COURSE SYLLABUS

Spring, 2007

EDI 15A-4   PSYCHOLOGICAL PERSPECTIVES: TEACHING AND LEARNING

TU/TH 11:00 AM- 12:20 PM

Long Island University
School of Education
C.W. Post Campus

Aristotle with the Bust of Homer, Rembrandt, 1653

Instructor: **Dr. Joseph Piro**
Office: **Room 40- B. Davis Schwartz Library**
Office Hours: **Tuesday, 12:30 PM- 2:00 PM**
 Thursday, 3:30- 5:00 PM
 or by appointment
Phone: **516-299-3823**
E-mail: joseph.piro@liu.edu

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I am still learning.
Michelangelo

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COURSE RATIONALE

What is it that could have prompted one of the most accomplished artists in history to make this remark late in his celebrated career? When we think of such an accomplished person, we imagine his learning to have been completed relatively easily and swiftly during his life. But learning, and the teaching that accompanies it, is an extended, intricate process that, one hopes, will be lifelong. This course will probe the many pieces that fit into the teaching and learning mosaic. It is an overview course and, thus, its scope will be broad. It will cover topics including cognitive development, individual learning differences, effective learning environments, and teaching for optimum learning. It will do this by presenting a variety of readings, research studies, and audio-visual presentations. Most importantly, it will encourage you to think critically and reflectively on the processes of teaching and learning and how to transform this thinking into effective teaching practice.

COURSE CATALOGUE DESCRIPTION

http://www.liu.edu/cwis/cwp/edu/curricul/ucourses.html

COURSE ESSENTIAL QUESTIONS

- Why do we behave the way we behave?
- How can knowing and understanding research help shape effective teaching practice?
- Can educational psychology inform teaching?
- What is good teaching and how is it recognized?

COURSE OBJECTIVES

To acquire a substantive background on theorists and theories in educational psychology supporting teaching and learning

- To explore psychological and neuropsychological perspectives on teaching and learning integrating this study into a teaching methodology
- To understand the developmental nature of learning including topics in students' emotional, social, and academic growth
- To explore significant issues that relate to teaching and learning including testing, assessment, motivation, intelligence and learning and the brain
- To grasp the connection between empirical research and how it informs effective practice
- To enhance your development as a prospective teacher in applying major theories in educational psychology to teacher practice
- To understand technology and its potential to enhance teaching and learning

PROJECTED TOPIC OUTLINE (subject to change)

- The Psychology of Learning
- Theories of Cognitive Development: Piaget, Vygotsky, Erikson, Bruner
- Personal, Moral and Social Development: Kohlberg, Gilligan
- Behavioral Views of Learning: Pavlov, Skinner
- Intelligences: Cognitive, Emotional & Moral: Gardner, Goleman
- Motivation Psychology: Maslow, Kohn

REQUIRED COURSE TEXT

1. Woolfolk, A. Active Learning Edition: *Educational Psychology*. 2005. Boston: Pearson
(ISBN: 0-205-43529-79)

The Woolfolk is an Internet-enhanced textbook bundled with resources related to the text. These include practice tests and a teacher's casebook as well as a web site and CD-ROM. The CD-ROM included in the text catalogues these features. A copy of the textbook is also on reserve in the library.

Internet Website for Woolfolk text
http://www.ablongman.com/catalog/academic/product/0,1144,0205435297,00.html

2. Internet Websites throughout the course containing hypertexts of various readings in educational psychology.

RECOMMENDED COURSE TEXT

Perrin, Robert. 2004. *Pocket Guide to APA Style*. Boston: Houghton Mifflin Co

SUPPLEMENTAL READINGS
        Articles and selections from professional books and journals, periodicals, newspapers, and reviews of relevant websites will be discussed throughout the course. Some of these supplemental readings will be distributed in class. Students will also be expected to keep up with education news using *Education Week* at http://www.edweek.org/

COURSE APPROACH
        This course will combine a variety of techniques and methodologies throughout the semester and, most importantly, make extensive use of WebCT for online course delivery. Because of this, sessions will be conducted both in the assigned classroom and in the Computer Lab in the Library. There will be the conventional lecture format and class discussion periods. There will be student presentations as well as (possible) guest speakers and a variety of films. Some lectures will be augmented by PowerPoint presentations.
        The course will be make extensive use of the Internet with a good portion of the reading assignments able to be accessed online. In addition, students are expected to infuse as much technology-informed strategies possible in both learning the course material and developing the assignments that are part of the course. For each week's assignments, you will see a variety of websites, some required, some recommended. The fact that most of the readings in the course are web-based should add to their ease of access and availability. Throughout the course, I welcome your input on the effectiveness and usefulness of this approach.

