

Course Syllabus
EDEP 311 (3 credits)
Psychological Foundations of Education
Living and Learning in a New Land
Spring 2023 – London Study Abroad

Instructor: Dr. Brook Chapman de Sousa

Course Description:

Examining the psychological foundations of learning with an emphasis on learning in a new cultural context.

This course will introduce major psychological theories of development and learning as applied to education. We will use the Study Abroad experience in London to examine our experiences living and learning in a new land. In particular, we will discuss (a) factors that promote or inhibit learning in a new culture, (b) cultural values and biases; (c) the development of cultural competence. This course, partnered with your experiences studying abroad in London, will help you understand major psychological theories of development and learning and prepare you to teach in multicultural contexts.

Specifically, the course will address the following Study Abroad Student Learning Outcomes (SLOs):

You will:

1. Demonstrate awareness of your cultural values and biases and how these impact your ability to interact with others.
2. Demonstrate knowledge of diversity focusing on the population and/or topic of interest in your Study Abroad Program.
3. Demonstrate an increased capacity to analyze issues with an appreciation for disparate viewpoints.
4. Communicate appropriately and effectively with diverse individuals and groups.

Course Learning Objectives:

EDEP 311 is a writing intensive (WI) course. At the end of the course, you will be able to:

1. Explain how issues related to culture, community, and gender influence learning and experiences in school and what teachers can do to promote equity.
2. Compare and contrast major theories of learning and development and explain how these theories apply to education.
3. Explain how schooling influences and is influenced by cognitive, personal, and social development.
4. Explain the different theories of motivation focusing on migrant and immigrant students and how they apply to schools.
5. Analyze personal beliefs about teaching, learning, and the role of culture.
6. Apply the *CREDE Standards for Effective Pedagogy* (principles of effective instruction for culturally and linguistically diverse learners) to planning and implementing a lesson.
7. Increase self-knowledge about personal strengths and weaknesses as a teacher.
8. Increase self-knowledge about knowledge and interests regarding educational psychology.
9. Actively contribute to class discussions, course improvement, and a positive class climate.
10. Develop strategies for effective writing.

Readings:

Educational Psychology by Anita Woolfolk (14th edition).

Schwebe, D. C., & Carter, J. (2010). Why more psychology majors should study abroad. *Psychology and Education: An Interdisciplinary Journal*, 47(3-4), 17–21.

Tharp, R., & Gallimore, R. (1989). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge University Press.

Yamauchi, L. A., Taira, K., & Trevorrow, T. (2016). Effective instruction for engaging culturally diverse students in higher education. *International Journal of Teaching and Learning in Higher Education*, 28(3), 460–470.

Yang, Y., Zhang, Y., & Sheldon, K. M. (2018). Self-determined motivation for studying abroad predicts lower culture shock and greater well-being among international students:

The mediating role of basic psychological needs satisfaction. *International Journal of Intercultural Relations*, 63, 95-104.

Other readings as assigned.

Course Assessments:

<i>Learning Objectives</i>	<i>Assessment</i>	<i>Contribution to Final Grade</i>
<ul style="list-style-type: none"> • Compare and contrast major theories of learning and development and explain how they apply to the education . • Explain how schooling influences and is influenced by cognitive, personal, and social development. • Explain the different theories of motivation with a focus on migrant and immigrant students and how they apply to schools. • Explain how issues related to culture, community, and gender influence learning and experiences in school and what teachers can do to promote equity. • Analyze personal beliefs about teaching, learning and the role of culture. 	<ul style="list-style-type: none"> • 8 Prepare for Discussion (PD) papers • Knowledge Review • Quizzes • Final Exam 	<p><i>16%</i></p> <p><i>24%</i></p> <p><i>10%</i></p> <p><i>10%</i></p>
<ul style="list-style-type: none"> • Apply the <i>CREDE Standards for Effective Pedagogy</i> (principles of effective instruction for culturally and linguistically diverse learners) to planning and implementing a lesson. • Increase your self-knowledge about your personal strengths and weaknesses as a teacher. 	<ul style="list-style-type: none"> • Lesson Plan • Lesson Reflection Paper 	<p><i>15%</i></p> <p><i>15%</i></p>
<ul style="list-style-type: none"> • Increase self-knowledge about knowledge and interests around educational psychology. • Actively contribute to class discussions, course improvement, and positive class climate. 	<ul style="list-style-type: none"> • Course participation and professionalism • Mid-semester self-assessment 	<p><i>5%</i></p> <p><i>2.5%</i></p>

