2013

EDFD 503-SCL Advanced Educational Psychology

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Course Title: Advanced Educational Psychology
Semester: Spring 2013
Course Number: EDFD 503 SCL
Credit Hours: Three
Day & Time: Wednesday 4:15 – 6:45
Location of Class: Glen Este High School

Instructor: Thomas Breen, M.Ed.
Phone: 745-3655(XU)-528-5089(Home)
Office Hours: Before & After Class

Course Goal:
Students will increase their knowledge and understanding of the practical applications of psychological principles concerning human beings to education and other professional fields through the application of psychological theories, principles and research methods.

Objectives:
By the end of the semester, students will have had opportunities to:

1. Develop an understanding of Action Research and how to apply the process to one’s use of it in the classroom.

2. Develop an understanding and the ability to apply the Neurodevelopmental Assessment Model from Schools for All Kinds of Minds.

3. Develop one’s philosophy of a Human Being from the development of Fact Sheets coming from the content of the course through attendance and participation.

Required Text:

Course Format:
The class may use lecture, student presentation, large and small group discussion, and in-class exercises and experiences to deepen knowledge in the content and to offer opportunities for practiced application (4 MAT System-Bernice McCarthy).

ATTENDANCE & PARTICIPATION REQUIREMENTS:
Students are expected to attend all class sessions. Participation is expected and appreciated.
Evaluation:

Rubric for the Action Research Analysis Paper-100 Points

<table>
<thead>
<tr>
<th>Assignment Requirements</th>
<th>100 Points</th>
<th>85 Points</th>
<th>59 Points</th>
</tr>
</thead>
</table>
| **Response Format**      | First, student will use a problem, issue, or question one has in one’s current classroom or life and use the seven points of action research to procure a solution to one’s problem, issue, or an answer to a question. Second, student will then hand back the completed form of one’s problem, issue, or question. The seven points include the following:  
  - State the question or problem
  - Discuss the Literature review (Find the chapter in the text your problem resides)
  - Describe initial planning in terms of primary & secondary questions, participants, | Student will complete 4/5th of the content in column1. | Student will complete 3/5th of the content in column 1. |
intervention used, as well as any collaboration used.

- Describe strategies for collecting data (eg. artifacts, observations, or inquiry)
- Describe final planning before implementation for study (eg. validity, informed consent, and timeline)
- Describe strategy for data analysis
- Describe format for report (eg. list parts)

Reflection will consist of reactions, observations, etc. to the above activity. Keep it brief and to the point (KISS).

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Comments:</th>
</tr>
</thead>
</table>

**Rubric for Portfolio Presentation: Student Neurodevelopmental Profile-100 Points**

<table>
<thead>
<tr>
<th>Assignment Requirements</th>
<th>100 Points</th>
<th>85 Points</th>
<th>59 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Format</td>
<td>First, student will pick a learner from their classroom or if</td>
<td>Student will complete 8/9th of the content in column 1.</td>
<td>Student will complete 6/9th of the content in column 1.</td>
</tr>
</tbody>
</table>
the student doesn’t have a classroom, one can pick some child of school age such as a relative, etc. to do a learner neurodevelopmental profile.

Second, student will then use various data collection measures of Mel Levine’s Model of 8 Neurodevelopmental Constructs to assess their classroom or non-classroom learner. There will be no direct contact with this student. Assessment is to be based solely on your previous interactions and observations of this learner. Student will then transfer findings to a summary neurodevelopmental profile sheet listing strengths and weaknesses. Finally, student will compose an intervention plan composed of the above strengths and weaknesses as well as the chapter and pages for gaining suggestions for remediating the areas of weakness.
## Rubric for Developmental Philosophy-100 Points

<table>
<thead>
<tr>
<th>Assignment Requirements</th>
<th>100 Points</th>
<th>85 Points</th>
<th>59 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response Format</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First, create a visual of what a human being is: (e.g. Human Being = the following circles: Physical, Cognitive, Social/Emotional, &amp; Spiritual). An example of a visual will be given out in class to each student.</td>
<td>Student will complete 5/6&lt;sup&gt;th&lt;/sup&gt; of the content in column 1.</td>
<td>Student will complete 3/6&lt;sup&gt;th&lt;/sup&gt; of the content in column 1.</td>
<td></td>
</tr>
<tr>
<td>Second, within each of the circles place or list the theories (2 to 3) that you believe helps explain how that aspect of our humanity works.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third, write a brief reaction of your reflections while completing this assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism in Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s content and reflection should meet all of the following requirements:</td>
<td>Student’s content and reflection fail to meet more than one of the following requirements:</td>
<td>Student’s content and reflection fail to meet more than one of the following requirements:</td>
<td></td>
</tr>
<tr>
<td>• Complete and On-time</td>
<td>• Complete but Not On-time</td>
<td>• Not Complete and Not On-time</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**  
**Comments:**
### Attendance and Participation Rubric – 100 points

<table>
<thead>
<tr>
<th>Assignment Requirement</th>
<th>Professional Quality 100 points</th>
<th>Needs Improvement 85 Points</th>
<th>Unprofessional Quality 59 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>No absences.</td>
<td>One absences and/or one to two tardies (10 minutes)</td>
<td>Absent 2 or more times &amp;/or 3 tardies (10 min.). <strong>Absent more than two times may result in withdrawal from class.</strong></td>
</tr>
<tr>
<td>Participation</td>
<td>Is attentive and participatory in group discussions, frequently asks questions or volunteers information</td>
<td>Frequently disengaged in group discussions, rarely asks questions or volunteers information</td>
<td>Obvious lack of participation in group activities and other behaviors such as sleeping and/or inattentive in class;</td>
</tr>
</tbody>
</table>