        Note on E-Mail: The preferred method of communication to me is through e-mail. This includes both WebCT and LIUNET. If you e-mail me through LIUNet using the joseph.piro@liu.edu **address, please make certain your name is in the subject line of the mail so that it may be identified as sent from a student in the class.**

COURSE WEBSITE

This course will make use of a website uploaded to LIU's webct-fe address that will contain a variety of information related to the course. It is important that you check into the website at least once a day to keep up with any news, announcements, messages etc. related to the course. You should also check you WebCT e-mail from the course for any other updates I will provide.

COURSE REQUIREMENTS AND GRADING POLICY

Student involvement in the course will take the following <u>six</u> forms:

- Attendance and class participation
- Class (oral and written) and Reflection assignments
- Response Paper
- Exhibition of Learning/ Cooperative Project
- Observational Fieldwork and Portfolio
- Midterm

ASSIGNMENT	*PERCENT*	*DUE DATE(S)*
1. Attendance, Class Participation & Preparedness	*10%*	*January 23, 2006* *May 1, 2007*
2. Reading Matrix	*10%*	*May 1, 2007*
3. Response Paper	*15%*	*March 22, 2007*
4. Exhibition of Learning	*30%*	*Ongoing during course*
5. Observational Fieldwork & Reflections	*15%*	*May 1, 2007*
6. Midterm examination (late)	*20%*	*March 29, 2007*

Grade Scale Used in Course*			
95-100	A	77-79	C+
90-94	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	65-69	D
80-82	B-	Below 65	F

Course grades will be accumulation of points over the semester calculated as follows:

*NOTE: No INC grades will be given

- **ATTENDANCE AND CLASS PARTICIPATION**

Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. As prospective teachers you may know there are certain markers to indicate students are learning. Among these markers, I believe, are engagement in discussion, the posing of interesting questions, and demonstrating a connection with course content. This course will use similar markers to assess student engagement level. Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its

components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation.

Excessive absence (generally, three or more class sessions) and lateness, especially if unexplained, will result in reduction of grade. Thus, please make every effort to notify the instructor of any impending absence. All work missed through any absences must be made up pending discussion between student and instructor.

Class Participation Rubrics

One strategy of effective teaching, you may know, is to inform students of expectation levels by sharing performance rubrics with them. The performance rubrics for class participation are as follows:

Excellent Contributor	Contributions reflect outstanding thought and thorough preparation. Substantive ideas offered and frequent references made to assigned readings to support points of view. Offers exciting direction for the class.
Good Contributor	Contributions reflect meaningful thought processes and preparation. Usually provides substantive ideas with occasional references made to assigned readings to support points of view. Offers good direction for the class.
Fair Contributor	Contributions reflect adequate thought and preparation. Some references made to assigned readings but these are generally vague and random. Offers adequate direction for the class.
Non-Contributor	Contributions to the class are non-existent.
Unsatisfactory Contributor	Contributions reflect inadequate preparation. Ideas are not substantive and usually off topic. Offers no direction for the class.

- **READING MATRIX**

Specific required course readings noted with an asterisk will be required to be part of the ongoing Reading Matrix for the course. In order to help you make meaning of these readings this matrix will ask that you briefly summarize your understandings of the content presented in the readings by completing the matrix.

- **COURSE RESPONSE PAPER**

This response paper should be 5-6 pages in length (stapled, double-spaced, one-sided, numbered pages, using 1" margins with legible 12 point font*, e.g.* Times Roman, Garamond) following the 5th Edition of the APA Publication manual *including* references and excluding cover page. Note the length requirement excludes a title page but includes a reference page.

