be doing in class. I think a difference between an itinerary and an agenda is that an itinerary implies a journey and an agenda implies a meeting. I suppose an itinerary is a more appealing metaphor for education! I suppose I find myself looking forward to certain activities listed on the itinerary and hope that we have time to devote to those particular activities. I really enjoy the itineraries because if you were just lecturing, we wouldn't need one. The fact that we discuss the material in class is why I enjoy the course as much as I do.

#13

I am sorry I was not able to e-mail you sooner; I was having connection problems at home. At least it was just my computer not connecting!

My thoughts on the Itinerary's:

I love them. Why? They provide a guideline of expectations for the next two hours of class. We have such a great classroom atmosphere, everyone is free to express his or her ideas, and no one is "passing judgment". The itinerary reminds us not to get caught up on any one topic, as we have lots to cover! In other words, it keeps us focused.

Also, as the material is getting more complex, the itinerary provides a great overview of what we should have pulled out of the homework. I review them after class, the pondering points give me a sanity check as to whether I am grasping all the concepts.

Bottom line- keep 'em coming!

Class Syllabus

Identifying Information
(School/Professor)

Spring 2002
ED 442 Educational Psychology

I. Required Textbooks

1. Woolfolk, A.E. Educational Psychology, 8th edition, Allyn & Bacon.
2. Ellis, N.H. Primis, McGraw-Hill, Inc.
3. Annual Editions (AE), Educational Psychology, 01/02, Dushkin Publishing.
4. Handouts as applicable.

You might be interested in checking out the following websites that correlate with the required texts at:

www.abacon.com/woolfolk

www.dushkin.com/online/

II. Course Objectives

The learner will ...

1. be able to discuss the ways in which primary school children, elementary school children, and secondary school children differ in regard to cognitive, social/emotional, and moral development;
2. be able to discuss various ways in which individual differences may be accommodated within a classroom;
3. be able to compare and contrast behavioral, social, and cognitive theories of learning;
4. be able to identify the factors that best promote student motivation and student learning;
5. be able to recognize the opportunities that racial and cultural diversity present in the classroom;
6. recognize and value the worth of students and will recognize the ability of all students to learn;
7. be introduced to the Connecticut Common Core and will understand their relationship to quality education, and;
8. become a reflective practitioner who thinks about teaching, evaluating his/her decisions about teaching, and strives for continued growth in his/her profession.

III. Course Competencies

The student will demonstrate:

- Understanding of typical and atypical development and developmental patterns for children and adolescents throughout the school year span of education.
- Knowledge of individual differences and processing styles by which individuals learn and master new information.
- The ability to integrate, compare and contrast various theories of learning – i.e., cognitive, behavioral and social.
- Understanding of the various ways that culture impacts learning and avenues by which understanding and accepting diversity can be implemented within a classroom to promote acceptance.
- An acceptance of all students with and without developmental handicaps or delays and promote interactions between all members of a school community.
- An understanding of the various ways that abilities and disabilities impact knowledge acquisition.
- A more comprehensive understanding of their educational and psychological background and history and how it affects their current thinking and future professional role as an educator.

IV. Course Description

This course is designed to provide an understanding of the psychology of teaching and learning. Emphasis is placed on child and adolescent development, motivation techniques, theories of teaching and learning, working with culturally diverse student populations, monitoring and assessing student performance, and examining current issues in educational psychology. Especially appropriate for those new to the profession, this course helps students develop insights into student behavior.

V. Course Requirements

Students are required to spend 1 and ½ to 2 hours per week observing, volunteering, tutoring, mentoring, etc. at schools in urban, culturally diverse settings. Placements are expected to begin no later than February 6 and continue until May 8. A teacher evaluation form will be provided for the mentor and will be considered in the assignment of the final grade. Details of this experiential requirement will be discussed in class.

Students are expected to come to class prepared (e.g., having thoroughly read all assigned readings) and ready to facilitate and engage in dialogue. Failure to do so WILL deleteriously affect final grade.

