

Overview of Block II

Coordinator: Dr. Lisa Bohlin (494-9636; bohlin@purdue.edu)

Welcome to Block II of the Purdue University Teacher Education Program. In Block I you focused on yourself as a teacher and explored cultural influences on learners and learning. In Block II you will explore the processes involved in student learning and the characteristics and needs of learners with exceptional needs and talents. Block II has four interrelated components.

1. EDPS 235 (M-W afternoon)
2. EDPS 265 (T-Th afternoon)
3. TIP (Classroom visits 1 morning per week)
4. Weekly Recitation (Friday)

These components and their relationships are described below.

Lecture Components:

- 1. EDPS 235 Learning and Motivation.** For this educational psychology component, you will attend two lectures each week. The course spans four major topics: Child/adolescent development, learning, motivation, and assessment of student learning.
- 2. EDPS 265 The Inclusive Classroom.** For this special education component you will attend two lectures each week. You will study the characteristics of students with special needs and talents and learn strategies for accommodating your instruction for these students when they are placed in general education classrooms.

Application Components:

- 3. Block II Theory into Practice (TIP).** For this component you will spend two hours a week for seven (7) weeks observing in a school in the local area and completing activities related to the content of Block II. You will complete a reflective journal and will discuss your experiences with your TIP supervisor and the members of your Block II recitation section (see below).
- 4. Block II Recitation.** For this component, you will attend one recitation section each week. You will apply what you are learning in the lectures to classroom situations and you will have an opportunity to discuss your TIP experiences and activities with other students.

During your experience in Block II, you will have opportunities to develop knowledge, performance, and disposition standards addressed in the following INTASC principles:

- Principle 1:* **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

(Interstate New Teacher Assessment and Support Consortium)

[http://www.ccsso.org/projects/Interstate New Teacher Assessment and Support Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/).

EDPS 235: LEARNING AND MOTIVATION**Spring Semester 2009****Elementary:** EDPS 23500 E01 (CRN 18077): MW 12:30-1:20pm in BRNG 2280**Secondary:** EDPS 23500 S01 (CRN 18070): MW 1:30-2:20pm in BRNG 2280

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NOTE: If you did not pass the Praxis exam, meet the minimum GPA requirements, and complete application paperwork for the Teacher Education Program, you are NOT eligible for Block II courses. Please contact your advisor to withdraw from the courses or contact Dr. Lisa Bohlin (bohlin@purdue.edu), the Block II coordinator, if you have questions.

Course Overview

This educational psychology course introduces preservice K-12 teachers to basic concepts of motivation, development, learning, and assessment. Preservice teachers must be prepared to consider how various factors—internal and external to the student—interact to create learning and motivation outcomes in their classrooms. The course builds understanding of concepts in the research literature and novice-level skill in applying those concepts to diverse teaching and learning situations in K-12 schools.

These goals are accomplished by reading a current textbook that summarizes concepts and research findings, participating in classroom instruction in both large lecture and recitation settings, observing actual classrooms during an associated field experience, and completing activities designed to enable students to apply knowledge to specific teaching and learning situations.

Course Resources**Required Textbook:**

Bohlin, L., Durwin, C. C., & Reese-Weber, M. (2009). *EdPsych Modules (1e)*. New York: McGraw Hill.

PLEASE NOTE THAT THIS IS NOT THE SAME BOOK USED IN PREVIOUS SEMESTERS.

Block II Blackboard site: <http://www.itap.purdue.edu/tlt/ecourses>

All Block II Blackboard resources are housed **within a single site**. Unfortunately, the My Purdue system will automatically generate several Block II links within Blackboard that may seem confusing. All students taking 235 should be able to access the main Block II parent site through either of the links shown here:

Spring 2009-EDPS-23500-E01-Learning and Motivation

Spring 2009-EDPS-23500-S01-Learning and Motivation

You can hide all extraneous links by clicking on the pencil icon in the top right corner of your My BlackBoard page. A screen will pop up showing all of your Blackboard courses. You can select and hide any courses on this list.

The Block II Blackboard site should be your first point of contact for any questions that you may have concerning any component of Block II. You are expected to check the website before every lecture, TIP, or recitation session to see if there are any announcements or materials that you need to print out and bring with you to class.

Check for new grade postings *each Monday* and notify one of your instructors if this information appears to be incorrect. **This notification MUST OCCUR within one month from the due date of the disputed entry in order to be eligible for a grade correction.**

Course Policies

Academic Dishonesty Policy:

Purdue University prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. *Students will receive a grade of 0 for faked attendance and for assignments that violate the principles of academic integrity. Students should not submit assignments completed for another class or work that is not their own. Students may be subject to further disciplinary procedures through the Office of the Dean of Students in any case of academic dishonesty.*

Adaptive Programs Policy:

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me to discuss your needs.

Attendance Policy:

Your presence and active participation are critical to this class. Lecture, discussion and activities based on the assigned reading will be planned for each class meeting. Attendance will be

recorded for most sessions and points awarded as indicated on the course schedule. Students who miss or are exceptionally late for any lecture will be unable to receive credit from the assigned attendance points. Unprofessional or disrespectful classroom behavior of any kind (sleeping in class, reading the Exponent, talking with a classmate during lecture, texting, etc.) will result in forfeiture of the class attendance points for that day. Continued unprofessional behavior may lead to filing of a Student Disposition Form in the student's university record. This parallels the policy outlined in EDPS 265.

When/if you do miss a class, it is your responsibility to get a copy of class notes and announcements, handouts, and any assignments that have been distributed. Some of these may be available through our Block II website, but others (such as specific lecture notes and in-class announcements) will need to be obtained from a classmate. I encourage you to exchange contact information with students sitting near you so that you can easily get caught up if you find that you need to miss a lecture.

Attendance Bonus at End of Semester:

Up to three absences during the semester are automatically considered excused. Beyond the three absences, the student will receive a zero for the day's attendance points. At the close of the semester, every student will be awarded a 9-point attendance bonus. These points can serve to make up for points lost on the three missed days, or serve as extra credit points if you have not missed any class periods. Students are responsible for keeping track of all documentation of their excused absences. **Students have one month from their day of absence to resolve any discrepancies that may appear on Blackboard.** If the number of excused absences exceeds three AND if the difference of these points would affect the student's final grade, the student should contact the instructor prior to grade distribution.

Elementary Education Course Completion Policy:

Elementary Education majors have two opportunities to enroll in and pass required EDPI, EDPS, and EDST courses with a minimum grade of C. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus.

Emergency Policy:

In the event of major campus emergency, course requirements, deadlines, and grading percentages are subject to changes. This may be necessary due to a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: Blackboard web page or email your instructor (bohlin@purdue.edu).

E-portfolio Artifacts on Task Stream:

If you have not already purchased an e-portfolio account you may do so on-line (www.taskstream.org) or from the Boiler Copy Maker center in the Union. Use of this e-portfolio system is required by the Teacher Education Program. The "This I Believe" project is the artifact from EDPS 235 that will be included in your e-portfolio. **FAILURE TO SUCCESSFULLY COMPLETE EACH E-PORTFOLIO ASSIGNMENT (ONE FROM EDPS 235, ONE FROM EDPS 265 AND ONE FROM RECITATION) AT A MASTERY**

LEVEL (80% or better) WILL RESULT IN FAILURE OF THE ENTIRE BLOCK. All e-portfolio artifacts from Block II must be posted to Task Stream no later than **Fri, Apr. 24, 2009.**

Late Work Policy:

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. If you know in advance that you will need to miss a class, please turn in any assignments due for that day **PRIOR** to the due date.

Professionalism Policy:

Candidates in the Teacher Education Program are expected to display exemplary levels of professionalism and dedication to becoming highly qualified, caring teachers. Expectations for Professionalism throughout all components of Block II Include:

- Legal/Ethical conduct
- Good Attendance/Punctuality
- Professional Appearance and Demeanor
- Reliability/Dependability (Completes Assignments, Duties, or Tasks on Time)
- Positive and Professional Interactions with Students, Peers, Teachers, University Personnel, and Others.
- Fairness/Lack of Bias
- Safety/Responsible Conduct
- Flexibility/Adaptability/Openness to Feedback
- Effectiveness in Oral and Written Communications
- Commitment to Student Learning & Commitment to Improving Your Teaching Performance
- Positive Attitude toward Your Discipline and/or the Teaching Profession

Seating Chart:

This semester students will be assigned seats alphabetically and a copy of the seating chart will be posted on Blackboard. We'll begin using this chart during the second week of the semester. If you are not sitting in your assigned seat you will be marked as absent for the day, so please check your seating assignment carefully.

