San José State University
College of Education/Department of Secondary Education
EDSC 173, The Psychological Foundations of Education, Section 1, Semester, 2015

Course and Contact Information

Instructor: Steven D. Drouin EdD
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Office Hours: Mondays 3:00 - 4:00 pm
             Tuesdays 2:00 - 3:00 pm
Class Days/Time: Monday 12:00 - 2:45
Classroom: Sweeny Hall 315

Course Description

To teach effectively, teachers need to know a great deal about their students. In this course, we will focus on three core questions:

- How do youth learn, and what influences how they learn?
- How does this affect how we approach classroom teaching?
- How can educational psychology help us better understand how to create effective learning environments?

This course aims to introduce you to some aspects of the nature of learning, and of the relationship between learning and teaching. Learning to teach is challenging because it involves moving between the general and the particular, theory and practice, our own experiences as learners and teachers, and the experiences of others. In this class, we will address these challenges through readings, discussion, activities, writing, and lectures about learning and teaching.

Topics and issues will undoubtedly emerge that were not planned for or intended. As research on learning suggests, it is often through following these unintended paths that students and teachers develop more personally meaningful understandings. Therefore, not only do I expect this to happen, I look forward to creating together the shape of the course and what we need to learn.
**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to:

1. CLO 1: Explain the basic theories of learning and cognition (TPE6, TPE8)
2. CLO 1: Identify the psychological principles of education that lay behind commonly used models and strategies of teaching. (TPE9)
3. CLO 2: Apply psychological principles to classroom materials, textbooks, and other professional resources (e.g. textbooks, curriculum guides and Internet resources). (TPE9)
4. CLO 3: Analyze student work from the perspective of psychological theories of learning and cognition and discuss this work with colleagues. (TPE3, TPE6, TPE8)
5. CLO 4: Critique lessons for their implementation of the principles of educational psychology. (TPE6, TPE9)
6. CLO 5: Develop lessons that implement the principles of educational psychology (TPE6, TPE8, TPE9)
7. CLO 6: Use psychological principles as a means to develop more equitable learning activities for students from diverse backgrounds, including English language learners, and traditionally underrepresented groups. (TPE4, TPE5, TPE7, TPE12)

**Required Texts/Readings**

**Course Reader**

All readings will be available in hard copy in a course reader available for purchase from Maple Press. You are expected to complete all readings prior to class and bring copies of readings to class. Other Readings

**Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points (100 total)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>Reading blog entries</td>
<td>20 points</td>
<td>Ongoing</td>
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<tr>
<td>Letter of Introduction</td>
<td>10 points</td>
<td>2/2</td>
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<tr>
<td>Reading Response Assignments</td>
<td>10 points (5 points each) Note: These short papers will earn full credit if the prompt is answered completely and you make connections to the course readings, using proper citation method.</td>
<td>Choose 2 1.Assimilation &amp; Accommodation – 2/16 2. Zone of proximal development – 3/16 3. Discussions – 4/10 4. Motivated Learning – 4/27</td>
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Reading Blog
One of the ways in which you will participate in our class is to respond to the readings via a blog on our course website. For at least 10 class meetings you will:

1. Post at least one question about that day’s readings, or 2) respond to a prompt I provide, **AND**
2. You must also thoughtfully respond to one of your classmates’ postings.

You can ask a question about something that was unclear to you or something that you would like to investigate further that the reading brought up for you. The important part is that you, collectively as a class, raise questions because one of the most effective ways we learn about new ideas is to interact and interrogate them, as opposed to simply receiving them.

Post your question or prompt response and respond to a classmate at least once, but you may post as often as you like. I encourage you to read your classmates’ posts prior to our class meetings even on the days you choose not to post.

These are graded credit/no credit and your initial question/response **must be posted prior to class**. The response to a classmate can be after class but before midnight.

2 points per session properly posted - 1 point for initial posting and 1 point for response to a classmate. 20 points possible.

