



# Welcome to Educational Psychology!

PSY 226-02

Thursdays 11:00 a.m. – 1:50 p.m. CB 219



Dr. Christine Harrington

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**Please come and visit me!**

Drop in Office Hours:

Mondays 9:00-11:00 a.m.

Thursdays 10:00 – 11:00 a.m.

By Appointment Office Hours:

Wednesdays 1:30- 2:30 p.m.

Thursdays 9:00 – 10:00 a.m.



My name is Dr. Christine Harrington and I'm delighted that we will be working together this semester. Educational Psychology is one of my favorite subjects- this class is all about how theory and research can guide educational practices. This information will obviously be very important to you as a future educator. This class will help you gain not only essential knowledge about theory and research but will also make you much more confident in your ability to apply this information via teaching. In my class, you can expect to be challenged, engaged, and supported as you explore the field! It's going to be tons of fun and you'll walk out knowledgeable and confident!

## What is this course all about?

### Pre-requisites: PSY 123

This course provides an overview of learning, motivational, and developmental theories with a focus on their application to the field of education. Educational research addressing the powerful role of the educator, effective teaching strategies, and curriculum decision making are discussed. Theory and research based practices to reach all learners in an educational environment are emphasized.



### Learning Outcomes-

#### Here's what you will be able to do after successfully completing this course:

1. Identify and discuss learning, motivational, and developmental theories and psychological concepts related to education (as indicated in the course content area below).
2. Discuss the role of the educator in student motivation and learning.
3. Describe the various educational research methods and apply this knowledge to evaluate educational research studies.
4. Develop oral, visual, and written summaries that are consistent with effective educational practices.

### Course Content Areas:

#### Educator and Educational Setting

Connection between the role of the educator and student motivation and learning; Current trends and contemporary issues; Classroom environment and behavior management; Diverse student body; Working with parents and the community

## Theories

Developmental theory (Piaget, Vygotsky; Bronfenbrenner; Kohlberg); Learning theory (operant conditioning, observational learning, memory process, problem solving, constructivism); Motivational theories (behavioral, cognitive, humanistic)

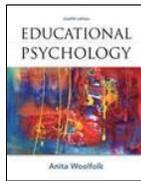
## Research Based Practices

Review of research Methods; Curriculum (i.e., Phonics based reading instruction); Classroom practices (i.e. group work)

## Teaching and Assessment

Objective driven lesson planning (Bloom's taxonomy); Evaluating and grading learning through assessment and standardized testing; Teaching with technology

## Learning Resources



**Text:**

Educational Psychology, 12th Edition, Anita Woolfolk

**Research Article Packet:** Will be distributed in class

## Important Policy Information

*If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.*

*To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.*

## Participation Policy

*You are expected to be an active participant in class discussions and other learning opportunities. To do this, you must be prepared so be sure to complete all reading and other assignments according to the schedule. The class activities have been carefully designed to help you achieve the learning outcomes for the course. Missing class or not actively participating will negatively impact your ability to learn the content.*

## **Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work**

*Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Engaging in academically dishonest acts can result in a failing grade on the assignment, failing course grade and/or an official code of conduct charge being filed.*

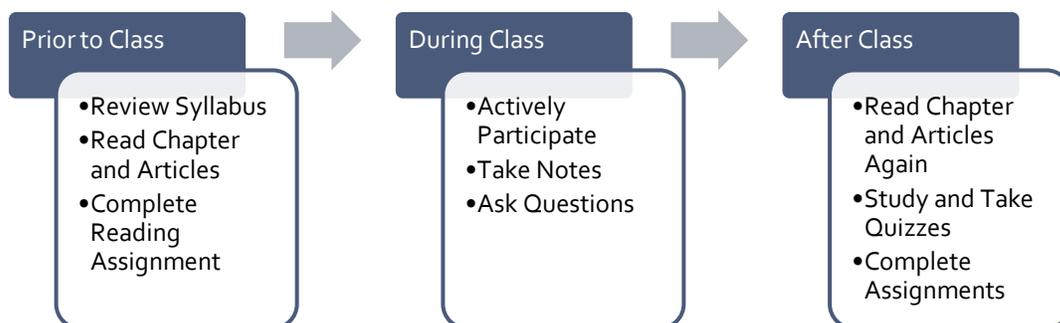
### **Late Work/Missed Exam Policy: All Students are Expected to Complete Learning Tasks on Schedule**

