

EPSY 6040: Foundations of Educational Psychology

University of North Texas
Department of Educational Psychology

Summer, 2012

8:30 am to 4:50 pm

Instructor: Dr. Wendy Middlemiss

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Text: Zimmerman, B. J., & Schunk, D. H. (2003). *Educational psychology: A century of contributions*. New Jersey: Lawrence Erlbaum Press.

Course Description: History of educational foundations, philosophical perspectives, scientific themes and grand theories that give rise to modern educational psychology.

Our Goals: Your work and participation in this class will provide you the opportunity to build an understanding of how the work of early educators, psychologists, and scientists formed the basis for educational psychology and how the different theories and perspectives developed from these beginning efforts to the different educational and psychological issues/concerns/contexts that now form our understanding of the learning context and the learner.

COURSE REQUIREMENTS

Thinking About Theories, Educators, and Psychologists [TAtep].

Each week students will be asked to summarize two main themes in the chapter readings. The paper needs to be in the format of a comparison...what is compared, however, is up to the student. Within the context of the comparison, students must also note from where the information discussed is derived...what theory, what aspect of learning, what disciplines and whose work forms the foundation for what is being presented. In addition, the paper must note what current elements of educational psychology are reflected in the materials and how will the concepts/elements/theories discussed continue to contribute to the developing field of educational psychology. In terms of writing, then, the TAtep will require *who* helped to bring about this thinking, a *what* concept(s)/theory(ies)/discipline(s) is/are represented, *when* did this work become a part of education/psychology and *when* did/will it have its strongest impact, *where* is this thinking likely to take educational psychologists, educators, and *how* do you conceive of the importance/contribution of this work in comparison to the other work discussed. The goal of this work is to help to illuminate the evolving nature of education and psychology at their crossroads of impacting learners and learning contexts. The successful achievement of this skill will help you in all educational endeavors as it will provide you with a rubric for how we have gotten to where we are in education and what old theories are represented in our “new” ideas. This will help in evaluating new programs and plans and help you to identify how you teach and why. Please structure your writing so that you clearly address each of the issues presented above.

There will be 4 TAtep assignments, one due each week beginning with the second week of class. Papers should be up to 5-pages of text and should be completed in APA style. Please do not exceed the page limit—as part of being a good communicator is to be able to present information succinctly and within the limitations provided. ...however, please note, it will probably be best to use all those pages ☺

TAtep assignments are worth **20 points** each for a total of **80 points** toward the class grade.

Summary Paper [SP].

If you teach or from the perspective of your role in education, learning, psychology, please describe your philosophy regarding learning and the learner tracing the influences on your viewpoint from early theorists, theories, educators, and philosophers to present day influences. Please note the strengths—using terms and language of the theories. Please note areas of weakness that may result from this approach to education. Then, please describe how you might adapt your educational style based on new educational information. Support this based on the principles, disciplines, and theories we have discussed. The key to completion of this assignment is to be very tied to specific information as reflected in the materials we have covered. Although it is an assignment that may lead to musings, which is wonderful, those musing for the purpose of this work, must be supported by theory and theories, trends, and projections.

This summary paper is worth **100 points** and may be up to 10 pages of text in length... ☺ tempting to think of it as 10 points a page... but probably not the most productive and successful conception. The paper needs to present a clearly constructed argument for your position, how it is derived from theory and general foundations of educational psychology. The strengths and weaknesses need to be presented within a framework of educational and psychological principles and how they have been derived across the developing discipline of educational psychology.

Chapter Questions [CQ].

What would one of our theorists ask about our current day educational practices... would they be happy/content? Why? Would they be appalled? Why? Construct a question and *using his/her voice*, provide a framework for an answer.

Students will be assigned this task, within an assigned group, once during the course of our class. Each Question is worth **10 points** and must be posted by the Wednesday preceding that week's class. Each student must also send their proposed responses/debate issues to me, by the Turnitin Link by Friday 6pm the day before that week's class. This is worth **10 points**. Total CQ points available: **20 points**

Interactive Discussion and Debate [IDandD].

Working from the Chapter Question, assigned groups will communicate over Blackboard Learn or in another format and will structure a debate. There will be time during the class period to summarize efforts. Each group will complete this work two times during the course of this class.

Completion of this activity will be worth **50 points** for each completed debate for a **total of 100 points** toward the final class grade.

Final Project

[**100 points**]

Where is Educational Psychology going... Group 1: focus on Ch. 6 and report; Group 2: focus on Ch. 7 and report; Group 3: focus on Reading and report. 5 resources showing this progression; Presentation materials. You will have judges who will rate the material and your argument. They do not need to agree with your position—it just has to be one that is plausible based on the current state of education, psychology, and the sociopolitical climate in the United States. Support your position well, be well-reasoned... that is the key... and *as always* use FACTS and CONCRETE Support.