PROJECT ONE: RESPONSE PAPER

Your response paper may take two forms:

- **Option 1:** The first is a **response** to and **analysis** of a theorist in educational psychology as it relates to your own learning experiences. Think of any teacher or class you've taken that has made a particular impression on you. What was it about this experience that has "struck with you?" When you start to reflect on this, begin to tie your thoughts about this together with the theories and theorists that comprise this course such as Dewey, Piaget, Vygotsky, Erikson, Skinner, Maslow, and Gardner. How did these teachers "operationalize" the theories we're now studying? Did it make a difference in their teaching? How did it advance the learning process in their classrooms? You can also focus your paper on your classroom observations and talk about what it is you are seeing in action as you visit classrooms to observe teachers and teaching.

    This response paper should be designed to critically reflect on issues and ideas presented by the theorist(s) you select, especially as to how it has illuminated how you view teaching. It should demonstrate how you were able to *make meaning* out of these theories and how this meaning changed, deepened, or challenged your own thinking on what constitutes "good" teaching. It should also discuss how you feel these ideas can be operationalized in the everyday practice of teaching. It should also include a bibliography.

- **Option 2**: The second is an **analysis** of one research article. We will spend one class session learning how to locate and review professional articles using LIU's electronic data base system available through the C.W. Post Library website. You are to select an article containing a research study from a professional journal **related to educational psychology** and analyze its various components. A list of suggested journals can be found on the course website. A good research source is Google Scholar. These components include:

    1. Overall objective and rationale; Research Hypothesis
    2. Methodology (subjects, research design, procedure)
    3. Results
    4. Usefulness to classroom practice
    5. Meaning for educational psychology

    This critique should communicate the sense that you understood the research presented and its purpose and saw a meaningful connection to classroom practice. You should also feel free to comment on the results presented by the authors and how you feel they square with your own experiences as students and prospective teachers. You could, for example, discuss this article with in-service professionals you meet during your observations in various school settings and place their reactions in the paper along with your own response. **This option must follow the template that is found on the course web site. Also, please attach a copy of the article to your response paper.**

    Response Papers must be received by the assigned due date Thursday, March 22, 2007. Late submissions will be penalized. Papers must be e-mailed to me using the Assignment Tool in WebCT or by LIU e-mail up until the due date. **Please note that any work e-mailed to me must be formatted in MSWord**. All other formats are incompatible and are unable to be downloaded by me. Papers may not be faxed.

- **EXHIBITION OF LEARNING**

The final *Exhibition of Learning* (EofL) is a significant part of the course requirement. It should synthesize much of what you have learned during the course. It may take one of three forms.

- **Option 1: Learning Project**
    This option will be a cooperative project completed individually **or** in class dyads or teams of **two** students. The project should begin with a specific, course-related question that speaks to a topic, issue, concept *etc.* on teaching and learning that we have discussed (but not exhaustively) during the course. Students should take this idea and develop it using their own thoughts, impressions, and experiences, viewing it from multiple perspectives. This should include your observational fieldwork. You should also cite from the literature, *e.g.,* books, professional journals and magazines, and websites, to help clarify and broaden your product. For example, you may wish to analyze various theories of learning, *e.g.,* Piaget or Vygotsky, and what you feel are their implications for teaching and learning. Or you can talk about how enhancing emotional intelligence can serve to maximize learning and give first-hand accounts of this based upon your own personal and observational experiences. Perhaps you may wish to delve into the psychology of standardized testing and the impact it is having on the motivational levels of teachers and students. Whatever your topic, make sure that it intrigues and excites you, has some kind of educational psychology perspective and supports your growth and progress as a teacher. The EofL can take the form of:

    1. PowerPoint presentation with an accompanying 1-2 page explication of the project including its major points as well as elaboration on information found in the PowerPoint.

    2. Original Student Website- An example can be found at: http://xruffrydr9.tripod.com/

- **Option 2: Case Study**

    The purpose of this option is to acquaint you with hands-on research practice in psychology known as the case study. For this option, you should select one student from the pre-K to high school levels for this study and develop an in-depth observational profile based upon a variety of measures you have pre-constructed that are administered using multiple observations. You should develop an action plan that will allow you to determine the level of functioning of the subject in his/her environment(s) using variety of educational (s) psychology measures.