*It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, you will need to complete all quizzes, exams, and assignments according to the schedule. If you have a personal situation that prevents you from doing so, you will need to discuss this with me prior to the due date. Reading Assignments can be submitted PRIOR to class in Campus Cruiser, My Assignments if you will be absent. Extensions are only given in rare situations and at my discretion. If provided, a missed quiz or exam may be administered orally.*

### **Support and Help Available**

*I am available to assist you with all learning tasks. You can set up a time to meet with me in person, for a phone consultation or can e-mail me your questions or concerns. You can also get additional assistance from campus resources such as the library, Counseling and Career Services (ED 100), and tutoring (JLC).*

## **Your Learning Experience:**



## Assignments:

### Academic Integrity Assignment:

To help you avoid unintentional dishonesty, all students are expected to view the [Academic Integrity Narrated Power Point presentation](#) (link also in Campus Cruiser) and take a 25 question on-line quiz in Campus Cruiser. You can take the quiz as many times as necessary but will need to achieve 100% (scores lower than 100 will be changed to a zero).

### Reading Assignments:

To accomplish all of our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, you will be completing reading assignments- typing answers to the questions posed (see back of syllabus). While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information is important! Your exams will be comprised of your reading assignment questions.

### Quizzes:

Practicing retrieval is a very effective learning strategy. To maximize your learning experience, you will be taking a quiz on every chapter. Quizzes are online (in Campus Cruiser), open book, and are not timed. You can take each quiz up to three times (lots of retrieval practice!) and the highest score will count. These are called formative assessments – they are designed to help you learn.

### Presentations/Teaching Opportunities and Related Written Assignments:

Since this is a course that is preparing you to become an educator, doing presentations is important! You will have the opportunity to do 2 presentations. Although you are working in groups (4-5 students) for these learning activities, you are **graded on an individual basis**.

In addition to being an effective presenter of information, you will also need to create clear written documents such as educational lesson plans. These assignments will not only help you enhance your writing skills but because they are directly connected to your presentations, they are also designed to help you produce a high quality presentation.

1. A 10-15 minute presentation on an **educational topic** (topic must be approved). Using a Power Point as a visual back drop, you will provide the class with an overview of the research on the topic and practical educational implications. *To maximize the participation of all students in the group and to increase your learning of all the material, you will be assigned parts on the day of the presentation. View this presentation as an individual presentation but you have a support team.* This assignment includes:

- a. Lesson Plan
  - b. Literature Review Paper (3-5 page paper done individually; this will help your group function more productively because everyone will be coming to the table with their own contributions!)
  - c. Power Point Slides
  - d. Presentation
  - e. Reflection Paper
2. A 30 minute lesson on an assigned article from the **research packet**. This is an opportunity for you to engage the class in significant hands-on learning experiences. Because of the interactive nature of this lesson, your group will get to decide on who will do what task. All members need to have equal parts. This assignment includes:
- a. Lesson Plan
  - b. Presentation
  - c. Reflection Paper

Details about the presentations can be found toward the back of the syllabus.

