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You will receive an invite to join the course through email, using Blackboard UltraLearn.

You make a very great mistake if you think that psychology, being a science of the mind's law, is something from which you can deduce definite programmes and schemes and methods of instruction for immediate classroom use. Psychology is a science and teaching is an art; and sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application, by using its own originality . . . A science only lays down lines within which the rules of the art must not transgress; but what particular thing [s]he shall do within those lines is left exclusively to [her] his own genius . . ."
    William James(1892) [renown educational psychologist]

Even in a homogeneous society, the processes of education are intricate and demanding undertakings. In a society as diverse as that in the Central Valley, it can be extraordinarily complex. Effective teaching requires sensitivity, understanding, and collaboration with others who are committed to the progress of young people. It will be up to you to provide some of the leadership necessary to their progress and growth. You will need to understand the learners' differences, grasp how they learn, develop an appreciation for what motivates them, learn how to engage them in higher level thinking, and recognize how to measure and document their progress. This course has been designed to introduce, practice, and assess each of these areas.

Required Textbooks—Cost Free Course
Biacindo, K.J. (2000). Perspectives: Educational Psychology. Boulder, CO: Coursewise. Abridged pd version provided with inserts for updates to 2019 version

Intel Education (2015). Intel Teach Program: Essentials. USA: Intel Corporation. Interactive pdfs provided
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Course Organization
For the online course All material for learning will become available in BlackboardLearn under Course Modules. Each week of the semester a new folder will open. Each folder is supported by a navigation guide for each module title, as listed in the course schedule in the Syllabus. The navigation guide will instruct you in how to use the folder materials to meet the learning objectives. Learner interaction with each module will be demonstrated by completion of a related activity from the content for that module These activities will also prepare you with necessary knowledge and skills to successfully complete the course assignments, as well as provide opportunities to practice using the content and strategies learned in real-world high school teaching venues.

This course is self-paced, with due dates recommended not required. This means that you do the coursework at a pace and time that is comfortable for your learning style and other commitments. Some students will do work

weekly, others once a month, and others "binge" the course in one long pre-planned session. It is your choice as a self-regulated learner in how you progress through the course.

For a F2F course, the course structure is the same as the online, using Blackboard modules. The primary difference is that activities will be initiated during class time, and completed either during the current class session or by the following class session. Please bring a device that has Internet connectivity to class (laptop, tablet, or cell phone), as access to the Internet is required for activities.

Course Assumptions
- ❖ Secondary school students will be diverse in their ethnicity, their social class membership, and in their command of English. With sensitivity to those differences a learning climate can be created in which every student has a fair opportunity to succeed in school. At the very least, this requires a reasonable understanding of the mechanics of learning and of the ways in which individuals construct meaning.
- ❖ Those who have the greatest impact in the classroom will be those who are attentive to what the research and technology have demonstrated to be effective, and who will learn how to use the best that research and technology have to offer to inform their instructional choices.

Course Goals
This course was designed to help preparing teachers develop a framework for systematically examining the development of the secondary school learner and the learning process in such a fashion that teacher's opportunity for effective instruction is optimal. We will have particular interest in explanations of the students' behavior, learning, and in evaluating their academic progress.

   We will examine, practice, and reflect upon the following (relevant TPEs listed in course schedule per module):
- ❖ Students' accomplishments, attitudes, and conduct. This will include examining cognitive and moral development including the different ways young people construct knowledge and the psychological factors that affect learning
- ❖ Teaching practices and professional responsibilities. These issues will be informed by the scholarly research regarding teaching effectiveness for critical thinking, creativity, and collaboration (21st century skill set)
- ❖ Developing and maintaining well-managed classrooms and how to avoid classroom crises. This will be informed by the scholarship on teaching effectiveness, behavioral learning, and social emotional learning, as well as accessing technology resources to facilitate and manage classrooms.
- ❖ Collaborative planning with others. This will provide occasion to review the research on cooperative learning and problem-based learning.
- ❖ Testing and assessment. Development and selection of formative and summative assessment, supported by backwards planning and authentic assessment.

Related Objectives
Each teacher candidate will:
- ✓ analyze the learning process using a variety of learning theories
- ✓ analyze, based on developmental theory, what occurs during a brief instructional period
- ✓ analyze the cognitive, social, and moral development of the individual student to help differentiate and tier learning
- ✓ develop strategies for self-assessment and self-improvement
- ✓ diagnose students' learning problems and prescribe appropriate responses (Tiered learning)
- ✓ identify various strategies for motivating students and maintaining an effective learning environment
- ✓ identify effective alternative classroom instruction and management techniques that complement CCSS
- ✓ design learning activities that differentiate for students of diverse languages and cultures
- ✓ develop a review of current research related to topic relevant to secondary school teaching in collaboration with others
- ✓ develop assessment procedures which demonstrate awareness of sound formative and summative assessment practices
- ✓ provide effective feedback to fellow students on their submitted assignments, as supported by PBL assignments

Course Requirements

➢ Individual and Group Participation→In a class where all have access to Microsoft Office 365 students are in an excellent position to assist one another using Office 365 collaboration tools which provide for a private and secure data-sharing base. Students need to provide each other with feedback in the process of completing the group reflection form required for each group assignment.