    More information on Case Studies will be available on the course website.

Implicit in the definition of an "exhibition of learning" is the forum of a public presentation. All students will present their projects to the class throughout the semester. In effect, you will be teaching the class. These presentations will also be factored into the final grade for the project. We will review more details of these presentations during the semester.
It is advisable to discuss your (creative) ideas with me before proceeding on project. You must submit a working title along with a brief prospectus of the final EofL sometime during the semester.

- **OBSERVATIONAL FIELDWORK & LOG**

At least **ten** hours of observational fieldwork are required for the course together with a record of your reflections on the experience. These observations may be accomplished in a state-certified public or non-public school of your choice in a variety of grade levels (from pre-K- 12). It may occur in either special *(e.g.,* physical or learning disabilities, inclusion classrooms, gifted) or general education settings-- preferably a combination of both. Please plan this beforehand by discussing with your cooperating classroom teacher about your classroom visits: why you are there and what you hope to accomplish. The cooperating teacher must certify your ten hours of observation at the end of the semester. This fieldwork is counted as part of your course grade. If this fieldwork is not completed during the semester, a final grade will not be issued.

Please keep a record of your school visits in which you will record your responses, interactions, and reflections of each experience. In general, talk about what was taught when you observed, how the material was presented, the engagement level of the students, and your own reflections and observations about what you remembered most. Try to connect what we discuss about learning theories with authentic classroom practice. This will help guide you in discussions that will occur throughout the course. This record will be submitted as part of your course portfolio

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Guide to Fieldwork Experience at C.W. Post: http://myweb.cwpost.liu.edu/mszpara/

- **MIDTERM EXAMINATION**

The midterm examination will consist of a variety of questions (*e.g.*, multiple choice, constructed responses) that focus on substantive, essential ideas discussed throughout the course. These questions will draw upon classroom texts and discussions, ideas explored in response papers, and observational fieldwork in schools.

MISCELLANEOUS COURSE ITEMS

Film Presentations

Throughout the course, we will be viewing several films in excerpted as well as full- length format. The films selected all have narratives that relate to some aspect of leaning behavior and help extend and enrich topics we will be exploring in class. The films (tentatively) scheduled to be shown include:

1. *Dead Poets Society*
2. *Prime of Miss Jean Brodie*
3. *The First Year*
4. *The Hobart Shakespeareans*

INTASC Standards

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels. INTASC has developed *model "core" standards* for what all beginning teachers should know and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught. C.W. Post encourages its students to become aware of the standards and prepare at least two pieces of "evidence" indicating that they have met each of the 10 Core Standards. Typically, many of these artifacts are created in courses taken during undergraduate training including this one.

Handout Folder

        I recommend you keep a folder to archive any material distributed in class, *e.g.* news stories, activity sheets, supplemental items throughout the semester.

CLASS POLICIES

1. All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented. Please see me if you have any questions about your use of sources. Also, you may wish to check this [website](#) on the Post Library web page.

2. All assignments are subject to change as announced in class. Please be sure to back up all of your computer files. Please do not turn in your only copy of assignments.

3. **Make-Up Assignments**- There will be no makeup assignments for unexcused absences. To be considered, acceptable excuses (*e.g.* medical or personal emergencies and/or college related business) must be provided to the instructor in writing. Students who are unable to complete an assignment for legitimate reasons that do not qualify as excused absences and who notify the instructor before the assignment is due may, at the discretion of the instructor, turn in late assignments for partial credit.

4. **No beepers or cell phones**. If you have these items turn them off or to vibrate/quiet mode, so as to not disrupt other students during class.

5. **Students with disabilities***:* In accordance with the Americans with Disabilities Act of 1990 and in order to facilitate learning for all students, students with disabilities or those requiring special arrangements should speak directly with the professor at the beginning of the semester. Further, please contact the Academic Resource Center (516-299- 2937) so that steps can be taken to develop an appropriate education plan.

6. This course will encourage a high level of professionalism to prepare you for entry into the field of education as a professional. All students are expected to conduct themselves within the bounds of accepted social behavior and submit work that is appropriate to students planning to enter the teaching profession Also, you may wish to check this [website](#) on the Post Library web page.