Specifically, the final grade will be determined by the following:

1. Succinct, yet comprehensive, Structured Observation Reports (SOR) integrating text readings with practical information gleaned from observations (1/3 of final grade) (see later in syllabus for details);
2. An Educational Autobiography (EA) analyzing, synthesizing and integrating information from the texts, additional readings, class dialogue, observations, etc. (1/3 of final grade) (see later in syllabus for details), and;
3. A Final Exam (FE) (1/3 of final grade). To be discussed in detail at the appropriate time

Please note that students are expected to be present for all class sessions and extensive in-class participation is assumed. Non-adherence to this policy will deleteriously affect final grade.

Special thanks are given to my esteemed colleague and deceased predecessor of ED 442, Dr. _____ who taught this course to me and provided me with some of the activities we will perform throughout the semester. Additionally, the Instructor's Manual for the primary text was most helpful.

Students with documented disabilities are encouraged to share this information confidentially with the professor. Appropriate accommodations may be implemented in coordination with the office of student support services if acceptable documentation is provided.

The specific objectives/goals for ED 442, Educational Psychology based upon the Connecticut's Common Core of Teaching are as follows:

1. To gain an understanding of how students learn and develop these objectives will be measured by the expectations of the following competencies:
 - a. Explaining how cognitive development is influenced by learning experience and maturation.
 - b. Describing the basic concepts of Piaget's theory of cognitive development.
 - c. Explaining the role of language, activity, and social interaction in Vygotsky's theory of cognitive development.
 - d. Describing the implications of constructivism for teaching.

2. To gain an understanding of how students differ in their approaches to learning by:
 - a. Identifying factors that influence personal development.
 - b. Describing influencing social development.
 - c. Describing Erikson's theory for teaching.
 - d. Explaining the relationship between self-concept and academic achievement and what teachers can do to influence each.
 - e. Explaining how different views of intelligence influence teaching.
 - f. Explaining the role culture plays in learning.
 - g. Describing the influence of gender on different aspects of school issues.
 - h. Describing ways that schools and classrooms can be adapted to meet the needs of students placed at risk.
 - i. Explaining the role of the classroom teacher in working with students with exceptionalities.
 - j. Explaining how instructional strategies can be adapted to meet the needs of students with exceptionalities.

3. To gain an understanding of how proficient students are in reading, writing by:
 - a. Developing anecdotal methods to be used in the observation of students.
 - b. Writing Reflective Statements based upon observation of classroom activities.
 - c. Doing investigative research projects.
 - d. Submitting belief statements on either the teaching process or the learning process.

4. To gain an understanding of how to design and deliver instruction by:
 - a. Explaining how classical conditioning can influence student learning.
 - b. Describing the components of information processing.
 - c. Explaining the role of cognitive process.
 - d. Explaining how teachers can use the metacognitive process in learning.
 - e. Describing the implication of constructivism for teaching.
 - f. Explaining the application of concept learning in the classroom.
 - g. Explaining the use of problem solving strategies.
 - h. Explaining the use of critical thinking skills.

- i. Discussing the use of transfer of learning.
 - j. Analyzing the cognitive factors influencing the process of learning.
5. To gain an understanding of how teachers plan instruction by:
- a. Describing the characteristics of teacher-centered instruction.
 - b. Identifying goals and content for which teacher-centered instruction is most effective.
 - c. Explaining how teacher-centered planning occurs.
 - d. Identifying phases of direct instruction.
 - e. Describing elements of effective lectures and lecture-discussions.
 - f. Identifying differences between teacher-centered and learner-centered approaches to planning.
6. To gain an understanding of how teachers establish and maintain appropriate standards of behavior and create a positive learning environment by:
- a. Explaining how instruction and classroom management contribute to productive learning environments.
 - b. Identifying essential teaching skills that help create productive learning environments.
 - c. Explaining how effective planning can prevent management problems.
 - d. Describing how effective intervention techniques can eliminate management problems.

ED 442, Educational Psychology – Structured Observation Reports 1-7

Directions: All observation Reports are to be typed. At the top of each assignment write the name of the school, grade(s) and subject to provide a context for the reader (me). Write the one question you have selected to respond to (single-spaced) and then your response (double-spaced). Be specific in writing your answers and give examples whenever possible. You should be able to do justice to the question in 3-4 pages. Be sure to sign your paper at the end.