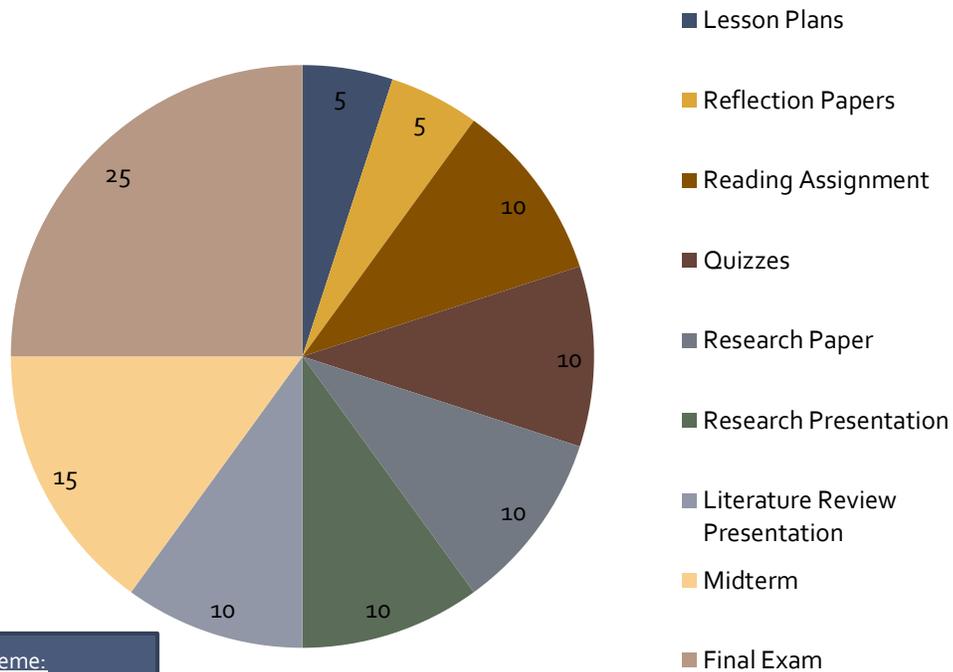
### Exams:

You will take a Mid-term and Final Exam, comprised of short answer questions from the reading assignments. This is a great opportunity for you to “show what you know” and celebrate all you’ve learned. These are called summative assessments, showing the “sum” of all of your learning!

## Grading Information

Lesson Plans	5%
Reflection Papers	5%
Reading Assignments	10%
Quizzes	10%
Literature Review Paper	10%
Literature Review Presentation	10%
Research Article Presentation	10%
Midterm	15%
Final Exam	25%

## Grade



### Grading Scheme:

A = 93-100; A- = 90-92

B+ = 87-89; B = 83-86; B- = 80-82

C+ = 77-79; C = 70-76

D = 65-69; F = 0-64

## Course Outline

Week	What is Due?	Topic of the Day
1/23		<b>Chapter 1- Learning, Teaching and Educational Psychology</b> What is Educational Psychology? Teachers and Students Research in Education Academic Integrity Brooks- Mindset of a Teacher
1/30	Academic Integrity Quiz Chapter 1 Quiz Chapters 1 and 14 Reading Assignments	<b>Chapter 14- Teaching Every Student</b> <i>Hogan 2003; Krathwohl &amp; Anderson 2010</i> Effective Teachers Lesson Plans and Bloom's Taxonomy Teaching Strategies and Teacher Expectations Differentiated Instruction GROUP ASSIGNMENTS FOR LITERATURE REVIEW PRESENTATION