➢ Other Readings→ All Powerpoints will be posted on Blackboard, many with hyperlinked sites. Be sure to read both the Powerpoint and hyperlinked information. For test content validity, test questions will be drawn from the Powerpoints and the hyperlinks, as well as the Perspectives and Intel Essentials pdfs readings.

➢ E submission of assignments→ your assignments will be submitted **through Fresno State email; be sure to include your class section information along with your name**; if it is a group assignment submission, the individual submitting the assignment should cc all group members, so that they know when it was submitted, and all can receive assignment feedback as the instructor will use "Reply to All" when comments, feedback, and grade is sent   IMPORTANT: All assignments can be resubmitted for an improved score based on feedback received, if you choose to do so. Also, by using your Fresno State email, it will be easy to access both your grade and feedback on grades by simply inserting your Instructor's email in the search bar.

➢ **All assignments must be submitted as Word docs, either .doc .docx ppt. pptx**.; no other forms are acceptable, as my computer may not be able to read/open them, and that includes Google docs

If you do not have the Microsoft Office Suite on your computer, you may use the free version available from Fresno State

How to get Office 365

To sign up for Office 365 using your mail.fresnostate.edu account, please click here to access the Office Portal. **Please note** that you must use a mail.fresnostate.edu account, and not your csufresno.edu account to sign up for Office 365.

➢ Once you are signed up, you will use your mail.fresnostate.edu credentials (username@mail.fresnostate.edu) to access Office 365 at http://login.microsoftonline.com

➢ All group work to be done using Backboard groups, so that I may access your group and monitor your progress. Groups will be opened on BB when you notify me as to your group membership for each group assignment. Using Blackboard groups protects your digital privacy, while using Google shared docs does not.

Course Assignments

There are three major assignments. The rubrics explain the point-grade relationship, and these points are totaled (along with the points earned on the final exam) to start to determine your grade (NRT-norm referenced testing). The activities will impact the grade earned (see below). *All assignments can be revised and turned in to attempt to earn more points toward a n improved grade. All due dates are recommended, not required. However, turning in late assignments can make it less likely to receive the grade that you would like to earn for the course.*

ASSIGNMENT 1: Web Review of Research (20 points) = WRR
Working in groups of 2-5, students will choose an Essential Question relevant to secondary school teaching and educational psychology. Each student member of the group will find a research-based report/web site which responds to the question and work with other group members to synthesize a report presented in an interactive Powerpoint. The Powerpoint template includes Slide 1 with the Essential Question and its rationale or importance, with additional slides covering each member's findings (each slide cited as to member contribution), followed by a graphic organizer of findings, plus an end conclusion and recommendations for further use. Note that the research papers or Web sites used are *scholarly research papers* rather than personal position information, editorials, or "how-to" sites without research backing. You are looking at 1) **W**hat was the research focused on? And 2) What findings helped to answer your question?

15 points are assigned by the instructor based on the following criteria:
- ✓ Did <u>each member of the group contribute</u> ***research-based*** information?
- ✓ Does the introduction raise an <u>Essential Question</u> to be answered?
- ✓ Did the answer to the question contain current research and is <u>well summarized in a supporting graphic organizer?</u>
- ✓ Are there <u>correct citations</u> for each research-based resource used?
- ✓ Is the Powerpoint visually and <u>multimedia rich</u>?

5 points are assigned by the students who will rate themselves fellow group members on the quality of each participant's contribution using the Student Self-Assessment Intel rubric.

ASSIGNMENT 2: Learning Theory Description (20 points) = LTD
Student will observe and analyze a teaching episode using the educational and developmental learning theory terminology learned during this course, using the Observational Study rubric. This assignment can earn up to 20 points, based on the different areas observed effectively analyzed, including 1) Was the learning theory correctly identified?, 2) Does the description of the teaching behavior fit the theory? (running record), and 3) Does the student adequately analyze the theory? (bulleted analysis using proper terminology), plus a reflection on the assignment. 16 points are awarded from analysis, 4 points from the reflection.

ASSIGNMENT 3: Assessment Portfolio (20 points) = AP
Students will collaborate in groups of 2-4 to analyze an assessment instrument appropriate for adolescent learners (can be either self-developed or acquired from a current high school classroom). The test selected must be identified by type and analyzed by RSVP. Each test folder will include a summary sheet of the following information: 1) subject area and grade level, 2) content covered, 3) state standards covered, 4) who the test is appropriate for (and any necessary modifications for ESL, gifted, and resource students), 5) score type and interpretation. The assessment may be either formative or summative. The narrative for the assessment must explain *what steps will be taken to assure the technical quality of the assessment* data, and *how the assessment data* (the scores, for example) are to be *interpreted*.
- ☐ 15 points are assigned by the instructor based on the rubric for this assignment.
- ☐ 5 points will be assigned by the group's evaluation of their test based on the Intel Showcase Feedback rubric and also the review of anther class AP.

Quizzes, Tests & Activities
There will be three to four quizzes and a comprehensive final, all in objective format. ***Doing well on the tests does not lend itself to simply memorizing class notes or readings***. Tests and activities require that the student apply concepts and principles to new situations. The best preparation is to be found in the practice exercises associated with each learning module. **Those who do best often study with others**. The same is true for the folder activities, which can be completed either individually or as a small group.

The three to four quizzes administered during the term will have between 20 and 30 items each. The final will have 75 items. Item analysis reliability will be performed on each test (KR-20) and items omitted that appear to have lowered reliability.

Quizzes and activities are scored on a 1-4 scale, the same as your TPAs for the program. A 1 means you did not demonstrate effective learning and understanding of the concept, a 2 means that you have demonstrated beginning mastery but still need to practice to improve that knowledge, a 3 means you have mastered sufficiently to practice concepts independently, and a 4 means superb mastery, such that an experienced teacher would match your response. A score of 0 means missing activity. You are allowed to miss no more than 2 activities without it lowering your grade. The activities are the surrogate for F2F class activity and discussions, so either support your assignment grades (3-3.6), possibly help your assignment grades (3.7 or more), or possibly lower your assignment grades (less than 3.0); this is the CRT (criterion referenced testing) portion of your grade.

The final exam is a combined CRT/NRT, with the final score added to the assignment total to determine your final grade.

Study Expectations
For a F2F class, it is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. In the three-unit online class, you should expect to work with materials and activities an average of six hours for each folder. Some students may need more outside study time and some less. Study time will consist of required reading assigned, review of weekly Powerpoints posted, and time spent on completing and/or revising assignments.

For free tutoring on campus, contact the Learning Center (www.csufresno.edu/learningcenter) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

Participation Standards
See description under course organization.

Grading—All assignments must be completed to receive a grade
Web Research Review...............................15 points NRT
Learning Theory Description…………….15 points NRT
Assessment …………………………………15 points NRT
Quizzes & Activities……………… …….CRT (see explanation of impact on grade under activity description)
Final Exam……………………………….75 points NRT/CRT
See rubrics for grading point distributions, posted with more detailed assignment descriptions in the modules.

UNIVERSITY POLICIES

Students with Disabilities:
Students who have a disability will receive reasonable accommodations for learning and evaluation, upon identification of the type and extent of disability. For more information, contact Students with Disabilities , 278-2811

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

You may be required to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism:
 "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) **with all the recommended software (Microsoft Office)**. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.csufresno.edu/ITS/) (http://www.csufresno.edu/ITS/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://csufresno.edu/library/information/copyright/) (http://csufresno.edu/library/information/copyright/).

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MODULE	TOPIC + ESSENTIAL QUESTIONS for topic TPEs and level covered I =introduced P = practiced A = Assessed	READING REQUIRED + Ppts & docs in Blackbo folder	ASSIGNMENTS & ACTIVITIES 6.1 IPA
1	**Principles of Human Learning & Development: Behavioral Learning Theories** **EQ:** How does behavioral theory relate to adolescent learning needs? 1.8 IP 2.6 IPA 4.2 IPA	Perspectives Readings 1,2,3	**Behavioral Learning quiz**
2	**Principles of Human Learning & Development: Behavioral Learning Applications** **EQ:** How can behavioral learning help with classroom management? 1.8 IPA 2.6 IPA 4.2 IPA	Essentials revised Bloom's taxonomy	**ABA Management activity**
3	**Principles of Human Learning and Development: Social Learning Theories** **EQ:** How does social learning impact the teaching of adolescents? Why is social learning so vital for adolescents? 2.1 IPA 2,3 IPA 4.2 IPA 4.7 IP	Perspectives Readings 7, 11, 27 Essentials MODULE 2 and 6 21 century Skills; Differentiation and Technology, Unit Plan checklist, web based collaborative learning	**Social Learning activity**