Rationale: Observation Reports are intended as a way for you to apply the theory and research of the Educational Psychology course to the "real world of the classroom". Therefore, an attempt has been made to link these assignments with the weekly topics. Generally, I will review the questions with you before each assignment is due.

Structured Observation Report #1 – Chapter 2 Cognitive Development (Piaget)

- According to Piaget, how do children and adolescents make sense of the world around them?
- Describe the cognitive developmental stage of the students in your field placement.
- How does the teacher you are observing accommodate his/her teaching to the cognitive developmental level of the students?

Structured Observation Report #2 – Chapter 3 Psychosocial Development (Erikson)

- According to Erikson, describe the psychosocial stage of development of the students in your field placement. What are their characteristics?
- Choose a student to observe during moments of stress or conflict. Describe what you see and hear. What do the issues appear to be in terms of Erikson's stages? Do you think that earlier unresolved conflicts might be affecting this student's ability to cope with the demands of school?
- Does the teacher you are observing do any of the things suggested in the Guidelines of Chapter 3 to help the students resolve their psychosocial developmental conflicts? If not, what could he or she do?

Structured Observation Report #3 – Chapter 4 Learning Abilities and Problems

- Explain how the school and the teacher you are observing address the needs of students with learning challenges and exceptionality.
- Describe a couple of different cognitive and learning styles and learning preferences of the students you observe. How does the teacher accommodate these students in his/her teaching?

- How do the curriculum and teacher's methods and activities match the "Seven Intelligences" identified by Howard Gardner?

Structured Observation Report #4 – Chapter 6 Behavioral Views of Learning

- The following terms are used by behaviorists to explain learning. Select examples of three of them that you have observed in your field placement. Then, (a) give the definition of the term, (b) describe the example observed, and (c) discuss how behaviorists would explain what you have described. Try to be as objective as possible in your descriptions. Record what you see and hear.
 - positive reinforcement
 - negative reinforcement
 - punishment
 - cueing
 - prompting
 - modeling
 - shaping

Structured Observation Report #5 – Chapter 7 Cognitive Views of Learning

- Describe a lesson you observed which was being taught inductively (Bruner) or deductively (Ausubel). Explain which approach was used and why you identify the approach as inductive or deductive.
- Discuss two ways in which the teacher in your field placement encourages or might encourage positive transfer of learning.
- Select two of the critical thinking skills listed in chapter 8 and give specific examples of how they are being or might be taught to the students in your class.

Structured Observation Report #6 – Chapters 10 & 11 Motivation

- Identify a student who appears unmotivated in the class where you are doing your fieldwork. Describe the behaviors that some might think indicate a lack of motivation on the part of the student.
- Discuss at least three motivational approaches you would use with this student to change his/her apparent lack of motivation and why you selected them.

Structured Observation Report #7 – Chapters 14 & 15 Standardized Testing and Classroom Assessment

- Describe the standardized testing program used in your school and cite the grade where each test is given.
- Discuss three forms of classroom assessment used by the teacher in your field placement. How is the final grade in a given subject determined?

Educational Autobiography

Rationale: One of the best ways to examine personal beliefs about education is to reflect on one's own experiences with education. In this paper, you will trace your own experience as a K-12 student and reflect critically on the way that teachers, schools and classrooms affected you.

Specific Assignment: As you reflect on your education, try to consider as many aspects as you can. Some of the following questions may help guide you, but this paper should not be answered as a series of questions. It should be an integrated, reflective writing piece in which you incorporate the readings for class and analyze and synthesize these reflections.

- How did you learn best? Worst? Why?
- What made a good teacher in your educational experience? A bad teacher? Why?
- What were your best subjects? Worst subjects? Why?
- What class structures helped you learn best? Worst?
- What kinds of factors helped you learn? Kept you from Learning?
- When you become a teacher, how might you “practice best practices?”
- What do you think your best teachers thought as they were teaching? Worst teachers?
- What aspects of school structure, classroom structure, and teachers do you recall most vividly? Why?