2/6	Chapter 14 Quiz Reading Assignment Chapter 15	<b>Chapter 15- Classroom Assessment, Grading, and Standardized Testing</b> <i>Zimmerman and DiBenedetto 2008</i> Test and Measurements Assessment Options Grading and Rubrics Standardized Testing
2/13	Chapter 15 Quiz Reading Assignment Chapter 2 <b>Literature Review Paper Due</b>	<b>Chapter 2- Cognitive Development</b> Goswami 2008 Mayer 2008 Neurons and Brain Development Piaget and Vygotsky <b>GROUP WORK</b>
2/20	Chapter 2 Quiz Reading Assignment Chapters 3 and 4	<b>Chapter 3- The Self, Social, and Moral Development</b> Bronfenbrenner, Peer Issues, and Bullying Erikson and Kohlberg Cheating <b>Chapter 4- Learner Differences and Learning Needs</b> Intelligence and the Bell Curve Learning Styles Special Education Law Learning Disabilities and ADHD Seligman's Learned Helplessness Gifted Students <b>GROUP WORK</b>
2/27	Chapters 3 and 4 Quizzes <b>Lesson Plan 1 and Power Point Slides Due (Learning Outcomes; Outline of Content)</b>	<b>Chapters 3 and 4 Continued</b> Ramstetter, Murray & Garner 2010 National Reading Panel 2000 <b>GROUP WORK</b>
3/6	Prepare for Midterm!	<b>Midterm</b> (Chapters 14, 15, 1, 2, 3, 4) <b>GROUP WORK</b>
3/13		<b>NO CLASS- SPRING BREAK</b>
3/20	Prepare Presentation	<b>Literature Review Presentations</b> <b>GROUP ASSIGNMENTS FOR 30 MINUTE PRESENTATION</b>
3/20	Reading Assignment Chapters 5 and 6 <b>Lesson Plan 2 Due</b>	<b>Chapter 5 Language Development, Language Diversity, and Immigrant Education</b> Language Milestones Bilingualism <b>Chapter 6- Culture and Diversity</b> Culture, Social Class, and Gender Tracking Resilience
3/27	Chapters 5 and 6 Quizzes Reading Assignments Chapter 7 and 13 <b>Reflection Paper 1 Due</b>	<b>Chapter 7- Behavioral Views of Learning</b> Classical and Operant Conditioning Observational Learning <b>Chapter 13- Creating Learning Environments</b>

		<p>First Day of Class  Classroom Management  Teacher Effectiveness  Physical Environment  GROUP WORK</p>
4/3	Chapters 7 and 13 Quizzes	<p><b>Chapters 7 and 13 Continued</b>  GROUP WORK</p>
4/10	<p>Reading Assignment  Chapters 8 and 9</p>	<p><b>Chapter 8- Cognitive Views of Learning</b>  Acquiring Knowledge, Attention and Memory  Forgetting  <b>Chapter 9- Complex Cognitive Processes</b>  Metacognition  Note-taking  Creative and Critical Thinking  <b>APA Task Force on Zero Tolerance Policies Student Presentation</b>  <b>Recht and Leslie (1998) Prior Knowledge Student Presentation</b></p>
4/17	<p>Chapters 8 and 9 Quizzes  Reading Assignment  Chapters 10, 11, and 12</p>	<p><b>Chapter 10- The Learning Sciences and Constructivism</b>  What is Constructivism?  John Dewey  Cooperative Group Work  Technology and Instruction  <b>Chapter 11- Social Cognitive Views of Learning and Motivation</b>  Bandura  Self-efficacy  Self-regulated learning  <b>Chapter 12- Motivation in Learning and Teaching</b>  Motivational Approaches/Theories  Intrinsic and Extrinsic Motivation  Maslow  Attribution Theory  Emotions  <b>Memory Student Presentation (Schwartz, Son, Kornell &amp; Finn, 2011)</b>  <b>Fully Guided Instruction Student Presentation (Clark, 2012)</b></p>
4/24	Chapters 10, 11, and 12 Quizzes	<p><b>Chapters 10-12 Continued</b>  <b>Motivation Student Presentation (Wlodkowski, 1999)</b>  <i>Final Exam Review</i></p>
5/1	<p>Prepare for Final Exam  <b>Reflection Paper 2 Due</b></p>	<p><b>Final Exam</b></p>

## Assignment Details

### Lesson Plans

You will need to write a 1-2 page lesson plan for each presentation you are doing. You will need to submit your own lesson plan along with a group lesson plan that will reflect the work of all members. Lesson plans will need to include the following:

**Learning Outcomes-** You will need to identify 2-3 learning outcomes. What will your classmates be able to think, know or do as a result of participating in the activity? Identify the level of Bloom's taxonomy that corresponds to each learning outcome.

**Learning Activities-** List the teaching strategies and activities you plan to use to accomplish the learning outcomes. Include time needed for each strategy or activity.