> The criterion of the value of school education is the extent in which it creates a desire for continued growth . . . John Dewey, *Democracy and Education*

WEEK ONE
January 23, 25

INTRODUCTION AND REVIEW OF COURSE SYLLABUS, COURSE EXPECTATIONS; "WHY DO WE BEHAVE THE WAY WE BEHAVE?"

Class session will be held in the Computer Lab

Required

Woolfolk, Module 1, pp. 1-17

Dewey, John. *My Pedagogic Creed*

*Dewey, J. (1944). *Democracy and education.* New York: The Free Press. (pp. 41-53, "Education as growth," pp. 81-99 "The democratic conception in education")

Recommended (some of the following pertain to this week's topics while others span the semester)

The Center for Dewey Studies

The John Dewey Society

John Dewey: Philosophy of Education

Aristotle: An Overview

Classic Texts and Manuscripts in Education

A Lexicon of Learning

WEEK TWO
JANUARY 30, FEBRUARY 1

THEORIES OF COGNITIVE DEVELOPMENT: JEAN PIAGET

Film Presentation: The Dead Poets Society (excerpt); The Prime of Miss Jean Brodie (excerpt)

REQUIRED

Woolfolk, pp. 20-42

*Piaget, J. (1952). *The origins of intelligence in children.* New York: International Universities Press. (pp 253- 262 ,"The exploration of new objects and phenomena and the 'derived' secondary reactions")

Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books (pp 1-25, "The development of object concept")

*Piaget, J. (1962), The stages of the intellectual development of the child. *Bulletin of the Menninger Clinic,* 26, 120- 128.

Website of the Jean Piaget Society

Recommended

Cognitive Development

WEEK THREE
FEBRUARY 6, 8

THEORIES OF COGNITIVE DEVELOPMENT: LEV VYGOTSKY

Required

Woolfolk, pp. 43-59

*Vygotsky, L. (1986). *Thought and language*. Cambridge, MA; The MIT Press. (pp 210- 256, "Thought and word")

Abbeduto, L., Ed. (2006). *Taking Sides: Clashing views in educational psychology*. Should schools adopt a constructivist approach?, pp.148-177.

Bruner, J. "The act of discovery," pp. 216-227 in Diessner, R., & Simmons, S. *Notable selections in educational psychology*. 2000. Guilford, CT: Dushkin/McGraw-Hill

Website of Resources on Vygotsky

Online Vygotsky Archive

Bloom's Taxonomy

Recommended

Jerome Bruner

WEEK FOUR
February 13, 15

PSYCHOSOCIAL DEVELOPMENT : THE WORK OF ERIK ERIKSON

Required

Woolfolk, pp. 62-77

Shakespeare, Seven ages of man

*Erikson, E. (1963). *Childhood and society- 2nd Edition.* New York: W.W. Norton & Co.
(pp. 247- 274, "Eight ages of man")

Erikson, E. (1963). *Childhood and society-* 2nd Edition. New York: W.W. Norton & Co.
(pp. 285- 325, "Reflections on the American identity")

Recommended

Website for Resources on Erik Erikson

WEEK FIVE
February 22

PSYCHOSOCIAL DEVELOPMENT : THE WORK OF ERIK ERIKSON (CONT'D)

*Marcia, J. (2000). "Development and validation of ego-identity status." pp. 138-48. in Diessner, R., & Simmons, S. *Notable selections educational psychology.* Guilford, CT: Dushkin/McGraw-Hill.

WEEK SIX
February 27, March 1

EXAMINING CLASSROOM MANAGEMENT: CLASSICAL CONDITIONING, BEHAVIORIST PERSPECTIVES AND B.F. SKINNER

Required

Belshazzar's Feast, Rembrandt

Woolfolk, pp. 187-225

*Skinner, B.F. (1953) Shaping and maintaining operant behavior. In *Science and human behavior.* New York: Macmillan.