GENERAL UNIVERSITY INFORMATION

Statement regarding Discriminatory Practices: The University of North Texas' College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment or employment of faculty and staff, and the operation of any of its programs and activities, as specified by Federal laws and regulations. The designated liaison for the Department of Educational Psychology is Dr. DeMarquis Hayes, Room 316, Matthews Hall. *The student* has the responsibility of informing the course instructors of any disabling condition which will require modifications to avoid discrimination.

Eagle mail. All students should activate and regularly check their Eagle Mail (e-mail account). Eagle Mail is used for official communications from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit:

<https://eaglemail.unt.edu>.

Academic honesty. It is expected that students will conform to the University of North Texas' Code of Student Conduct and Discipline as outlined in the undergraduate catalog (see also the Student Handbook which can be found on line at www.unt.edu). This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and full cite as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure in the course and possible expulsion from the University. *If you have questions about what constitutes plagiarism or cheating, please ask. Thank you.*

COURSE SCHEDULE

TAtep: Thinking About Learning Exercises

SP: Summary Paper

CQ: Chapter Question

IDandD: Interactive Discussion and Debate

WEEK	Topics	Readings, Assignments, Activities
<p>Week 1 June 2nd</p>	<p>Ch 1. Educational Psychology From 1890 to 1920 <i>Vernon C. Hall</i></p> <p>Ch 2. William James: Our Father Who Begat Us <i>Frank Pajares</i></p> <p>Ch 3. Alfred Binet's Contributions to Ed Psych <i>Linda Jarvin and Robert J. Sternberg</i></p>	<p>General Activities</p> <p>Practice Debate</p>
<p>Week 2 June 9th</p>	<p>Ch 4. The Development of Dewey's Psychology <i>Eric Bredo</i></p> <p>Ch 5. E. L. Thorndike's Enduring Contributions to Educational Psychology <i>Richard E. Mayer</i></p> <p>Ch 8. The Rise to Prominence: Educational Psychology 1920–1960 <i>J. William Asher</i></p> <p>Ch 9. Lev S. Vygotsky on Education: A Cultural-Historical, Interpersonal, and Individual Approach to Development <i>Jonathan Tudge and Sheryl Scrimsher</i></p> <p>Ch 19. Ann L. Brown: Advancing a Theoretical Model of Learning and Instruction <i>Annemarie Sullivan Palincsar</i></p>	<p>CQ Group 1 POSTING by Wednesday June 6th</p> <p>IDandD Groups 2 and 3 preparation and presentation</p> <p>TAtep 1 Due</p>

<p>Week 3 June 16th</p>	<p>Ch 10. B. F. Skinner: A Behavior Analyst in Educational Psychology <i>Edward K. Morris</i></p> <p>Ch 11. Jean Piaget, Learning Research, and American Education <i>C. J. Brainerd</i></p> <p>Ch 12. Lee J. Cronbach's Contributions to Educational Psychology <i>Haggai Kupermintz</i></p> <p>Ch 13. The Legacy of Robert Mills Gagne <i>Peggy A. Ertmer, Marcy P. Driscoll and Walter W. Wager</i></p> <p>Ch 14. Educational Psychology in the Modern Era: 1960 to Present <i>Michael Pressley with Alysia Roehrig</i></p>	<p>CQ Group 2 POSTING by Wednesday June 13</p> <p>IDandD Group 1 and 3 preparation and presentation</p> <p>TAtep 2 Due</p>
<p>Week 4 June 23rd</p>	<p>Ch 15. Benjamin S. Bloom: His Life, His Works, and His Legacy <i>Lorin W. Anderson</i></p> <p>Ch 16. Toiling in Pasteur's Quadrant: The Contributions of N. L. Gage to Educational Psychology <i>David C. Berliner</i></p> <p>Ch 17. From <i>The Process of Education</i> to <i>The Culture Education: An Intellectual Biography</i> of Jerome Bruner's Contributions to Education <i>Nancy C. Lutkehaus and Patricia Greenfield</i></p> <p>Ch 18 Bandura: The Scholar and His Contributions to Educational Psychology <i>Barry J. Zimmerman and Dale Schunk</i></p>	<p>CQ Group 3 POSTING by Wednesday June 20</p> <p>IDandD Groups 1 and 2 preparation and presentation</p> <p>TAtep 3 Due</p>
<p>Week 5 June 30th</p>	<p>Ch 6. Lewis M. Terman: A Pioneer in the Development of Ability Tests <i>John F. Feldhusen</i></p> <p>Ch 7. Maria Montessori: Contributions to Educational Psychology <i>Gerald L. Gutek</i></p> <p>Posted Reading from <i>Educational Psychology</i></p>	<p>TAtep 4 Due</p> <p>Summary Paper Due</p> <p>\Final Project</p>

Grading Scale To earn a(n):

A	requires earning	400 - 360
B	requires earning	359 - 320
C	requires earning	319 - 280
D	requires earning	279 - 240
F	requires earning	240 or fewer points