**Assessment-** Develop 1-2 multiple choice questions and a short answer question for the 1<sup>st</sup> presentation and 1-2 multiple choice questions for the second one. Indicate correct answers for the multiple-choice question and include a rubric that you will use to grade the short answer question.

### Analytical Rubric – Lesson Plans

Lesson Plans	"D" or "F" Work	"B" or "C" Work	"A" Work
Content	Behavioral terms not used; learning outcomes not clearly explained; little to no connection between outcomes, activities and assessment questions	Used behavioral terms to identify what students will learn as a result of participating in the lesson; Attempted to connect to Bloom's theory; Focused on semi-important topics; Some connection between learning activities and assessment questions; Good use of active learning techniques and research based practices; Rubric lacks specificity	Used behavioral terms to identify what students will learn as a result of participating in the lesson; Accurate references to Bloom's taxonomy; Focus was on most important points; Learning activities and assessment questions were clearly connected to learning outcomes; Good use of active learning techniques and research based practices ; Rubric would be easy for others to use

## Literature Review Paper

For this assignment, you will be writing a **3-5 page paper on your presentation topic** (see below). You will need to find at least 7 resources, 3 of which must be original research studies. The goal is to become knowledgeable about the research in this area. Use the library databases to find peer-reviewed journal articles. In addition to using at least 5 peer reviewed journal articles, you can also use research based books or websites.

### Organization of Paper:

Introduction- Importance of the Topic

3 Main Themes that Emerged from the Research- include details from at least one original study on each theme

Summary- Review key findings and their importance

### Analytical Rubric

Paper	"D" or "F" Work	"B" or "C" Work	"A" Work
Content	Inaccurate or minimal information included; Lack of organization or flow; Did not include original research studies	General overview of the topic; Information was accurate but missed some important concepts; Difficult to differentiate between main points and supporting details; Some details about at least 2 original studies	Comprehensive overview of the topic; Information was accurate and complete; Major points were emphasized; Good details about at least 3 original research studies; Well organized
Writing Skills	Did not address three main themes. Limited to no research support for statements. Citations not used or inappropriately used. Several spelling and grammatical errors.	Good organization- included organization, described 3 main themes, conclusion summarized key points. Most statements supported by research. APA style was used. Few spelling and grammatical errors.	Well organized- clear introduction, description of approximately 3 main themes, and strong conclusion. Research supported all statements and APA Style was used. Free of grammatical and spelling errors
Resources	Did not include at least 7 scholarly sources; Sources were not research based	At least 7 scholarly sources were used- some were not research based	At least 7 scholarly sources were used; All sources were research based; At least 3 original studies included

## Presentation 1:

### Topics:

1. What are the Best Practices in Bilingual Education?
2. Is Homework Valuable?
3. Should Children be Held Back?
4. What are the benefits of Extra-Curricular Activities?
5. What is the best way to educate gifted students?
6. Does Group Work lead to High Achievement?
7. Does Technology Aid learning?
8. Should we lengthen the school day or year?
9. What's the value in service learning?
10. Does Block Scheduling work?
11. What's the best way to give feedback when grading students?

### Task:

1. Write a 3-5 page literature review paper (see previous section)
2. Create a Lesson Plan for this Presentation/Teaching Opportunity (see previous section).
3. Create a Power Point Presentation to review the literature on your topic. Be sure to include major themes that emerged from the literature, specifics from at least 2 original studies, and educational implications of the research. You will have approximately 10-15 minutes for this presentation that consist primarily of direct instruction with one or two brief opportunities for active learning.
4. Create a visually effective 1-2 page handout for the class that highlights the key points from your presentation. You will post this on Shared Files (you can also distribute it in class if you'd like).
5. Administer the assessment you created- collect responses and grade it. (group)
6. Write a brief reflection paper (1 page) about your presentation (individual). What went well? What would you do differently next time? Did your assessment results help you know if the learning outcomes were achieved?

