

## ED 210 Psychological Foundations of Education Assignments

Assignments should be completed by the date indicated. (J) – Journal assignments collected every other week

Meeting	Date	Topic	Activity	Assignment
1	9/5	Introduction/Syllabus Teacher/Expectations Class Requirements	Livewires Teacher Qualities Negotiating Agendas	EP #2; (J) TWB 1-6; SS viii-xiv EPC 1-6; 7-10

*\*\* What are your goals/objectives for this class? What qualities does an outstanding teacher demonstrate? How can or should consensus be reached in the education field?*

2	9/12	Humanistic Model	The Princess/The Dragon Six Seconds' Model Biodots/Value Sort Cards	EP #1, 7, 8, 26; (J) TWB 7-28 EPC 28-32; 41-45
---	------	------------------	---	--

*\*\* What should be considered about children/youth when planning a lesson/unit? What are the characteristics/tools/techniques of the human development model? What contribution does the emotional intelligence movement make to education?*

3	9/19	Behavioristic Model	Molly/Ned Token Society Guinea Pigs/Water Guns	EP #3, 23; (J) TWB 29-40 SS 1-30
---	------	---------------------	--	--

*\*\*What are the costs/benefits of rewards/punishments? Could/would you deliberately hurt another human being/mammal?*

4	9/26	Cognitive Model	Memory Exercises/Techniques Group Constructed Lesson	EP #6, 18, 19, 20; (J) TWB 41-51 EPC 33-40
---	------	-----------------	---	--

*\*\*What are some specific techniques for solidifying long-term memory? What contribution has the brain-based movement made to education? How could the brain be compared to a computer?*

5	10/3	Observation Skills	Wooden Blocks/Cards	EP #28, 29; (J) TWB 52-61 EPC 89-95
---	------	--------------------	---------------------	---

*\*\*What can you learn about your students from observation? How will you establish a mechanism to ensure ongoing/consistent observations? What effect does the context have on the results of the observation? What part does observation play in assessment? Self-assessment?*

6	10/10	Learning Styles/Modalities (Mid-term Prep)	Learning Wheels/ Self Analysis	EP #21, 24, 38, 39; (J) TWB 62-70 EPC 51-56
---	-------	---	-----------------------------------	---

*\*\*Why are learning styles important? Who are you as a learner? How does "knowing yourself" as a learner contribute to becoming a better teacher?*

7	10/17	Learning Styles/Modalities Continued (MID-TERM ASSIGNED)	Learning Wheels/ Self-Analysis	EP #11, 12, 27, 30
---	-------	--	-----------------------------------	--------------------

*\*\*Why is it important to develop multiple assessment strategies? What issues should be considered when assessing students with diverse backgrounds and needs? What issues should be considered when sharing test results with others (i.e., teachers, parents, administrators)? How do assessment practices affect learning?*

8	10/24	Motivation/Perseverance	Motivation Data Try, Try Again	EP #9, 31, 32; (J) TWB 71-81 EPC 20-27
---	-------	-------------------------	-----------------------------------	--

*\*\*What motivates you? What significant influences can increase the level of intrinsic motivation? Can you motivate your students? How important is self-motivation?*

9	10/31	Gifted Education/ Special Education	IQ Test Critical/Creative Thinking Multiple Intelligences	EP #10, 13, 14, 22; (J) EPC 11-16; 46-50; 57-67; 83-88
---	-------	--	---	---

*\*\*Is every child gifted? What testing mechanisms are utilized for determining gifts/talents? How can all students be involved in the assessment process?*

10	11/7	Cultural/Gender Differences (MID-TERM DUE)	Cultural Stereotypes Gender Test RACE IAT	EP #15, 16, 17, 25; (J) TWB 99-112 www.implicit.harvard.edu
----	------	---	---	---

*\*\*What inborn gender differences exist? How can you establish respectful interactions for all cultures?*

11	11/14	Classroom Management	Role Plays Strategies/Techniques Then and Now	EP #33, 34, 35; (J) TWB 82-89 EPC 96-98; 99-103
----	-------	----------------------	---	---

*\*\*What motivates misbehavior? What is your vision for your classroom community? What factors drive appropriate consequences? What are some successful intervention techniques?*

12	11/21	INDEPENDENT STUDY (no class meeting)		
----	-------	--------------------------------------	--	--

13	11/28	Classroom Management cont.	The Discipline Ladder Tinker Toy Exercise	EP #4, 5, 36, 37 EPC 68-70; (J) TWB 90-98
----	-------	----------------------------	--	---

*\*\*How is respect for all built into day by day operations/procedures? What strategies/mechanisms build inclusion? What does role modeling have to do with classroom management?*

14	12/5	Assessment, Evaluation, Portfolios	Test Participation (Critical/Creative test; SATs)	EP #40, 41, 42, 43; (J) EPC 16-19 TWB 99-122
----	------	---------------------------------------	--	--

*\*\*What/who should determine assessment procedures/tools? What instruments besides tests can provide useful data about your students? What drives the appropriate use and misuse of tests? How can assessments be made more authentic?*

15	12/12	Summary, Conclusion, Celebrations	Celebrations	Philosophy/Project Presentations Final Exam Date
----	-------	--------------------------------------	--------------	--

*\*\*How will this class change your teaching? What achievements can you celebrate? Is there congruence between your words and actions when teaching?*

# Article number in Educational Psychology (Annual Editions)

EPC – on reserve in library

TWB – page numbers in books

\*\* Reflection points; suggestions for journals

Alternative Topic Suggestions

- |  |  |
|--|--|
| 1. Global Education/The Future/Computers                       | 3. Philosophy/Personal Mottos or Metaphors |
| 2. Interpersonal Communication with Peers/Students/and Parents | 4. Parent and Community Involvement        |