**Letter of introduction**
Write a letter (*no more than* 2-pages, double-spaced) that introduces you, your background, your personal & career interests, and whatever else you would like to share with your instructor and your classmates. This is a great way for us to begin to get to know one another, and build the relationships necessary for social learning. Make sure to explain anything relative to your interests in Education and teaching.
Also, in the letter of introduction, please address the following question:

- How do you currently see the role of a teacher in the education process? What do you imagine your future chosen career to be like? What challenges/Joys do you anticipate? What skills do you think you need to develop to excel as a teacher?

**Reading Response Assignments**
You will complete two short assignments (*1-2 pages, double spaced*) designed to help you make links between what we are reading and your experiences in and with schools. The assignments will be used to stimulate grounded conversations about teaching and learning. See below for the 4 assignment choice topics and their due dates. The assignments will earn full credit if you completely respond to the prompt and you make explicit and clear connections to our course readings that correspond to the topic of the paper.

Reading Response Assignments – Choose ONLY 2 of the 4
1. Assimilation and Accommodation: Due 2/16
For this assignment reflect on something that you have recently learned. Select something that required you to construct an understanding. In other words, you had to work at figuring out and completely understanding this new idea/task/skill. Describe what you learned and the process you went about to learn it, then reflect on whether the process was assimilation or accommodation as Piaget defines these terms. Please explain your thinking.

2. The zone of proximal development and assisted performance: (For this assignment you should reference an observation of your placement site if you have one. Please only use the self-reflection prompt if you do not have a placement site.): Due 3/16

Placement Prompt: For this assignment relate an instance in which you observed a student gaining assistance from a more capable other. This does not have to be in an academic setting, nor does the assistance need to come from an adult. Describe the instance in detail and in particular, describe the type of assistance you observed by relating it to our readings on assisted performance and the zone of proximal development. End the assignment by discussing why the type of assistance you observed was helpful in this instance.

Self-Reflection Prompt: For this assignment relate a time during your own schooling in which your ability to understand an idea or gain new skills was highly reliant on the assistance of a more capable other. Describe the instance in detail and in particular, describe the type of assistance you received by relating it to our readings on assisted performance and the zone of proximal development. End the assignment by reflecting on why that type of assistance helped you in this instance.

3. Discussions: For this assignment you should reference an observation of your placement site if you have one. Please only use the self-reflection prompt if you do not have a placement site.): Due 4/10

Placement Prompt: For this assignment you will need to relate an instance of class discussion. It can be a planned discussion or something that just seemed to happen by chance. The discussion can be focused on academic, procedural, or behavioral actions and/or concerns. In your written response, describe the discussion both in terms of its purpose and outcome. Consider questions such as: did the discussion further understanding, allow for exploration and discover, provide processing time? Was it student run teacher run or a combination? Relate your analysis to the course readings.

Self-Reflection Prompt: For this assignment you will need to remember a discussion you were involved in. This can be from anytime during your school career. The interaction can be focused on academic, procedural, or behavioral concerns. In your written response, describe the discussion both in terms of its purpose and outcome. Consider questions such as: did the discussion further understanding, allow for exploration and discover, provide processing time? Was it student run teacher run or a combination? Relate your analysis to the course readings.

4. Motivated learning: For this assignment you should reference an observation of your placement site if you have one. Please only use the self-reflection prompt if you do not have a placement site.): Due 4/27

Placement Prompt:
(1) Relate a time when you watched a child/student that was particularly engaged OR particularly disengaged in a lesson or activity. Describe in detail what you saw during the instance.
(2) If possible, ask the child a few questions about the lesson to explore the child’s motivation further. (e.g. “What weren’t you doing the assignment just then? Or, why did it take you a long time to get started, why do you think that was?”
(3) Afterwards, reflect on why you think was or was not engaged. Use relevant information from our readings on motivation to support your ideas.