	• End of the semester self-assessment	2.5%
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Grades will be based on the following:

A+ = 97-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = 59 & below
A = 93-96%	B = 83-86%	C = 73-76%	D = 63-66%	
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%	

Prepare for Discussion Papers (16%)

Prepare for Discussion papers allow students the opportunity to read and react to other students' ideas *before* beginning a discussion. By doing so, the hope is that everyone's ideas will be "heard" and a more thorough discussion can take place.

Directions: Provide a 250-500 word (1-2 page) paper on which you will have written your ideas about your experiences learning in London and the readings. You can discuss your emotional or practical reactions to the readings or critique the readings positively or negatively, or discuss the import, connections to other readings or ideas, or further ideas that the readings led you to consider. Do not summarize the articles since everyone will have read them. Sometimes I will give you specific instructions on what to write about.

Provide written and oral responses to two peers' papers. These responses should not be corrective or evaluative, but should instead focus on what you reacted to as you read. There are two types of reactive comments: (a) questions for the author and (b) comments that support/agree or disagree with the content (*adapted from Bell, 2003*). It is fine to respond to the author by telling a related story about something that happened to you as well as agreeing or (politely) disagreeing with the content.

These papers are generally graded on a credit/no credit basis, but you need to respond to peer's papers to receive full credit for your PD papers. Points will be deducted if you do not provide responses, or if your responses are not thoughtful or are excessively short.

Knowledge Review and Discussions (24%)

The Knowledge Review is a "take-home exam" covering the material in the text and other course content. It is designed to assist you to better assimilate the content of the course. I will hand out the Knowledge Review approximately two weeks before it is due. *Your responses should be typed and double-spaced.* In addition to constructing your answers for these reviews, you are also required to participate in small group discussion of your answers. These discussions are designed to promote peer assistance in clarification of concepts and issues. *After these discussions, you have one week to revise your answers before turning them in for a grade.* Attendance at the Knowledge Review discussion sessions is essential to

this requirement, and attendance is only allowed if you have a full draft of your answers. Absences cannot be made up.

EDEP 311 Scoring Rubric for Knowledge Reviews

	Unacceptable/Incomplete	Acceptable (Meets Expectations)	Target (Professional Goal)
30% Content	__ The response partially addresses some questions asked.	__ The response fully addresses most questions asked.	__ The answer fully addresses all questions asked.
30% Theory	__ Theoretical concepts are mentioned, but their connections to the question/ answer are not explained. Few examples/ elaborations are provided. Theoretical and developmental concepts may be used inaccurately.	__ Theoretical concepts are explained. One or two examples or other elaborations demonstrate <i>reasonable</i> connections between developmental and theoretical perspectives.	__ Theoretical concepts are explained. At least two to three examples or other elaborations demonstrate <i>insightful</i> analysis of the connections between developmental and theoretical perspectives.
20% Depth of Explanation	__ Descriptions and connections between concepts are brief or missing.	__ Descriptions and connections between concepts are accurate and reasonable.	__ Descriptions and connections between concepts demonstrate complex understanding of the interrelationships.
10% Clarity of Writing	The organization and clarity of writing needs significant improvement. Errors in grammar, spelling, or format distract from the ideas presented. Paper is late.	The writing is organized, and the connections between topics are reasonable. Minor errors in grammar, spelling, or format may be present. Paper is submitted by the deadline.	The writing is clear and well-organized. Grammar, spelling and format are generally accurate. All sentences are complete. Paper is submitted by the deadline.
10% Class Discussion	Student did not have written draft of KR, or some questions were not addressed on draft, and	Student was present for class discussion with a complete written draft of KR.	Student was present for class discussion with a complete written draft of KR and participated

