EDU 510-8101 Psychological and Social Foundations of Education
T 5:00 p.m.–7:30 p.m., LARTS Room 209
Course Syllabus – Fall Semester, 2018

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Course Description:

This learning experience focuses on the basic theories of learning and teaching and the application of theory to educational environments. Students will learn about cognitive and affective theories related to learning as well as develop understandings of the social, cultural, and political factors that influence learning. Units of study include such topics as the principles of motivation, classroom management, learning theories, contemporary teaching strategies, and contemporary issues in education.

Course Goal, Objectives and Essential Questions

Goal:

Participants will understand, know, and apply the various psychological, social, and emotional theories of learning to classroom practice.

Participants will understand:

- the importance of learning theory for designing powerful instruction.
- the social, cultural, and political factors that influence learning.
- the goal of research in Educational Psychology.
- how children develop cognitively, socially, and emotionally.
- the impact of culture and socioeconomic factors on teaching and learning.
- the implications of learning theories on classroom practices.
- how information processing works.
- the various learning styles that are present in contemporary classrooms.
• the Constructivist view of learning and how it is used in contemporary classrooms.
• the various theories of motivation and their effect on student academic achievement.

Participants will know

• Piaget’s Stages of Development and how Vygotsky viewed cognitive development.
• Erikson’s Stages of Psychosocial Development.
• that culture and socioeconomic status affect student learning.
• that learning theories have a direct impact on classroom practices.
• why people remember and forget.
• that student-centered and constructivist approaches to instruction are effective strategies for contemporary classroom practices.
• the various motivational themes that increase student’s motivation to learn.

Participants will be able to

• describe how cognitive, social, cultural, and political factors impact learning and teaching.
• describe Vygostkian and Piagetian theories of human development.
• discuss the differing views of social, emotional, and moral development.
• describe how culture and socioeconomic status affect teaching and learning.
• describe behavioral and social learning theories and their implications for classroom practice.
• apply cognitive and constructivist learning theories to classroom practice.
• apply the theories of learning and learning styles to developing lessons that reach all learners.
• apply the motivational theories to enhance student academic achievement.

Essential Questions

• What are the cognitive, affective, social, cultural, and political factors that influence learning? How do these factors impact teaching and learning?
• What is the role of research in Educational Psychology?
• How do children develop cognitively, socially, and emotionally?
• How does culture and socioeconomic status affect teaching, learning, and academic achievement?
• What are the implications of learning theories on classroom practice?
• How does the Information Processing Model help students learn?
• How is McCarthy’s 4 MAT Teaching and Learning System used to reach all learning styles?
• How does the Constructivist approach to learning affect classroom practice?
• How do teachers increase their student’s motivation to learn?

Assessment Evidence (aligned with Massachusetts Professional Standards for Teachers (PST) and InTASC Core Teaching Standards)

• Learning Theories Tournament (30 Points). This class will participate in a unique way to study learning theories…. a Learning Theories Tournament. Cooperative learning teams will be randomly assigned one the following theories to defend in the tournament: Behavioral Learning Theories (Skinner’s Theory of Operant Conditioning); Social Learning Theories (Bandura’s Social Learning Theory of Modeling and Observational Learning); Cognitive Learning Theories (Vygotskys Cognitive Learning Theory); Progressive Learning Theories (McCarthy’s 4 MAT Learning Theory, Dewey’s Experiential Theory of Learning, and Constructivist Learning Theory).

The Learning Theories Tournament will consist of three rounds of competition. To prepare for competition, each team will be required to develop three documents: (1) RAFT; (2) High Powered Defense; and (3) Presentation for Final Round. Further information regarding the requirements and procedure for the rounds of competition will be provided no later than the second class session.
PST (1a), (2a,e), (4a); InTASC #’s 1,2,3

• Personal Learning Theory (20 points). Students will develop their personal learning theory using the following questions as a guide: What aspects of learning and cognition are addressed by the theory? What is the single most important “big idea” from this theory? What are the main elements of this theory? With what learning theories is this theory most compatible? Does this theory seem to be a good match for today’s paradigm of learners? Why? In accordance with this learning theory, what types of teaching strategies will be used to deliver the academic content?
• **Descriptive Research Project/Presentations (40 points).** Cooperative Learning Teams will select a public or private school and discuss the learning theories and teaching strategies its teachers use to guide the teaching/learning process. In addition, teams will analyze/discuss the cognitive, affective, cultural, and political factors that influence learning at the school. Based on sound educational research techniques and strategies teams will develop a plan and instrument to gather relevant data and present their findings and recommendations to their colleagues at the last class session. 