### Analytical Rubric- Presentation 1

Presentation	"D" or "F" Work	"B" or "C" Work	"A" Work
<b>Content</b>	Inaccurate or minimal information; Little to no details on original studies; Relied more on opinions vs. research	Information was accurate but missed some important concepts; Difficult to differentiate between main points and supporting details; Minimal information from 2 original research studies ; Limited discussion of application	Information was accurate and complete; Numerous research findings were discussed and at least 2 original studies were explained in detail; Major points were emphasized and application to education was highlighted

<b>Presentation Style</b>	<b>Read off paper or slides; Minimal eye contact; Little to no emphasis on main points</b>	<b>Good eye contact and organization of presentation; Minimal emphasis on major points so all information seemed equally important</b>	<b>Good eye contact and engagement; Well organized- major points were emphasized; Brief active learning techniques helped students learn material</b>
<b>Power Point Presentation and Handout</b>	<b>Relied solely or almost solely on the use of words with little organizational structure. Not enough information or too much information on slides</b>	<b>Some use of organizational strategies such as bullets, but limited use of tools such as Smart Art, graphs or tables.</b>	<b>Information presented in very clear and well organized fashion. Effective use of Smart Art, graphs, tables, etc. to visually organize the information. Amount of information provided was substantial but not overwhelming</b>
<b>Time Management</b>	<b>Did not follow the time plan</b>	<b>Generally on target with time but some activities took more or less time than planned</b>	<b>All activities were completed within the allotted time</b>

## Presentation 2

### Presentation 1 Article Choices:

1. APA- Zero tolerance policies- **Behavior Management**
2. Recht and Leslie 1998- **Reading Comprehension**
3. Schwartz, Son, Kornell & Finn 2011- **Memory**
4. Clark 2012 **Fully Guided Instruction**
5. Wlodkowski 1999- **Motivation**

### Task:

1. Create a Lesson Plan for this Presentation/Teaching Opportunity (submitted previously).
2. Engage the class in a 20-30 minute active learning lesson on your article (group). Your role is to facilitate learning through active learning exercises.
3. Administer the assessment you created- collect responses. (group)
4. Grade the assessment. (individual- group) Submit a grading summary sheet that includes the average overall grade (mean), and average score for each question (including short answer).

5. Write a brief reflection paper (1 page) about your presentation (individual). What went well? What would you do differently next time? Did your assessment results help you know if the learning outcomes were achieved? What worked well and what did not in terms of your rubric?

### Analytical Rubric- Presentation 2

Presentation	"D" or "F" Work	"B" or "C" Work	"A" Work
<b>Content</b>	Inaccurate or minimal information from the article	Information was accurate but missed some important concepts; Difficult to differentiate between main points and supporting details	Information was accurate and complete; Major points were emphasized
<b>Active Learning Activity- Directions and Monitoring</b>	Directions unclear; Students confused about what to do; Answers to questions were not helpful; Limited amount of monitoring	General overview of activity provided but some confusion emerged; Moved around the room and provided some additional guidance as needed	Directions were shared verbally and in writing and were clearly articulated; Answered questions well; Moved around the room to be sure students were on track with activity
<b>Active Learning Activity- Appropriateness to Task</b>	The activity did not help students master the content from the article	The activity helped students grasp content from the article but did not emphasize major points	The activity helped students master the content with emphasis on main points from article
<b>Time Management</b>	Did not follow the time plan	Generally on target with time but some activities took more or less time than planned	All activities were completed within the allotted time
<b>Engagement</b>	Facilitators exhibited low levels of energy and students did not appear to be engaged	Some energy was exhibited by facilitators and most students were attentive and engaged	Facilitators were enthusiastic about the activity and students were highly engaged throughout the activity

## Reflection Papers

Reflecting on your work is an excellent way to improve your performance. After each presentation, you will be writing a 1-2 page reflection paper. In this paper, you will discuss what went well and what improvements you plan to make the next time you present. Be specific and use educational terminology. You will need to include the grading information from the mini-assessment you gave at the end of your presentation. Please submit this online via My Assignments in Campus Cruiser.

