



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Title: EDUC 505 – Psychology of Teaching/Learning

Course CRN #: 20538

Section: 1AS

Credit Hours: 3

Semester Taught: Spring 2019

Room Number: N/A

Course Time: Online (Web-based)

Instructor Information:

Professor: Dr. Cheryl Barnes

Office: 131 Marsh Hall

Phone: 304-384-5148

E-mail: cbarnes@concord.edu

Department Website: <http://www.concord.edu/education>

Office hours:

I will be conducting virtual office hours only. Please email me at cbarnes@concord.edu to set up a meeting

Course Management System: Blackbaord

Hardware/Software Needed: Access to and use of a computer, Livetext, <http://www.concord.edu/technology/node/22>

Prerequisites: Graduate Admission

Text requirements: Woolfolk, A. (2016). Educational psychology (13th Ed.). Boston: Allyn and Bacon. (ISBN 978-0-13-354992-8)

Course Description/Rationale: This course is designed to provide a framework for understanding how to teach students for maximum learning. Theoretical concepts foundational to teaching and learning are emphasized along with developmental theories and their applications to meaningful instruction. Instructional strategies are evaluated, as well as engagement techniques, classroom management approaches, and creating a positive learning environment. Best practices and 21st century learning skills and strategies are stressed. Student development is tied to various strategies and to best practices for successful instruction. **A 25-hour clinical experience is required.**

Concord University Educational Goal(s):

The goals of this course are aligned with the Concord University's Graduate Educational Goals:

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student's respective program of study.

The following table aligns the West Virginia Professional Educational Standards (WVPTS) for Teaching, the Praxis II Principles of Learning and Teaching (PLT) Interstate Teacher Assessment and Support Consortium (INTASC), Council for the Accreditation of Educator Preparation (CAEP), National Educational Technology Standards for Teachers (ISTE) Standards and CU Educational Goals with the course learning objectives:

National/State Standards:

Upon completion of this course the student will be able to:

Course Objectives:	WVPTS	PLT	INTASC	CAEP	ISTE	CU Educational Goals	Assignment/ Assessment
1. Define and describe approaches to the study of human development from the point of view of Piaget, Vygotsky, Erickson, Kohlberg, Gilligan, and others.	1B-D, 2A-C, 2F, 3B	1A	1, 2	1.1; 1.2;1.5 2. 3	1A	Knowledge	Test 1, *CE Journal, Classroom Discussions
2. Identify and describe basic principle of development and their implications on the teaching and learning process	1B-C, 1D, 2A-C, 3B, 3F	1B; 1C	1, 2	1.1; 1.2;1.5, 2.3	1A; 3A; 4A	Knowledge	**DB, Test 1, CE Journal, Individual Project, Classroom Discussions Test 1
3. Identify and describe characteristics of effective teachers.	3A-F, 4A-D, 5A- I	2A	4, 5, 7, 8	1.1; 1.2; 1.5: 2.3	1A; 3A; 4A	Knowledge	CE Journal, Individual Project, Classroom Discussions
4 . Describe approaches and theories to classroom management.	2A-F	1C;2D	4, 5, 7, 8	1.1; 1.2; 1.5: 2.3	3A; 4A	Knowledge	DB, Test 2, CE Journal, Individual Project, Classroom Discussions