	Unacceptable/Incomplete	Acceptable (Meets Expectations)	Target (Professional Goal)
	so, student was not allowed to participate in the discussion.	Class participation in discussion was thoughtful.	actively with insightful comments.

Quizzes (10%)

Short, unannounced, multiple-choice or short answer, quizzes will be given regularly on the readings in class. The purpose of the quizzes is to encourage students to keep up with the readings as well as to spur in-depth discussion in class about the concepts.

Final Exam (10%)

A final exam will be given that addresses content from all aspects of the course. The final exam will include multiple choice, true/false, matching and short answer questions and will require students to use and apply all six facets of understanding.

Lesson Plan Targeting Students Learning in a New Culture (15%)

You are required to design and teach a 20-minute lesson to your peers in this class that will be audio/video recorded. The lesson will be based on something you choose and I approve that is based on one of the chapters in the textbook. You will develop a lesson plan based on the template and rubrics below. Your planning should be based on Backward Design (Wiggins & McTighe, 1998) and the *CREDE Standards for Effective Pedagogy* (Yamauchi, Taira, & Trevorrow, 2016).

The **lesson plan** should include the following:

1. ***The objectives.*** State at least 3 lesson objectives in terms of at least 3 facets of understanding (Wiggins & McTighe). Document which facet you are addressing in each learning objective. Why did you choose these objectives?
2. ***The assessments.*** What evidence will you use to determine whether students gained each of the facets you described as an objective?
3. ***The activities.*** What will you and the students do? How much time will you devote to each activity? Describe the activities clearly and thoroughly. Please use the template below that documents the time of each activity, how you will support students' learning during the activity, and what students will do during the activity.
4. Explain how you will incorporate each of the CREDE Standards for Effective Pedagogy.

See (and use) the lesson plan template below.

Lesson Plan Template

Name:

Date:

Topic:

Learning Objectives and Assessments

Objectives: What do you want participants to learn? (Stated as facets of understanding)	Assessments: How will you assess whether or not participants met your objectives?
1.	1.
2.	2.
3.	3.

Activities: (Steps for teacher/students)

- What will you do and what do you anticipate your students will do as the activity progresses?

Write about what you will do step by step.

- How will you assist their learning during the activities? When you write about what you will do step by step, include two types of assistance that you will use and how you will provide these types of assistance for your students. Please consider the various forms of assistance suggested by Tharp and Gallimore (1988). Also, indicate where each of the two types of assistance will be placed in your teaching steps.

Activities

Time	(Step by step): What you will do. What assistance will you provide?	What students will do.

CREDE Standards: Describe how your activity or activities will implement each of the CREDE Five Standards.

CREDE Standard	How it will be used.
Joint Productive Activity (JPA)	
Language & Literacy Development (LLD)	
Contextualization (CX)	
Complex Thinking (CT)	
Instructional Conversation (IC)	

Scoring Rubric for Lesson Plan (15%)