Ivan Pavlov- Website of Nobel Prize Laureates

Website of the B.F. Skinner Foundation

B.F. Skinner-Biography

Recommended

[Classical Conditioning](#)

[Website of Albert Bandura](#)

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WEEK SEVEN
March 6, 8

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LEARNER DIFFERENCES: WHAT IS INTELLIGENCE?   **GARDNER'S MULTIPLE   INTELLIGENCES "THEORY"**

Required

Woolfolk, pp. 100-115, 136-145

*Gardner, H. (1983). *Frames of mind*. New York: Basic Books (pp. 59- 70, "What is intelligence?")

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21ˢᵗ Century*. New York: Basic Books (pp. 79- 92; "Myths and realities about multiple intelligences")

Abbeduto, L., Ed. (2006). *Taking Sides: Clashing views in educational psychology*. Can Howard Gardner's theory of multiple intelligences transform educational practice? pp. 203-230.

[Walter McKenzie's Multiple Intelligences Pages](#)

[Bloom's Taxonomy](#)

Recommended

[*Multiple Intelligence after Twenty Years*: An Address by Howard Gardner](#)

[Reframing the mind](#)

[Human Intelligence](#)

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WEEK EIGHT
March 13, 15

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INTELLIGENCE (CONT'D); EMOTIONAL INTELLIGENCE

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books (pp. 13- 29, "Anatomy of an emotional hijacking"; pp. 33-45, "When smart is dumb")

Emotional Intelligence: Popular or Scientific Psychology

Recommended

Consortium for Research on Emotional Intelligence for Organizations

WEEK NINE
March 20, 22

BEGINNING TO TEACH

Film Presentation: *The First Year (2001)*

Woolfolk, pp. 388-421.

Marzano, R. (2003). What works in schools*: Translating research into action*. Alexandria, VA: ASCD Publications (Chapter 10, "Classroom management," pp. 88-105.)

WEEK TEN
March 27, 29

Course Midterm (March 27th)

Classroom Roundtable (March 29th)

WEEK ELEVEN
SPRING RECESS
WEEK OF APRIL 2

WEEK TWELVE
April 10, 12

CREATING "RESPONSIBLE" LEARNING ENVIRONMENTS: MORAL AND CHARACTER EDUCATION-PIAGET, KOHLBERG, AND GILLIGAN

Don Giovanni, W.A. Mozart (excerpt)

Woolfolk, pp. 78-87

*Kohlberg, L. (1984). *The psychology of moral development: The nature and validity of moral stages*. San Francisco: Harper & Row (pp. 7- 24, "Stage and sequence: The cognitive-developmental approach to socialization," pp. 170-205, "Moral stages and moralization: the cognitive-developmental approach")

Piaget, J. (1960). *The moral judgment of the child*. Glencoe, IL: The Free Press. (pp. 195- 219, "Cooperation and the development of the idea of justice")

*Gilligan, C. (1982). *In a different voice*: *Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press. (pp. 1-23, "Introduction" and "Woman's place in a man's life cycle")

Studies in Moral Development and Education (click on Overview)

Kohlberg's Theory of Moral Development

WEEK THIRTEEN
April 17, 19

MOTIVATION TO LEARN: MASLOW'S HIERARCHIES; CAN PRAISE BE DANGEROUS?

Film Presentation: L'Enfant

Required

Woolfolk, pp. 338-360; pp. 370-385

Abraham Maslow

Maslow's Motivation Theory

*Maslow, A. (1970). *Motivation and personality*. New York: Harper & Row. (pp. 35-58, "A theory of human motivation")

 Dweck, C. (1999).Caution- praise can be dangerous. *American Educator*, pp. 4-9.

Amster, S.E. (1996). The case against rewards and praise: A conversation with Alfie Kohn. *Harvard Education Letter*, Focus Series No. 2, pp. 4-7.

Recommended

[Alfie Kohn Interview](#)

[Locus of Control Inventory](#)

WEEK FOURTEEN
April 24, 26

CLASSROOM TEACHING: THE THEORIES APPLIED

Film Presentation: [The Hobart Shakespeareans](#)

WEEK FIFTEEN
May 1

STUDENT PRESENTATIONS: FINAL EXHIBITION OF LEARNING

PRIMARY SOURCE REFERENCES FOR EDUCATIONAL PSYCHOLOGY

A Selected Bibliography

These books have been placed on reserve in the library.