After tracing your own memories, look at them analytically, as a future teacher. What can you learn from your own experiences that will make you a better teacher? What kind of conclusions can you make about the kind of learner you are now?

Grading Criteria:

- Authentic voice

This is not an “academic” paper, but a look back at your life experiences. After reading this paper, I should have a sense of knowing you better. While grammar, spelling and writing style are always important you should not try to write this in the same way you would write a research paper.

- Content

Think about your experience with schools, classrooms, and teachers as you write this paper.

- Critical Reflection

Do not simply recount your experiences, but think (reflect) about how those Experiences shaped you and how they could have been improved.

- Closure

Draw conclusions from your reflections and consider what they mean to your to your life as an educator and learner.

- This paper will vary in length. I am hoping you use this “exercise” as a tool for reflection, participation, and self-organization. I would imagine that this could not be accomplished in anything less than 10 pages.

ED 442, Educational Psychology

COURSE OUTLINE

(Readings are due on the date on which they appear)

Jan. 23

Introduction to course

Getting to know you/me activity
Connecticut Common Core Competencies
“Cipher in the Snow” reading

Readings

Woolfolk: Chapter 1: Teachers, Teaching, and Educational Psychology

Jan. 30

Cognitive and Affective Development: Infancy & Childhood

Readings

Woolfolk: Chapter 2 Cognitive Development and Language:

AE: 5, 7 & 9

Handout

Feb. 6

Cognitive and Affective Development: Adolescence

Readings:

Woolfolk: Chapter 3: Personal, Social and Emotional Development

Primis: Linda Pierce and Ellen Norton

AE: 8, 10 & 19

Handout: Hofstadter's "Waking Up From the Boolean Dream"

Feb. 13 Moral Development: issues Affecting Children and Adolescents –
Depression, Suicide, Substance Abuse

Readings:

Primis: Carol Brown

AE: 26

Handout: Hofstadter: "Who Shoves Whom Around Inside the
Careenium?"

Feb. 20 Intelligence; Teaching Styles; Learning Styles

Readings

Woolfolk: Chapter 4 learning Abilities and Learning Problems

Primis: Mary Ewing

AE: 1, 2 & 24

Handout: Three Letters From Teddy

Feb. 27 Working With Students With Special Needs

Readings:

Primis: Kathryn Carlson

AE: 12, 13, 14 & 41

Mar. 6 Holiday

Mar. 13 Diversity in the Classroom

Readings

Woolfolk: Chapter 5: The Impact of Culture and Community

Primis: Mark Siegel and Jim Colbert

AE: 15, 16 & 17

Handouts

Mar. 20 Behavioral, Cognitive and Social Learning Theory

Readings:

Woolfolk: Chapter 6: Behavioral Views

Chapter 7: Cognitive Views

Chapter 8: Complex Cognitive Processes

AE: 6, 22 & 23

Handout: Cytowic: "The Man Who Tasted Shapes"

Mar. 27 Student Motivation; Teacher Expectations

Readings

Woolfolk: Chapter 10: Motivation: Issues and Explanations

Primis: Alice Peterson and Alan Cushman

AE: 31, 32 & 33

Handout

Apr. 3 Motivation, Teaching, and Learning and Multiple Intelligences

Readings:

Woolfolk: Chapter 11: Motivation, Teaching and Learning

Primis: Barbara Parker and Maxine Korns

AE: 19 & 27

Handouts: "Reflections on Multiple Intelligence"

Apr. 10 Classroom Management

Readings:

Woolfolk: Chapter 12: Creating Learning Environments
AE: 3, 25 & 41

Apr. 17 Evaluating Student Learning

Readings

Woolfolk: Chapter 14: Standardized Testing
Chapter 15: Classroom Assessment and Grading

Primis: Sarah Hanover and Joan Martin
Marilyn Coe and Warren Groves

AE: 39, 40 & 42

Apr. 24 Cooperative Group Task

May 1 Cooperative Group Task

May 8 Cooperative Group Task