Requirements	Does not meet expectations (Grade of C or lower)	Meets Expectations (Grade of B)	Exceeds Expectations (Grade of A)
1. Submission deadline	The paper was submitted more than one day late.	The paper was submitted one day late.	The paper was submitted on time.
2. Statement of lesson objectives	There is no statement of the lesson objectives, it is incomplete, or it is not stated in terms of the facets of understanding.	The statement of the lesson objectives is somewhat unclear and/or may not accurately be stated in terms of the facets of understanding.	The lesson objectives are clearly stated in terms of the facets of understanding.
3. Statement of the assessments	The statement of the assessments is unclear or incomplete.	The statement of the assessments is somewhat unclear or not feasible.	All of the assessments are appropriate for the objectives and are feasible.
4. A plan for how you will use the CREDE Standards.	There is no statement about the CREDE Standards you are planning to use and/or you did not plan strategies that are related to the Standards, and/or you did not address all five of the Standards.	There is a statement about the CREDE Standards you are planning to use. You address all five Standards in some way. Some clarification may be needed regarding how a few of the stated strategies are related to the Standards.	There is a clear statement about the CREDE Standards you are planning to use. The strategies you suggest are related to the Standards, and they are appropriate and insightful or creative. You address all five Standards in your lesson.
5. Description of the activities	There is no statement about the activities that are planned. Also, there is no description of what you and/or the students will be doing.	There is a description of the activities that were planned, but some clarification may be needed.	There is a clear description of the activities that you have planned. It is clear what you and your students will be doing.

Lesson Reflection Paper (15%)

Turn in a personal reflection paper, due one week after your lesson. Your reflection should be 5-7 pages, typed, double-spaced, with page numbers, and include the following:

1. What do you think your students learned and how do you know this (what were the results of your assessments)? Did your learners achieve the facets you set as your objectives? Were there other things that they learned that were not included in your objectives?
2. To what extent were the assessment(s) you designed appropriate for your objectives and your learners? Please address each of the criteria used to judge assessments (validity, sufficient evidence, opportunities for authentic performance, and feasibility).
3. Describe how you used each of the CREDE Standards in your lesson. What was actually said or done that reflects this.
4. What went well?
5. What could be improved?

Lesson Reflection Template

Name:

Date:

- 1. What did students learn? What indicated that the objectives were met (what were the specific results of your assessments)?**
- 2. To what extent were the assessments you designed appropriate for your objectives and your learners? Refer to the criteria used to judge assessments (validity, sufficient evidence, opportunities for authentic performance, and feasibility).**
- 3. Describe how you used each of the CREDE Standards in your lesson. Provide supporting examples from your audio recording.**
 - Joint Productive Activity (JPA)*
 - Language and Literacy Development (LLD)*
 - Contextualization (CTX)*
 - Complex Thinking (CT)*
 - Instructional Conversation (IC)*
- 4. What went well? Consider your implementation of the CREDE Standards and reflect on the forms of assistance that were effective?**
- 5. How could your lesson and instruction be improved? Consider the activity design and the forms of assistance?**

Lesson Reflection Rubric

Requirement	Does not meet expectations (C or lower)	Meets Expectations (B)	Exceeds Expectations (A)
1. Submission deadlines.	1. The submission deadline was 4 or more days late.	1. The submission was 1-3 days late	1. The submission deadline was met.
2. Analysis of what students learned.	2. You did not discuss what your students learned and/or how you know what students learned and/or what signs indicated learning.	2. You clearly state what your students learned and provide supporting evidence from your assessment(s).	2. You provide an insightful analysis of what your students learned and provide supporting evidence from your assessment(s) for your comments. You link the effect of your activities' design and forms of assistance used in the activity to student outcomes.
3. Analysis of use of each of the CREDE Standards.	3. What is written about the CREDE Standards shows misunderstandings. You did not provide evidence from your lesson (examples).	3. What is written about the CREDE Standards is generally appropriate. Your description of evidence from your lesson (examples) needs some clarification.	3. What is written about the CREDE Standards is thorough and appropriate. Your description of evidence from your lesson is clear.
4. Analysis of what went well.	4. You did not provide a clear or reasonable analysis of the strengths of your lesson and instruction.	4. You consider either the CREDE standards or forms of assistance in your analysis of what went well.	4. You consider both the CREDE standards and forms of assistance in your analysis of what went well in the lesson.
5. Analysis of what could be improved.	5. You may not provide a clear or reasonable analysis of how your lesson and instruction could be improved.	5. You consider either the activity design or forms of assistance in your analysis of what could be improved.	5. You consider both the activity design and forms of assistance in your analysis of what could be improved

Course Participation & Professionalism (2.5% (midterm) + 2.5%(final))

The rubric presents the elements of your performance that count toward course participation and professionalism.