Bruner, J.S. (1960). *The process of education.* NY: Vintage Books.

Bruner, J.S. (1966). *Toward a theory of instruction.* NY: Norton.

Bruner, J.S. (1971). *The relevance of education.* NY: Norton

Bruner, J.S. (1973). *Beyond the information given: Studies in the psychology of knowing.* NY: Norton.

Dewey, J. (1910). *How we think.* Boston: D.C. Heath.

Dewey, J. (1916). D*emocracy and education: An introduction to the philosophy of education.* NY: Macmillan.

Diesner, R. & Simmons, S. (2000). *Notable selections in educational psychology.* Guilford, CT: Dushkin/McGraw-Hill.

Erikson, E. (1963). *Childhood and society* (2nd Ed.). NY: Norton.

Erikson, E. (1968). *Identity, youth and crisis.* NY: Norton.

Erikson, E. (1980). *Identity and the life cycle* (2nd ed.) NY: Norton.

Gardner, H. (1983). F*rames of mind: The theory of multiple intelligences.* NY: Basic Books.

Gardner, H. (1996). *Intelligence reframed: Multiple intelligences for the 21st century.* NY: Basic Books.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development.* Cambridge, MA: Harvard University Press.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* New York

Goleman, D. (1998). *Working with emotional intelligence.* New York: Bantam.

Kohlberg, L. (1981). *The philosophy of moral development.* NY: Harper & Row.

Kohlberg, L. (1984a). *Essays on moral development.* San Francisco: Harper & Row.

Kohlberg, L. (1984b). *The psychology of moral development.: The nature and validity of moral stages.* San Francisco: Harper & Row.

Kohn, A. (1993). *Punished by rewards.* New York: Houghton-Mifflin.

Maslow, A.H. (1968). *Toward a psychology of being* (2nd Ed.) NY: Van Nostrand.

Maslow, A.H. (1987). *Motivation and personality* (3rd Ed.). NY: Harper & Row.

Piaget, J. (1954). *The construction of reality in the child.* (M. Cook, trans.) New York: Basic Books.

Piaget, J. (1963). *Origins of intelligence in children.* New York: Norton.

Piaget, J. (1965). *The moral judgment of the child.* New York: Free Press.

Piaget, J. (1969). *The science of education and the psychology of the child.* New York: Viking.

Piaget, J. (1974). *Understanding causality.* (D. Miles & M. Miles, trans.) New York: Norton.

Skinner, B.F. (1930). *The behavior of organisms.* NY: Appleton-Century-Crofts.

Skinner, B.F. (1953). *Science and human behavior.* NY: Macmillan.

Skinner, B.F. (1974). *About behaviorism.* NY: Knopf.

Skinner, B.F. (1976) *Walden two.* New York: Prentice-Hall.

Sternberg, R.J. (1985). *Beyond IQ: A triarchic theory of human intelligence.* New York: Cambridge University Press.

Vygotsky, L.S. (1962). *Thought and language* (E.H.G. Vakan, trans.). Cambridge, MA: Harvard University Press.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

INTASC STANDARDS

Principle #1: The *teacher understands* the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and *can create learning experiences* that make these aspects of subject matter meaningful for students.

    Artifact:
    Artifact:

Principle #2: The teacher *understands how children learn and develop*, and can *provide learning opportunities* that support their intellectual, social and personal development.

    Artifact:
    Artifact:

Principle #3: The teacher understands how *students differ in their approaches to learning* and creates instructional opportunities that are adapted to diverse learners.

    Artifact:
    Artifact:

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage student's *development of critical thinking, problem solving, and performance skills.*

    Artifact:
    Artifact

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to *create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

    Artifact:
    Artifact

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques *to foster active inquiry, collaboration, and supportive interaction in the classroom.*

    Artifact:
    Artifact:

Principle #7: The *teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

    Artifact:
    Artifact:

Principle #8: The teacher understands and *uses formal and informal assessment strategies* to evaluate and ensure the continuous intellectual, social and physical development of the learner.

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Principle #9: The *teacher is a reflective practitioner* who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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Principle #10: The *teacher fosters relationships* with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Artifact:
Artifact: