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Education Syllabi Fall 2012

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EDFD 503 Advanced Educational Psychology

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EDFD 503 Advanced Educational Psychology

Instructor: Robert J. Bueter, S.J., bueterr@xavier.edu/Office: Cohen 197; (513) 745-2869

Hours: Father lives on campus; email or call office phone for same-day or later appointment

Textual Materials:

Gardner, Howard. *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-First Century*. New York: Basic Books, 2011.

Heft, S.M., James L. *Catholic High Schools: Facing the New Realities*. New York: Oxford University Press, 2011.

In addition to these two books, there will be other required materials on a topic-by-topic basis; these will be found on the instructor's Electronic Reserve. The instructor will also provide internet addresses whereby the students can download (and print, at their discretion) articles and Web materials for which they will be responsible.

Course Description:

"An academic definition would perhaps say that educational psychology is the study of learners, learning, and teaching....However, for students who are or expect to be teachers, [it] is something more. It is the accumulated knowledge, wisdom, and seat-of-the-pants theory that every teacher should possess to intelligently solve the daily problems of teaching. Educational psychology cannot tell teachers what to do, but it can give them the principles for use in making a good decision and a language to discuss their experiences and thinking (Slavin 2000, page two)."

Overall Design and Goals

Students familiar with the philosophy and history of education in the United States—and most of the members of this fall's class have completed a course in that subject—are aware of the controversies surrounding the current call for reform of education. In no area of teacher education are those controversies more agitated than in the field of educational psychology, as will be evident from the assigned materials.

Howard Gardner's latest book will provide an overview of the field of educational psychology as well as a point of reference for other leading authors. James Heft's latest book will serve to review some of the key ideas from the history and philosophy of education (as well as an introduction for students who have yet to take that course). In addition, as the archdiocese of Cincinnati launches its own strategic plan for schools, Heft will serve as a guide for the latest issues in Catholic education.

From reading the assigned materials and from classroom lecture and discussion, students will be exposed to a "universe of discourse" that surrounds educational psychology:

as a **phenomenon**: how students learn at various maturities

as a **practice**: what I do, what others do, successes/failures

as a **discipline**: theories and theoreticians, major findings and issues.

[Bueter, EDFD 503, Syllabus, page two]

Class Attendance/Absence Procedure

Absences for this once-a-week class should be rare and must be reported by email to bueterr@xavier.edu by 5:00 PM the day before the class or, failing that, to the instructor by phone (513-745-2869) one hour before the beginning of class. The student is responsible for all matters covered during the missed class. Fully excused absences—sickness, other academic responsibility, family emergency—will be entitled to full credit and the instructor will work with the student to make up work. Permissible absences—professional obligations or other special circumstances—with the advance concurrence of the instructor will be entitled to full credit but the student must make the initiative to make up all work. Unexcused absences—no prior notification of an excusable absence or no concurrence by the instructor with a suggested permissible absence—will receive no credit for the work missed and no opportunity to make it up.

Cheating / Plagiarism

Cheating and/or plagiarism will result in no credit for the assignment/test and will be reported according to the appropriate Xavier University policy.

Final Grade Determination:

Quizzes on Assigned Readings	25%
Class Attendance and Participation	25%
Midterm Exam	25%
Final Exam	25%

Grading Scale:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
84% - 86%	B
81% - 83%	B-
78% - 80%	C+
75% - 77%	C
70% - 74%	C-
< 70%	F

[see separate pages for class schedule and assignments]