Rubric for the Course Participation and Professionalism

Element	Below Expectations (Grade of C or lower)	Satisfactory (Grade of B)	Exemplary (Grade of A)
1. Attendance	You missed 2 or more class meetings.	You missed one class meeting.	You did not miss any class meetings.
2. Course Readings	You often did not complete the assigned readings.	You generally completed the assigned readings, but occasionally were not prepared.	You always came to class prepared having thoroughly completed the assigned readings.
3. Homework Assignments	Homework assignments such as the PD papers, lesson plan draft, and knowledge review draft were sometimes not turned in on time or were incomplete. The work was superficial or otherwise reflected a lack of effort.	Homework assignments such as the PD papers, lesson plan draft, and knowledge review draft were generally completed on time and reflected effort and thought.	Homework assignments such as the PD papers, lesson plan draft, and knowledge review draft were always completed on time and reflected considerable effort and thought.
4. Class Discussions	You generally did not participate actively in class discussions or may have dominated the discussions.	You were generally an active participant in class at an appropriate level.	You were consistently an active participant in class discussions. You did not dominate discussions.
5. Promotion of a positive group learning environment	You were not helpful to or supportive of other class members and their learning. You did not provide feedback on peers' work or to the weekly class debriefings. It might appear that you did not	You were helpful to and supportive of other class members and their learning. You provided positive feedback to peers, but the feedback might not have necessarily helped them to improve. You	You were helpful to and supportive of other class members and their learning. You consistently provided positive and constructive feedback to peers' work and to the weekly class debriefings. You were respectful of

	value other people's points of view.	provided some input to the weekly class debriefings. You were respectful of different points of view.	different points of view.
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Self-Assessments

You are required to write two brief (3-4 page) self-assessment papers, one at the middle of the semester and one at the end. The papers should focus on what you have learned about educational psychology. You will also assess your performance on each of the five elements used to judge your course participation (attendance, course reading preparation, completion of homework assignments, class discussion participation, promotion of positive class climate). The paper should be typed and double-spaced. See the following rubric for details on what to include in the papers and how I will grade them.

Rubric for the Self-Assessments

Element	Below Expectations Grade of C or lower)	Satisfactory (Grade of B)	Exemplary (Grade of A)
1. Description of what you learned about educational psychology, research articles, and writing a literature review.	There is no or only a brief description of what you learned about educational psychology, research articles, or the descriptions are vague or incomplete.	There is a description of what you learned about educational psychology. Your descriptions need clarification or elaboration. You do not include evidence for some of these insights.	There is a clear description of what you learned about educational psychology, and you provide examples and evidence for these insights.
2. Description of what you do not know about educational psychology, research articles, and writing a literature review.	There is no description of what you still do not know regarding educational psychology, and/or want to know	The description of what you still do not know regarding educational psychology, and/or want to know needs some clarification.	There is a clear description of the limits of your knowledge of educational psychology. There is a clear description of

			what you still do not know and/or want to know.
3. Assessment of your course participation.	You do not describe your performance in each of the five areas described in the rubric for course participation or these descriptions do not appear to be accurate. You do not provide examples or other evidence for your judgments.	You accurately describe your performance in each of the five areas described in the rubric for course participation. You do not provide examples or other evidence for all of your judgments.	You accurately describe your performance in each of the five areas described in the rubric for course participation. You consistently provide examples and other evidence for these judgments.
4. Clarity and Organization	The writing is not clear. There are many problems with the paper organization.	For the most part, the writing is clear and organized.	The writing is clear and well organized.
5. Deadlines	The paper was turned in very late.	The paper was a few days late.	The paper was turned in on time.