Self-Reflection Prompt
(1) Remember a time when you were particularly engaged OR particularly unengaged in a lesson or activity. Describe in detail, and honestly, what you were doing during the lesson.
(2) Ask yourself a few questions about the lesson to explore your motivation further. (e.g. “What did you think of the math lesson then? Or, think about why it took you a long time to get started, why do you think that was?”
(3) Afterwards, reflect on why you think you were or were not engaged. Use relevant information from our readings to support your ideas.

Teacher Moves Demonstration and Handbook Pages
The purpose of this activity is to create a toolkit of possible strategies for a middle school or high school classroom that will help productive learning activities. Since there are multiple approaches to creating good lesson plans and units, this assignment asks you to research best practices and create a portfolio of possible strategies related to your topic to share these with your classmates. These will be compiled into a book of strategies that each of you can consult for options when writing your lesson plans. You will demonstrate at least one of the strategies you have found to your classmates and you will write up the strategies given a template provided. The write up will include a rationale, description of the strategy. A more detailed explanation of this assignment will be passed out in class.

**Constructivist Lesson Analysis paper – Department Signature Assignment**

This assignment gives you the opportunity to put your knowledge of constructivism into practice. It requires you to demonstrate your understanding of course concepts by using psychological principles of teaching and learning to create and analyze a lesson plan.

The assignment is in 3 parts.

1) You will find a lesson from the Internet, curriculum guide, previous course work, or your own teaching. (Alternatively, you may develop a brand new one – however this is not recommended for this assignment).

2) You will revise the lesson so that it implements principles and concepts from cognitive theory, Piaget and Vygotsky.

3) You will write a paper in which you analyze the lesson by explaining how it is supported by the ideas from our class. A more detailed explanation of this assignment will be passed out in class.

**Grading Policy**

The philosophy of grading for this course is related to the purposes served by assessment. Assignments are designed to: (1) allow the learner to synthesize and integrate understanding of new ideas and information and (2) to help the learner and instructor know how much has been learned and how well. Grading is based on a modified mastery plan. Because I strive for you to master the material, you will have an opportunity to re-do any assignment (except the final assignment and blogs) if you are not satisfied with your performance. For each assignment, you will be allowed one re-write. The re-write should be submitted within one week of receiving the graded assignment, or a date negotiated with me and must include your previous draft. Please DO NOT miss class to complete an assignment.

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<tr>
<th>Grade</th>
<th>Description</th>
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<td>A</td>
<td>94 – 100</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
<td>83 – 86</td>
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<td>B-</td>
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<td>C+</td>
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<td>75 – 77</td>
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<td>C-</td>
<td>72 – 74</td>
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<td>D+</td>
<td>68 – 71</td>
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**Classroom Protocol**

Attendance and participation are important to the success of this class because of the emphasis on class discussion and shared expertise. Students are expected to attend every class session and are responsible for signing the attendance roster. One excused absence is permitted without any extra work or office hours with the instructor. While your grade will not be affected directly by absences, more than one absence requires discussion with me since it significantly impacts your ability to participate in the course and will result in make up work being assigned.
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

If you are interested in recording or sharing materials from the class please email me specifying what you will be recording and/or sharing.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.
Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center
Please verify all web links are active prior to online publication. Revised in January, 2015