4	**Principles of Human Learning and Development: Social Learning Applications** **EQ:** How does social learning inform project-based learning and other group work? How does SEL benefit from application of these theories? 1.1 IPA 2.4 IP 4.2 IPA	Resources for trauma, homelessness, fostering, medical incapacity, drug and alcohol problems, depression	**Begin Web Research Review (PBL)—form Groups and register On BB discussion board 6.3 IPA Social problems analysis**
5	**Principles of Human Learning and Development: Cognitive Learning Theories** EQ: What are the key theorists to inform instruction design, especially differentiated learning (UDL)? 1.4 3.2 IP 4.2 IPA 4.4 IPA	Perspectives Readings 8, 9, 20 Essentials MODULE 2 ; CFQs-tips for CFQs Big Idea words	**Common Core Lesson Pla #1 activity (CCLP1)**
6	**Principles of Human Learning and Development: Information Processing Theory** **EQ:** How does information processing inform as to how to teach and employ memory tactics? 1.5 IPA 2.5 IPA 4.2 IPA	Perspectives Readings 10,11,27 Essentials MODULE 3 Meeting Standards in a Student-Centered Classroom Module 7 Using Questioning to Promote Higher Order thinking + Piaget/Vygotsky/Erikson developmental theories	**Cognitive memory activity**
7	**Introduction to Assessment** **EQ:** What are the key areas to be aware of in choosin or designing assessments? 4.1 I 5.1 IP 5.2 IP 5.3 IP 5.4 IP	Perspectives Reading 30, 31 Essentials MODULE 2 & 5 Course Assessments-Multiple Assessments and Gauging Student Needs; Involving Students in Assessment Process	**Web Research review Due Assessment/RSVP quiz**
8	**Authentic Assessment** EQ: How can authentic assessment align with reliability and validity? Why is authentic assessment so vital for the Common Core? 5.3 IPA 5.4 IP 5.5 I	Perspectives Reading 29, 30 Essentials MODULE 6 Assessment-Formative Assessment MODULE 3 collaboration	**Authentic Assessment activity Learning Theory Description begun**
9	**Test Construction, Backwards Planning & Standardized Testing** **EQ:** How does backwards planning and the TOS combine to create Common Core lessons? 4.3 IP 5.3 IPA	Perspectives Readings 29, 33 Essentials MODULE 4 Helping Students to Adapt to a Project-Base, Student-Centered Classroom	**TOS activity for backwards planning**
10	**Understanding Adolescent Behavior: Psychosocial and Cognitive Development** **EQ:** How do these theories inform how to respond to performance differences among adolescent students (RtI)? 4.4 IPA.	Perspectives Reading 11,16,19, Essentials MODULE 6 Creating Accommodations, student self-direction, diverse learners, and student success	**CCLP #2 activity**
11	**Understanding Adolescent Behavior: Psychosocial and Cognitive Development** EQ: What are common developmental issues which interfere with learning that these theories can provide interventions for (Tier 1 and 2)? 4.4 PA 5.8 IPA	Perspectives Readings 10 17, 18, Essential Module 8 Showcase feedback form, Module 6, creating support Materials to facilitate student success	**Learning Theory Description DUE** **CCLP #3 activity— Planning interventions**
12	**Understanding Adolescent Behavior: Moral Development, Motivation, and Self-Esteem** **EQ: How** does the moral development of the student impact classroom management and learning? 1.3 IP	Perspectives Readings 12,13,23 Essentials MODULE 6 Differentiation and Technology Differentiation Survey	**Morals and motivation activity**

	2.1 IPA		
13	**Knowledge of Crisis Prevention and Classroom Management Skills—Achievement and Self-Esteem** **EQ:** If achievement rises, does self-esteem? If self-esteem rises, does achievement? How do we create a classroom that fosters both? 1.4 IP 2.3 IPA	Perspectives Reading 4, 5, 6 Essentials MODULE 7 Facilitating with Technology	**Assessment assignment Begun (PBL)** **Self-Esteem activity**
14	**Knowledge of Crisis Prevention and Classroom Management Skills—Teacher Effectiveness** **EQ:** What areas can teachers intervene in, and which should they refer out for, including implicit bias, conf resolution, and restorative justice? 2.1 PA 2.3 IPA 6.2 IP	Perspectives Reading 4,5,6,15 RTI on-line resources	**Assessment assignment DUE** **DI quiz set**
15	**Technology for the N-Gen** **EQ:** How is the Internet changing the face of Teaching, based on adolescent development needs? 3.6 IPA 3.7 IPA 3.8 IPA 4.8 IPA	Perspectives Reading 25 Essentials MODULE 7	**Technology activity**
16	**Comprehensive Authentic Final** **All questions at Bloom's level 3-6 (high level only) Combo NRT/CRT**	**Final is authentic as it requires for you to apply all information in classroom scenarios and situations**	**ALL WORK DUE BY __**

The syllabus and schedule are in constant update in an online course, so be sure to use the folder material for the best and most current course expectations. *This course schedule is a general outline subject to updates during the semester .Be sure to check announcements for updates, reminders, and course tips.*

For Digital Campus (online course section), announcements will be posted for each folder/module to help focus on goals and meet course requirements, and as recommendations on the best methods to navigate and complete the course.

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