PST (1), (2e), (4a); InTASC #'s 1-5, 10

• **Critical Concepts Presentations (30 points).** Each team will take the lead in guiding the class through one of the course concepts. Teams are encouraged to draw on the course concepts to create a high quality learning experience for all class members. PST (1a, SEI a), (2a,b,c,e,f, SEI b,d), (4a); InTASC #'s 4-8, 10)

The dates and concepts are as follows:

- October 9  4 MAT Teaching and Learning Model
- October 16  Understanding by Design Model
- October 23  Motivational Climates for Today’s Diverse Classrooms
- October 30  Effective Strategies for Assisting Exceptional Learners
- November 6 Performance Based Assessments

• **User Design Project/Presentations (30 points).** User Design is a relatively new student-centered model for creating engaging learning environments. User Design empowers learners to create their own goals, objectives, assessment evidence, and learning activities for a course, concept, theme, or module. User Design is one of the most powerful new teaching strategies coming into contemporary classrooms for the creation of truly student-centered learning. This innovation will be accomplished by creating student learning contracts. Each team will create a User Design Contract for a course concept and share the results with the class.
Assessment Evidence Due Dates

- Learning Theories Tournament          October 2, 2018
- Critical Concepts Presentations      October 9, 16, 23, 30, Nov. 6
- User Design Project Presentations   November 13, 2018
- Personal Learning Theory            December 4, 2018
- Descriptive Research Project Presentations December 4, 2018

The Learning Plan: Material, Course Modules, and Schedule

Required Textbook


The Course Modules:

Module 1: Introduction to Psychological and Social Foundations of Education
In this module participants will be introduced to Educational Psychology and Social Justice as a foundation for teacher education. Topics to be discussed include: What Makes a Good Teacher, The Role of Research in Educational Psychology, and Research Methods Used in Educational Psychology. In addition, Piaget’s and Vygotsky’s views on cognitive development will be discussed and analyzed along with language and literacy development. Teacher education for social justice will be analyzed as a learning and political problem.
Readings: “Educational Psychology”, Chapters 1 and 2; Instructor Handouts

Module 2: Social, Cultural, and Political Factors Influencing Learning
In this module participants study and analyze Erikson’s Stages of Psychosocial Development, Piaget’s Theory of Moral Development, and Kohlberg’s Stages of Moral Reasoning. Other major concepts discussed include student diversity, multicultural education, bilingual education, racism, gender bias, prejudice, stereotyping and the impact of these issues on teaching and learning.
Readings: “Educational Psychology”, Chapters 3 and 4
Module 3: Learning Theories
In this module the following learning theories will be researched, analyzed, and discussed: Behavioral Learning Theories (Skinner), Social Learning Theories (Bandura), Cognitive Learning Theories (Piaget, Vygotsky), and Progressive Learning Theories (McCarthy, Dewey, Constructivist). Gardner’s Multiple Intelligences Theory will be analyzed.
Readings: “Educational Psychology”, Chapters 5 and 6, and Instructor Handouts

Module 4: Contemporary Teaching Strategies
This module will present participants with various instructional strategies used in contemporary diverse classrooms. Strategies include: 4 MAT, Constructivism, Cooperative Learning, Differentiated Instruction, Grouping, and the infusion of technology.
Readings: “Educational Psychology”, Chapters 8 and 9; Instructor Handouts

Module 5: Application of Teaching and Learning Theories
Students will learn, in this module, how to create quality lessons using the material presented in Modules 3 and 4. A comprehensive model of lesson planning using the Understanding by Design (UbD), Universal Design for Learning (UDL), and 4 MAT frameworks will be analyzed and discussed. Direct Instruction will also be discussed.
Readings: “Educational Psychology”, Chapter 7; Instructor Handouts

Module 6: Motivation and Classroom Management
In module six participants will analyze the theories of motivation, the factors influencing student motivation, and effective learning environments. Strategies for managing routine misbehavior will be presented. The model of Discipline with Dignity via the PAR method of handling misbehavior problems will be discussed.
Readings: “Educational Psychology”, Chapters 10 and 11; Instructor Handouts

Module 7: Exceptional Learners
This module will analyze, identify, and discuss learners with exceptionalities, inclusion, special education, response to intervention, and effective strategies for assisting students with disabilities and English Language Learners.
Readings: “Educational Psychology”, Chapter 12