**Total Points**

**Comments:**

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### Fact Sheet Grading Rubric - 100 points

<table>
<thead>
<tr>
<th>100 possible points</th>
<th>UNPROFESSIONAL QUALITY (59 points)</th>
<th>NEEDS IMPROVEMENT (85 points)</th>
<th>PROFESSIONAL QUALITY (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Fact sheet did not include descriptive statement of theory, summary of major concepts and few examples of how theory is relevant.</td>
<td>Fact sheet included statement of theory, summary of concepts but information was superficial</td>
<td>Fact sheet included descriptive statement of theory, thorough summary of major concepts and numerous examples of <strong>how theory is relevant to the support of the student learning, emotional, and physical development</strong></td>
</tr>
<tr>
<td>GRAMMAR, SPELLING &amp; PUNCTUATION</td>
<td>- Paper contains numerous grammatical, punctuation, and spelling errors.</td>
<td>-Paper contains several grammatical, punctuation and spelling errors.</td>
<td>- Rules of grammar, usage, and punctuation are followed; spelling is correct.</td>
</tr>
</tbody>
</table>
Fact Sheets (100 points)
Students will compile Fact Sheets, outlining the important concepts, theories, and vocabulary on a number of developmental topics and theorists listed below. Each student will be responsible for the production of a 1-2 page detailed fact sheet. Fact sheets will be posted as an assignment and graded individually. In addition, students can use the Jig Saw Approach from Cooperative Learning Model to complete this assignment. In short, use a team approach (Collaboration). It will save you time.

A Fact sheet is a concise guide that allows for detailed and measurable observation to take place.

Each fact sheet must contain:
1. A descriptive statement of the theory or content topic and identification of the theorists most associated with the theory or content topic. Identification as a theory that is predominantly cognitive, social emotional, or physical.
2. A summary of major concept of the theory or content topic in a format that is conducive to observation – examples provided
3. An example of how the theory is relevant to support student cognitive (learning), emotional or physical development or can be integrated into your teaching experiences. (OSTP 6.2)
4. Reference and direct quotations must be so indicated.

Evaluation Summary:
1. Action Research Paper-100 points
2. Portfolio Presentation: Student Neurodevelopmental Profile-100 points
3. Developmental Philosophy-100 points
4. Attendance & Participation-100 points
5. Fact Sheets-100 points
Total Points= 500 points
GRADE SCALE:
Xavier’s current graduate grading scale will be utilized:
A  = (93%-100%)
A- = (90%-92%)
B+= (87%-89%)
B  = (84%-86%)
B- = (81%-83%)
C+= (78%-80%)
C  = (75%-77%)
C- = (72%-74%)
D  = (69%-71%)
F   = (68% & Below)
Alignment with Standards:
CACREP standard #1: Human Growth & Development
This course includes studies that provide a broad understanding of the nature and needs
of individuals at all developmental levels.

CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Text</th>
<th>Assignments &amp; Checkpoints</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/09</td>
<td>Ch.1: Educational Psychology</td>
<td>Find out all psychometric properties</td>
</tr>
<tr>
<td></td>
<td>A Tool for Effective Teaching (Critical Thinking )</td>
<td>for group tests used at your school (Various validity and reliability properties)</td>
</tr>
<tr>
<td></td>
<td>The Learner &amp; Learning</td>
<td>Action Research Analysis Paper Due</td>
</tr>
<tr>
<td>1/16</td>
<td>Ch.8: The Information-Process.</td>
<td>Action Research Analysis Paper Due</td>
</tr>
<tr>
<td></td>
<td>Approach (Model of Mel Levine)</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>Ch.2: Language Development</td>
<td>Fact Sheet 1 Due</td>
</tr>
<tr>
<td>1/30</td>
<td>Ch.9: Complex Cognitive Processes</td>
<td></td>
</tr>
<tr>
<td>2/06</td>
<td>Ch.2: Piaget</td>
<td></td>
</tr>
<tr>
<td>2/13</td>
<td>Ch. 11: Learning &amp; Cognition in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>2/20</td>
<td>Ch. 4: Intelligence</td>
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</tr>
<tr>
<td>2/27</td>
<td>Spring Break</td>
<td></td>
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</tbody>
</table>
3/05  Ch.3: Social Contexts & Social-Emotional Development (Erikson, Kohlberg, & Bronfenbrenner)  Fact Sheet 2 Due

3/12  Ch.6: Learners Who Are Exceptional (LD)

3/19  Ch.6: Learners Who Are Exceptional (ADHD)

3/26  Ch.4: Individual Variations (4-MAT Model By Bernice McCarthy)

4/02  Spring Break (GEHS)

4/09  Teaching
Ch.12: Planning, Instruction, & Technology  Fact Sheet 3 Due

4/16  Ch.13: Motivation, Teaching and Learning (Spaulding Model)  Neurodevelopmental Profile Project Due

4/23  Ch.14: Managing the Classroom (Wolfgang Model)

4/30  Ch.15: Standardized Tests and Bring School Testing Validity & Reliability Information Teaching & Ch.16: Classroom Assessment  Developmental Philosophy Due
(End of Spring Semester-Have a great Summer Vacation)