on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
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<thead>
<tr>
<th>SJSU Class</th>
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<th>Topics</th>
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<tr>
<td></td>
<td>Jan 26</td>
<td>Introduction to course and each other</td>
<td>Purchase Reader</td>
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<td>Feb 2</td>
<td>Teaching, learning &amp; development</td>
<td>• Ch. 1 Learning from Speculation to Science (Bransford, Brown, &amp; Cocking) 1&lt;br&gt;• The Stages of a Child’s Development (Singer and Revenson) 2</td>
<td>• Letter of introduction</td>
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<td>Feb 9</td>
<td>Piaget &amp; constructivism</td>
<td>• Implications of Piaget’s Theory for Education (Wadsworth) 3&lt;br&gt;• On Having Wonderful Ideas (Duckworth) 4</td>
<td>• Activating Prior Knowledge Demonstration&lt;br&gt;• Bring sample lesson plan to class</td>
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<td>Feb 16</td>
<td>Information Processing theory &amp; Cognitive load theory</td>
<td>• Nuts and Bolts (Bozarth) 5&lt;br&gt;• Cognitive Load Theory (Artino) 6</td>
<td>• Reducing Cognitive Load Demonstration&lt;br&gt;• Reading Response #1</td>
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<td>Feb 23</td>
<td>Metacognition – building understanding</td>
<td>• On listening to what children have to say (Paley) 7&lt;br&gt;• Explore this website: <a href="http://cft.vanderbilt.edu/teaching-guides/principles-and-frameworks/">http://cft.vanderbilt.edu/teaching-guides/principles-and-frameworks/</a> (pay particular attention to Bloom’s taxonomy &amp; metacognition)</td>
<td>• Provoking Higher Order Thinking Demonstration</td>
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<td>Mar 2</td>
<td>Cognitive development &amp; Vygotsky’s sociocultural theory</td>
<td>• Ch 3 The Vygotskian Framework and Other Theories of Child Development (Bodrova &amp; Leong) 8&lt;br&gt;• Ch. 4: The zone of proximal development (Bodrova &amp; Leong) 9</td>
<td>• Formative Assessment - Assessing ZPD Strategy Demonstration</td>
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<td>Mar 9</td>
<td>Sociocultural theory continued &amp; Rubrics as a Means of Assisted Performance</td>
<td>• Ch. 3 The means of assisting performance (Tharp Gallimore) 10&lt;br&gt;• Using Rubrics to Promote Thinking &amp; Learning (Andrade) 11</td>
<td>• Constructing new Knowledge -Scaffolds Demonstration&lt;br&gt;• Revised Lesson Plan Due</td>
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<td>Reading Response #2</td>
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<td>8</td>
<td>Mar 16</td>
<td>Review Day</td>
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| 9   | Mar 30 | Community of Learners and Class Discussions                          | • Elements of a Community of Learners in a Middle School Science Classroom (Crawford et. al.) 12  
|     |        |                                                                      | • Academic Classroom Discussions (Zwiers) 13                                          
|     |        |                                                                      | • Developing an Understanding of a community of learners (Rogoff) (Optional) 14        |
| 10  | Apr 10 | Group work – work & Lesson plan analysis workshop                     | • Ch 4 & 5 of Designing Groupwork (Cohen) 15                                           |
| 11  | Apr 13 | Motivation                                                            | • Maximizing Intrinsic Motivation, Academic Values and Learning goals (Stipek) 16   
|     |        |                                                                      | • What Teachers Need to Know (Ames) 17                                               |
| 12  | Apr 20 | Motivation continued                                                 |                                                                                      |
| 13  | Apr 27 | Identity and Learning                                                | • The Perils and promise of praise, (Dweck) 18                                         
|     |        |                                                                      | • The New Improved Self-esteem (Ball) 19                                              |
| 14  | May 4  | Images of adolescent development                                     | • Everyday pedagogy: Lessons from basketball, track and dominoes (Nasir) 20           
|     |        |                                                                      | • Good video games and good learning (Gee) 21                                           |
|     | May 11 | Final Poster Session                                                 | • The Adolescent Brain (Weinberger et. al.) Forward and Summary & Key Findings required – remainder optional 22  
|     |        |                                                                      | • Denaturalizing Adolescence: The politics of contemporary representations (Lesko) 23 |
|     |        |                                                                      | • Bring an image of a discourse or fiction about adolescents to class                  |
|     |        |                                                                      | • Summing our learning and looking forward                                             |
|     |        |                                                                      | • Lessons Learned Poster                                                              |
EDSC 173 / The Psychological Foundations of Education, Spring 2015
Course Schedule

This schedule is subject to change with fair notice and how the notice will be made available.