### Analytical Rubric – Reflection Paper

Lesson Plans	“D” or “F” Work	“B” or “C” Work	“A” Work
<b>Content</b>	Vague, general comments about presentation made. Did not include grading information.	General comments about what worked and what didn't; Lacking specifics about how to improve; Grading information included	Specific information about what did and did not go well with the presentation. Several specific strategies (with reference to educational terminology) were identified for improving the next presentation. Focus on learning and details about grading included.

## Reading Assignments/Final Exam Review Sheet

### Chapter 1

1. What theories are associated with Erikson, Pavlov, Skinner, Bandura, Piaget, and Vygotsky?
2. What impact does the teacher-student relationship have on academic performance?
3. What is the experimental research method? Why can we say causation with this model? What are independent, dependent and confounding variables?
4. What is the correlational research method? What can we say about the results found using this method? What correlation would indicate a strong relationship? What is the difference between a positive and negative correlation?
5. What are some ethical problems that can arise when doing research? How can we address these problems?
6. What are the key components of an effective teacher mindset according to Dr. Brooks?

**Chapter 14:**

1. Who is Bloom? Describe his taxonomy of learning. What changes were made to his taxonomy in 2001?
2. According to research, what are the pros and cons of homework? What are the best ways to use seatwork and homework?
3. What was the key finding from the Rosenthal and Jacobson study on the Pygmalian effect?
4. What do expert teachers do? How does this differ from novice teachers?
5. What should drive the creation of a lesson plan? What are the key components of a lesson plan?
6. What are advance organizers? What strategies can teachers use to ask effective questions?
7. What is differentiated instruction?

**Chapter 15:**

1. What's the difference between formative and summative assessment? Describe various types of assessment.
2. What does the research say about holding students back (retaining them in the same grade again)?
3. What are the pros and cons of high stakes testing? What has shaped the use of high stakes testing?
4. What is the difference between norm and criterion tests?
5. Why should teachers use rubrics? What are the advantages and disadvantages of different types of rubrics?
6. How should teachers partner with parents?

**Chapter 2:**

1. From a biological standpoint, why do adolescents engage in "risky" behavior?

2. You are watching a video in class and one of your students stands right in front of the screen. As a result, others can't see the video. Which Piaget concept explains why this student seemed unaware that he or she was blocking the view of others?
3. During which Piaget stage would it be appropriate to start "testing" them on content knowledge such as knowing the 50 states? Explain your answer.
4. What are the key points associated with Vygotsky's socio-cultural theory? Give an educational example of scaffolding.
5. What are sensitive periods?
6. How does neural communication work? What's the difference between experience dependent and experience expectant connections?
7. What is the primary purpose of the lobes of the brain?
8. What are the stages in Piaget's theory of cognitive development? What flaws are associated with the pre-operational period? What new cognitive skills develop during the concrete operational period and the formal operational period?
9. What has educational neuroscience taught us about how we learn? (Goswami article)
10. What did we learn about effective multi-media from the research conducted by Mayer (2008)?

### **Chapter 3:**

1. Your district wants to increase academic time by taking away recess. Is this a good idea? Why or why not?
2. Amanda is disliked by her peers and as a result, she doesn't really have any friends. Jessica also doesn't have any friends but it's not because they don't like her, it's more a case of they don't really pay much attention to her. Which student is most likely to experience negative consequences? Explain.
3. Samantha doesn't steal the toy she wants because she is afraid that she will be punished. What stage of Kohlberg's moral development would she be in? What are the 3 levels of moral thinking?
4. How can teachers reduce cheating behaviors?
5. Explain the Bronfenbrenner's bioecological model.

6. What are strategies schools can use to reduce bullying?
7. How does self-concept change during the late elementary school years? What Piaget concept helps explain this shift?