5. Describe the behavioral, cognitive, and constructivist views of learning, instructional principles and strategies derived from each view, and inferences for teaching and learning.	1B-D, 2A-C, 2F, 3B-D	1A; 1C	4, 5, 7, 8	1.1; 1.2; 1.5: 2.3	1A; 3A; 4A	Knowledge	Test 3, CE Journal, Individual Project, Classroom Discussions
6. Apply instructional principles and strategies from various views of learning in the design of content-specific learning activities.	1B-D, 2A-C, 2F, 3A-D	2A; 2B	4, 5, 7, 8	1.1; 1.2; 1.5: 2.3	3A; 4A; 5A; 5B; 5C	Skill	CE Mini-lessons (2), Classroom Discussions
7. Explore instructional principles and strategies from various views of learning in the design of content-specific learning activities that support 21 st Century learning skills.	1B-D, 2A-C, 2F, 3B-D, 3F	2A; 2B	4, 5, 7, 8	1.1; 1.2; 1.5: 2.3	3A; 4A; 5A; 5B; 5C	Knowledge	DB, CE Mini-lessons (2), CE Journal, Individual Project, Classroom Discussions
8. Describe theories of motivation and relate each to classroom learning situations.	1B-D, 2D-F, 3D, 3F	1C	1, 2, 3	1.1; 1.2; 1.5: 2.3	3A; 4A	Knowledge	Test 4, CE Journal, Individual Project, Classroom Discussions
9. Describe the needs and characteristics of different learners in the classroom, from the perspective of various subcultures and areas of exceptionality.	1B-E, 2A-F, 3A-D	2B	1, 2, 3	1.1; 1.2; 1.5: 2.3	3A; 4A	Knowledge	DB, Tests 1&2, CE Journal, Reaction Articles (Inclusion, Multicultural Education), Individual Project, Classroom Discussions
10. Explore the principles of differentiated instruction and tiered assessments, and develop a content-specific application.	1B-E, 2A-C, 3A-F, 5A-D	2A; 2B; 2C; 2D; 3A; 3B	4, 5, 7, 8	1.1; 1.2; 1.5: 2.3	3A; 4A	Knowledge	DI/Tiered Assessment Plan, Classroom Discussions, Final Exam
11. Develop two lesson plans and deliver corresponding instruction in the public school classroom.	1B-E, 2A-C, 3A-F, 4C	2A; 2B; 2C; 2D; 3A; 3B	4, 5, 7, 8	1.1; 1.2; 1.5: 2.3	3A; 4A; 5A; 5B; 5C; 7A; 7B	Skill	Test 1, Reaction Articles, Group Activities

12. Become familiar with research methods and apply to readings from teaching and learning literature, including references from electronic sources.	1D, 4A	4	4, 5, 7, 8, 9, 10	1.1; 1.2; 1.5: 2.3	1A; 1B; 1C; 3A	Knowledge	Group discussions
13. Discuss the significance of professional development and lifelong learning as a classroom teacher and as an individual.	4A-D	4	4, 5, 7, 8, 9, 10	1.1; 1.2; 1.5: 2.3	1A; 1B; 1C; 2A; 2B; 2C; 3A; 4A	Attitude	Group discussions, CE Journal

*CE=Clinical Experience

**DB=Discussion Board

Course Requirements:

Field Experience (Clinical ED): 25 hours

Professional relationships are built with each school for which a student is placed. It is the student's responsibility to maintain that positive relationship. In order to maintain the positive relationship, students are expected to communicate frequently and clearly with placement teachers. Students should go over course expectations and projects early in the placement so that a clear understanding is had as to what needs to be done. Students must set up and maintain a schedule so that teachers know when you will be present. Punctual attendance is required. If you cannot make your scheduled time, placement teachers should be notified as far in advance as possible. Placement teachers are encouraged and do often communicate with course instructor regarding student's performance in the placement. In the unlikely event that a placement teacher contacts Concord University over in appropriate or unprofessional behavior, you will be removed immediately from the placement and a final grade of "F" will be assigned for the course.

Assessment/Assignment	Description	Purpose
Discussion Boards	Teacher candidates will respond to four specific discussion board topics that will link theoretical concepts to practical applications in the classroom. After posting a discussion, each student will reply to the posts of two other students. Topics will include: developmental appropriateness of strategies, engagement and classroom management, significance of incorporation of 21 st century learning skills, and addressing diversity in a positive approach.	Discussion board topics will challenge students to understand theoretical concepts and apply them in a meaningful manner in the classroom. The discussion forum will allow students to share insights.

