Unit: CAREER AND TECHNOLOGY TEACHER EDUCATION PROGRAM


CF Performance Expectations:
Our candidates are prepared to demonstrate:
1. General Knowledge
2. Technical Competency
3. Professional Competency
4. Competency in the Use of Technology
5. Caring Disposition
6. Reflective Practice
7. Sensitivity to Diversity

Course Code and Title: EDU 3610 – 3568 Educational Psychology II: Human Learning and Instruction. (3 credits)

Semester: Spring 2013
Time: Monday 7:00 PM – 9:30 PM Dr. C. C. Iheagwam
Room: M407 Office: M201 & N600
Office Hours: Mon: 6:15 PM – 6:45 PM E-mail: cciheagwam@yahoo.com
Sat: 11:40 AM – 12:10 PM or CIheagwam@citytech.cuny.edu

Course Description:
This course provides the prospective teacher with an understanding of the contemporary psychological knowledge related to education. It will examine the theories and principles of learning and instruction pertinent to behavior, development, and adjustment; and its application to curricular areas, testing, and evaluation.

Prerequisite: PSY 1101
Course Objectives:

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

1. Participate in group discussion and cooperative learning activities that focus on how individual differences in abilities, intelligence, developmental experiences, and learning styles affect learning. (CF # 1,5,7)
2. Understand the role of educational psychology in learning and teaching. (CF # 1,6)
3. Understand the concerns of beginning teachers and learn how to cope with them. (CF # 7,1)
4. Compare and contrast various theories of learning in terms of their influence on modern education thought. (CF # 1,6,7)
5. Describe various student learning styles and how teacher can accommodate multiple learning styles in the classroom. (CF # 1,7,5)
6. Develop and present a lesson using appropriate motivation strategies. (CF #3,4,7)
7. Know how to create a positive and good learning environment. (CF #3,5,7)
8. Understand and know how to motivate and maintain students’ interests. (CF#2,3,5,7)
9. Know various strategies for classroom management. (CF # 1,2,3,7)
10. Understand various instructional methods. (CF # 1,2,3,4,7)
11. Learn to design effective assessment devices and how to grade students.(CF#1,2,3,6)


Course Requirement:

Students are required to read all the items in the course outline and any other assigned readings. In addition, students are required to:

1. Choose a topic of interest from the course outline, prepare a lesson plan and present the topic (using power point, or TV/VCR, or Over-head projector) to the class demonstrating the use of appropriate motivation techniques.

2. There will be three exams: Exam one (essay questions); mid-term and final will consist of multiple choice questions, true and false statements drawn from materials covered in the required readings, class lectures and discussions.

Attendance Policy: (No more than two absences in any class that meets once a week, see College Catalog). If you are late twice, you lose a point from your attendance and class participation grade.
Grading Criteria: Final Grade will be based on the aggregate of the cumulative weight of the various aspects of your performances as follows:

1. Class attendance and participation (based on your contribution to discussion, asking and answering Questions, and co-operative group work) 15%
2. Exam One (Essay Questions) 20%
3. Class Presentation of a topic of interest (with a lesson plan) 20%
4. Mid-Term Exam 20%
5. Final Exam 25%

Total 100%

Course Outline:

1. Introduction: Overview of course. What is good teaching? Type of and role of research in educational psychology. Chap. 1
3. The Self, Social, and Moral development. The work of Erikson, Kohlberg, Bronfenbrenner; Socialization: Family, Peers, and play. Chapt. 3
4. Student Diversity (Learner Differences and Learning needs) – Individual differences in intelligence, ability differences and teaching, Cognitive and Learning styles, changes in the Law: Integration and Inclusion, student problems and disabilities, the gifted and talented. Chapt. 4
5. Language Development, language Diversity and Immigrant Education Chapt.5
6. Culture and Diversity: Today’s Multicultural Classrooms; social class differences, ethnic and racial differences, Sex and Language differences in the classroom. Creating Culturally Compatible Classrooms. Chapt. 6
7. Exam One - (Essay questions).
9. Cognitive views of learning: Elements of cognitive perspective, Information processing: memory models, remembering and forgetting; how memory strategies, meta-cognition, study skills, and cognitive teaching strategies that help students learn. Getting and maintaining attention, using information processing ideas in the classroom. Chapt. 8
11. The Learning sciences and Constructivism Chapt. 10
13. Mid-Term Exam- (Multiple choice/true and false statements)
14. **Motivation in Learning and Teaching:**-theories of motivation, how to motivate students to learn-strategies to encourage Motivation and thoughtful learning.  

   Chapt. 12

15. **Creating Learning Environments:** The goals of classroom management: creating a positive learning environment; maintaining a good environment; confrontation and assertive discipline; communication with families about classroom management.  

   Chapt. 13

16. **Teaching for Academic Learning:** Planning-using taxonomies, teacher – directed Instruction, seatwork and homework; group discussion; questioning techniques; teacher Expectations; Student-centered instruction; Learning to read and write: effective teaching in inclusive classroom; Technology and Differentiation.  

   Chapt. 14


   Chapt. 15

18. **Standardized Tests:** Types of Tests – Norm-referenced tests; criterion-referenced tests. Types of scores; Types of standardized Tests-Achievement, aptitude, and Diagnostic test. Issues in standardized testing.  

   Chapt. 15

19. **Review for Final Examination.**

20. **Final Exam.**

**ACADEMIC INTEGRITY STATEMENT:**

Students and all others who work with information, ideas, texts. Images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in the City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

**Statement on Students with Disabilities:**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from OSSS, which is located in Room A-237. It is the student’s responsibility to initiate contact with the OSSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.
Supplementary Reading List