#### **Chapter 4:**

1. Your student comes to you with an IQ score of 100. What does this mean?
2. According to research, is it important that teachers teach to a student's preferred learning style?
3. What are the key components of the IDEA law? Why do regular education teachers have to be concerned with what works for students in Special Education?
4. What were the key points made by Rick Lavoie in the FAT City video? (will be shown in class)
5. What teaching strategies should be used with the gifted and talented population?
6. What are the advantages and disadvantages of using labels?
7. What do Sternberg and Gardner have to say about intelligence?
8. What are learning disabilities? What type of learning disability is most prevalent? What IQ is typical for a student with a learning disability?
9. What were the key findings from the research conducted by the National Reading Panel?
10. What is learned helplessness?
11. What is ADHD? What are some effective teaching strategies that can work with students with ADHD?

#### **Chapter 5:**

1. What strategies can you use as an early childhood educator to promote literacy skills?
2. Your colleague thinks learning two languages at the same time can be detrimental. Does research support her view?
3. What are the similarities and differences between the Structured English Immersion and Native Language Maintenance approaches to bilingual education?

**Chapter 6:**

1. What is the relationship between socio-economic status and achievement? Explain why this may be the case.
2. What is stereotype threat? What can be done to minimize its' negative impact?
3. What gender differences exist, if any, in curriculum and teaching practices?

**Chapter 7:**

1. Describe classical and operant conditioning. How do these principles apply to the classroom?
2. Tom gets super happy when a certain song comes on the radio. Why might this be? What learning theory is probably at work here? Mrs. Apple wants her students to do their homework every day. To this end, she has a homework pass that is given to students on Friday if they did their homework from Monday-Friday. What learning theory and strategy are being used?
3. What are advantages and disadvantages of group consequences?
4. Describe observational learning theory. What are mirror neurons? How can this theory be applied to the classroom setting?
5. Do zero tolerance policies work? What did the APA task force find?

**Chapter 13:**

1. How much time on average (per year) is spent on actual academic learning time? How can we increase this time?
2. What activities are important to do on the first day of school? How can these activities facilitate learning?
3. What do you need to consider when planning the physical layout of your classroom?
4. Describe the concepts of withitness, overlapping, group focus, and movement management.
5. Your friend is a new teacher and she is upset because one of her students is frequently talking during class. What behavior management strategies would you suggest?
6. What can you do as a teacher to reduce bullying?
7. How is school climate related to violence? What can be done to improve school climate?

**Chapter 8:**

1. What was the key finding from the Recht and Leslie (1988) study? What actions can teachers take to put this research into practice?
2. Does multi-tasking work? Describe the evidence.
3. What teaching strategies can you use to increase the likelihood that students will pay attention?

4. Describe in detail at least 3 memory strategies that work. (based on Schwartz, Son, Kornell & Finn 2011 article)
5. Describe the Ebbinghaus forgetting curve. What can teachers do to combat forgetting?

#### **Chapter 9:**

1. What is meta-cognition? How can teachers help students increase metacognition?
2. Describe at least 3 different note-taking methods. Which method is the most effective?
3. What's the difference between creative and critical thinking? Give an example of how a teacher can help students build creative and critical thinking skills.

#### **Chapter 10:**

1. What are the core components of constructivism that all of theorists agree on?
2. Who is John Dewey? What was his contribution to educational psychology?
3. Does fully guided or partially guided instruction work best? (Based on Clark 2012 article)
4. What is the flipped classroom? Do you think it works? Provide educational and research evidence to support your view.
5. What differentiates cooperative learning activities from standard group work? Describe at least 2 examples of cooperative learning strategies you can use in the classroom.
6. Describe the Jigsaw Classroom. What does the research (Walker & Croogan, 1998) say about its effectiveness?
7. What role should technology play in the classroom?

#### **Chapter 11:**

1. How can you use modeling in your classroom to promote learning?
2. How can students become good self-regulators?

#### **Chapter 12:**

1. What are the 4 motivational conditions according Wlodkowski 1999? Identify at least 1 strategy to promote motivation in each condition.
2. Describe intrinsic and extrinsic motivation and the research on this topic.
3. How is Maslow's hierarchy of needs relevant to the classroom?
4. What is attribution theory? Describe the key finding from the Mueller and Dweck (1998) study and what teachers should do with this information.
5. Identify at least 3 ways to celebrate student success.