Reaction Articles	Teacher candidates will read and evaluate two assigned journal articles related to diversity and multicultural education. In a written analysis, students will summarize key points, provide their personal reactions with substantiation, and discuss how the views presented in the journal article will affect teaching in the classroom.	This assignment will require teacher candidates to understand the meaning of diversity, and the significance of diversity and multicultural education to a positive learning environment.
Lesson Plans	Teacher candidates will develop two lesson plans, using a 21 st Century lesson plan format. The two lesson plans must incorporate meaningful technology to facilitate student learning. Both lesson plans will be taught under the direction of the classroom teacher. Following delivery of the lesson plan, the teacher candidate will submit a thorough reflection of appropriateness of instructional strategies, student activities, and student outcomes.	This assignment requires teacher candidates to combine multiple pedagogical concepts with content knowledge to design effective lessons. It requires an understanding of the components of a lesson plan and development of appropriate instructional activities. Reflection allows teacher candidates to analyze the appropriateness and success of the instructional design.
DI/Tiered Assignments	Teacher candidates will investigate the process of Differentiated Instruction and Tiered Assignments, leading to an understanding of the significance of the strategy. Teacher candidates will develop a DI plan with tiered assignments in the respective content.	This assignment requires teacher candidates to explore the process of DI and Tiered Assignments, and to develop an appreciation for providing meaningful instruction for students based upon their current levels of concept understanding.
Individual Project	Teacher candidates will share key elements of their field placement through a PowerPoint presentation to the class (using a “presentation” folder on BlackBoard).	This assignment will encourage students to reflect on the clinical experience in a holistic manner, and relate concepts learned in an effective manner. It will allow the group to benefit from the insights gleaned by each teacher candidate.
Clinical Experience Journal	Teacher candidates will maintain a reflective journal of the clinical experience that will include discussions relative to knowledge and skills of the 21 st Century Professional.	This assignment requires teacher candidates to evaluate the clinical experience in a holistic manner and understand the relationship between all facets of classroom teaching.

****ALL PAPERS** will be typed and double spaced, using 10 or 12 point Arial or Times Roman font and with APA format. All assignments and/or papers must document professional resources.

Grading Scale

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 & Below

*Note: In order to successfully pass the course, students must achieve an academic average of “C” or better and satisfactorily complete the field experience.

Grading Policy:

Students will be provided with grading criteria prior to the due date of any assignment. Students are strongly encouraged to review the grading criteria carefully and self-evaluate their work according to the grading criteria prior to submitting their work.

Make-up Policy:

This course will be delivered online utilizing the Blackboard Learning Platform. Students are expected to work diligently to complete work on time. Due dates and deadlines are strictly enforced. Therefore, make-up work or late assignments will not be accepted unless arrangements are made with the professor AHEAD of the due date/time.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Week	Date	Module
1	1/14 – 1/21	Welcome
2	1/21 – 1/28	Module 1: Chapter 1
3	1/28 – 2/4	Module 2: Chapter 2
4	2/4 – 2/11	Module 3: Chapter 3
5	2/11 – 2/18	Module 4: Chapter 4
6	2/18 – 2/25	Module 5: Chapter 5
7	2/25 – 3/4	Module 6: Chapter 6
8	3/4 – 3/11	Module 7: Chapter 7
9	3/11 – 3/15	CU Spring Break
10	3/18 – 3/25	Module 8: Chapter 8
11	3/25 – 4/1	Module 9: Chapter 9
12	4/1 – 4/8	Module 10: Chapter 10
13	4/8 – 4/15	Module 11: Chapter 11
14	4/15 – 4/22	Module 12: Chapter 12
15	4/22 – 2/29	Module 13: Chapter 13
16	4/29 – 5/6	Module 14 – Finalize and submit all field Experience documents in Livetext*

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Live Text:

An active LiveText account is a required resource for this course because two assignments *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."