

EDEL 102 - Psychological Foundations in Education

Guidelines for Observation, Analysis, & Application Paper

The purpose of this assignment is to allow students an opportunity to see how two frameworks from educational psychology (Bloom's Taxonomy and The Information Processing Model of Memory) *connect* to actual classroom teaching and student learning. For this assignment, you will be asked to observe a series of short video clips (selected from one of the four links below), analyze it for concepts related to our course, and apply your understanding of that analysis in ways that would extend and improve the lesson. Questions should be answered thoroughly and thoughtfully, integrating information from our textbook, discussions, activities, or research articles. If you do draw information directly from a published source, please cite it in APA style throughout your paper and at the end on a References page.

The video clips to choose from are on the following page. Listed below are the questions to answer.

SECTION 1: BLOOM'S TAXONOMY

- 1) Explain how *Bloom's Taxonomy* can be used to inform your practice as a teacher and help you develop more effective learning experiences for your students.
- 2) In the learning event you observed, what levels of "thinking skills" are being encouraged (according to Bloom's Taxonomy)? How do you know? Provide evidence of the teacher's questions or activity design that indicate that the specified level of thinking is being encouraged from the students.
- 3) Address the effectiveness of the lesson: To what degree are students challenged to respond to questions and engage in activities that address higher levels of Bloom's Taxonomy? What evidence do you see that these higher levels of thinking have been effectively engaged? How are the activities *designed* and *sequenced* to help students reach those levels? What "prior knowledge" is necessary in this lesson in order for students to learn the new material or succeed in the learning tasks?
- 4) What would you *recommend* as an activity or strategy to further encourage *higher levels of thinking*? What would serve as 'evidence' that, in implementing your activity or strategy, these higher levels of thinking have been effectively engaged?

SECTION II: INFORMATION PROCESSING THEORY – MODEL OF THE HUMAN MEMORY SYSTEM

- 5) Use your knowledge of the Model of the Human Memory System (Three Stage Model of Information Processing) to explain how information moves from the *sensory register* to *long term memory*. What basic principles should teachers keep in mind when designing lessons to support learning and memory (and why)?
- 6) In the video clip you observed, what strategies does the teacher use to attract, maintain, and direct the students' attention? (Feel free to use the prompts below to guide your thinking and response to this question)
 - *Do you observe any students' attention shifting during the observation? What are other aspects of the classroom or activities that students "attend" to? How does the teacher maintain student focus throughout the lesson?*

- 7) Please describe specific ways that the teacher engages student learning through the use of the “MOVER” strategies.
- i. **Meaningful Learning**
 - ii. **Organization**
 - iii. **Visualization**
 - iv. **Elaboration**
 - v. Rehearsal
- 8) Even if the teacher successfully used the MOVER strategies, what other ideas would you recommend he/she do in order to more effectively engage student learning? How might you revise the lesson in a way that would incorporate more of the MOVER strategies?

SECTION III: REFLECTIONS ON THE OBSERVATION

- 9) What insights have you gained as a result of connecting theory to practice in this assignment? Based on what you learned in this assignment, do you plan to incorporate any new strategies into your own instruction? If so, which ones, and why? Please make sure to make connections between your answers and specific aspects of this assignment.

Papers should be typed with a standard font (Times Roman or Arial) and either single or 1.5 spaced. There is no page limit on this assignment. I will be evaluating the papers “blind” so please write your name and section (Tuesday or Wednesday 4pm) on the *back of the last page* of your paper and include the rubric on the front. I encourage you to visit me during office hours if you have any questions about the assignment. I will be happy to meet with you and provide assistance.

(Below are the videos to view – choose one from the list below as the focus video for your assignment)

Video #1

Kindergarten - Cyrus Limon (3 video clips)

http://insidewritingworkshop.org/classroom/climon/video_pages/?cat=pre

Video #2

2nd Grade Writer's Workshop - Becky Pereira (4 video clips)

http://insidewritingworkshop.org/classroom/bpereira/video_pages/?cat=pre

Video #3

2nd Grade Writer's Workshop - Rachel Rothman (3 video clips)

http://insidewritingworkshop.org/classroom/rrothman/video_pages/?cat=pre

Video #4

5th Grade Writer's Workshop - Mark White (3 video clips)

http://insidewritingworkshop.org/classroom/mwhite/video_pages/?cat=pre