Module 8: Contemporary Assessment Practices
In this module participants will study contemporary assessment practices including authentic, portfolio, and performance-based assessments. The current use of standardized test will be discussed and debated.
Readings: “Educational Psychology”, Chapters 13 and 14; Instructor Handouts
Module 9: Directions in Contemporary Education
This module will summarize the major issues in education today. Some issues to be analyzed and discussed include: Schools of the Future, Curriculum Directions, High Stakes Testing, and Race, Diversity, and Social Justice in Teacher Education.
Readings: Instructor Handouts

Schedule of Class Sessions and Tentative Topics to be Discussed

September 11      Introductions. Course Overview, Syllabus and Requirements, Introduction to Module 1
September 18      Modules 1 and 2
September 25      Module 3
October 2         Learning Theories Tournament
October 9          Module 4, Critical Concepts Presentation 1
October 16        Module 5, Critical Concepts Presentation 2
October 23        Module 6, Critical Concepts Presentation 3
October 30        Module 7, Critical Concepts Presentation 4
November 6        Module 8, Critical Concepts Presentation 5
November 13       User Design Project Presentations
November 20       Module 9
November 27       Team Meetings and Workshops
December 4        Descriptive Research Project Presentations
Guidelines & Policies:

- **Assignment Format:** All written assignments should be completed using a file format that can be recognized by Microsoft Word. Your responses should be typed, double spaced, using a 12-point font and 1-inch margins unless otherwise instructed.

- **Plagiarism:** You are expected to abide by the Academic Integrity policy of UMass Dartmouth. It can be read in its entirety here: http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm. It includes discussion of the university’s policy on academic dishonesty, including plagiarism.

- **Incompletes:** The Department of STEM Education and Teacher Development follows UMass Dartmouth guidelines, which say that an Incomplete can only be given in exceptional circumstances. If you believe you have reason to receive an Incomplete, you must make such a request no more than 48 hours after the conclusion of the last class meeting of the semester. You must be passing the course for your request to be considered. If you are granted an Incomplete and you do not complete the work of the course within one year, the grade will become an F(I).

- **Absences:** Because we all benefit from your participation in class, each time that you are absent, the class dynamic is affected. Class attendance will be taken.

- **Syllabus Changes:** This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Such changes may be made to adjust the course for progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

- **Communication:** Consistent with UMass Dartmouth policies, you are responsible for all emails sent to your UMass Dartmouth email account. That address will be the primary means for communication throughout the course. In addition, certain course materials and instructions will be made available in my courses.

- **Electronic Devices:** Please silence your electronic devices during our class meetings. If you must answer your phone, please step out into the hallway so you do not disturb others in the class.

- **Academic Support:** Please see Center for Access and Success regarding information about available academic support services, including services for learning and physically disabled students.

- **Trigger Warnings:**
  What follows is a statement about Trigger Warnings that was discussed and voted on by the Faculty Senate at UMass Dartmouth in Spring 2015:
The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics.

UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, http://www.umassd.edu/counseling/, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, http://www.umassd.edu/sexualviolence/, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day.

For confidential counseling support and assistance, please go to http://www.umassd.edu/sexualviolence/

Mission statement:
The Department of STEM Education and Teacher Development is committed to the preparation of educators who have a sensitivity toward multicultural issues, an awareness of the particular concerns of urban education, knowledge of the unique needs and styles of individual learners, and a conscious knowledge of the role of schools in promoting social justice in the 21st Century. Our mission is to deliver clearly defined teacher preparation programs at the post baccalaureate and graduate levels. In addition to a rigorous preparation in subject-matter fields, teacher candidates develop their ability to apply pedagogical theory to practice and reflect on the complexities inherent in their craft.
The Conceptual Framework of the Department of STEM Education & Teacher Development:
The conceptual framework of the Department is based on developing Reflective Practitioners, through the development of:

- Integrating & Applying Knowledge
- Bridging Theory to Practice
- Responding to Diversity
- Democratizing Access for All
- Practicing as a Professional

We view teaching as a profession and see teachers as scholars and lifelong learners.

Massachusetts Professional Standards for Teachers Addressed in This Course

(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

(2) Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

(b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

(e) Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

(f) Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.

SEI Indicator (d) Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

InTASC Core Teaching Standards Addressed in This Course

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understandings of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understandings of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.