Grading

EDPS 235 Final Course Grade = 235 Lecture (750 points) + Recitation (250 points) + TIP (Pass/Fail)

EDPS 235 Point Distribution:

Lecture Attendance / Participation This will be determined by completion of daily activities & short in-class quizzes. – Lack of preparation can result in loss of these points.	25 @ 3 pts each	75
Unannounced Quizzes	3 @ 10 pts each	30
Exam 1		150

Exam 2		150
Exam 3		150
Case-based assignments	3 @ 25 pts each	75
“This I Believe” Task Stream E-portfolio artifact <ul style="list-style-type: none"> • 3-4 page paper (60 pts) • 350-500 word essay (40 pts) • Audio recording (20 pts) 		120
Recitation total		250
TIP	Pass/Fail	-----
TOTAL		1000

Grading Scale:

Your final EDPS 235 grade will be determined by the exact number of points earned over the course of the semester (up to 750 points for 235 lecture plus 250 points from recitation for 1000 total points possible). The grading scale for your final EDPS 235 course grade is:

- A 900-1000 points
- B 800-899 points
- C 700-799 points
- D 600-699 points
- F 599 or fewer points

Grades will NOT be curved. If you have 898 or 899 points at the time final grades are submitted, you will get a B.

Brief Overview of Learning Opportunities**I. Attendance and Class Participation (25 opportunities @ 3 pts each)**

You will engage in a wide range of in-class activities designed to apply and extend concepts covered in the assigned reading. Activities may include group problem-solving, short case studies, analysis of video clips, personal reflection, debates, role-play simulations, surveys, interaction with guest speakers, short quizzes, etc. You should come to class every day prepared to actively participate. Failure to prepare for class can result in loss of that day's participation points.

II. Unannounced Quizzes (3 @ 10 pts each)

Three of the in-class quizzes during the semester will be worth an additional 10 points each.

III. Exams (3 @ 150 pts each)

You will take three proficiency exams assessing conceptual understanding of all assigned readings and lecture content covered up to the date of the exam. See Weekly Schedule for specific readings and lecture topics, as well as exam dates. Each exam will consist of multiple choice, true/false, and/or matching questions.

IV. Case-Based Assignments (3 @ 25 pts each)

You will complete three case-based assignments spanning the major units we cover in the course. These will require that you read and reflect upon the assigned cases and chapters from

your text. These assignments will serve as a review and study tool before each exam and we will grade them together in class.

Details and rubrics for each assignment will be posted on Blackboard. For all assignments in Block II, download & complete the cover sheet found on the Block II homepage in Blackboard. Attach it to the front of ALL assignments along with a rubric (if available).

V. “This I Believe” Project (120 pts - serves as our Task Stream E-Portfolio artifact).

Specific details for this project will be posted on Blackboard and will be discussed in class.

VI. Extra Credit: Diversity Article Analysis (5 pts)

Locate a research article from an academic journal that describes the relationship between any aspect of diversity described in Module 1 and student behavior, learning, and/or development.

Submit a copy of the article and a one page analysis that identifies:

- Characteristics of the sample population
- Measures used
- Type of research design
- A summary of the results

** See Module 1 for a detailed description of these research elements.

Weekly Schedule for EDPS 235, Spring 2009

Wk	Date	Read before class	Attendance	Topic / Learning Event	ASSIGNMENT DUE
1	M Jan 12	Module 1		Introduction to the Science of Educational Psychology	Block II Information Sheet
	W Jan 14	Module 1	AT 1	Today's Diverse Classrooms	Case Study Questions for Module 1
2	M Jan 19			MLK Day: NO CLASS	
	W Jan 21	Module 18	AT 2	Creating a Productive Learning Environment <ul style="list-style-type: none"> • Physical Environment • Norms & Expectations • Positive Relationships 	Cluster 6 ASSESS questions Extra Credit Journal Article Analysis - Diversity
3	M Jan 26	Module 20	AT 3	Planning for Instruction	
	W Jan 28	Module 20	AT 4	Planning for Instruction	Bring your e-portfolio artifacts from Block I EDCI 205 as a starting point for discussion of "This I Believe"
4	M Feb 2	Module 21	AT 5	Grouping Practices	
	W Feb 4	Module 26	AT 6	Assessing Student Learning	Cluster 8 ASSESS questions
5	M Feb 9	Module 27 Module 28	AT 7	Test Construction and Use Performance Assessment	
	W Feb 11		AT 8	Catch Up and Review	APPLICATION Cluster 6 & 8 assignment
6	M Feb 16			EXAM 1	
	W Feb 18	Module 7	AT 9	Cognitive Development - Piaget	Cluster 2 ASSESS questions
7	M Feb 23	Module 7	AT 10	Cognitive Development – Vygotsky	
	W Feb 25	Module 9	AT 11	Behavioral Learning Theory	Cluster 3 ASSESS questions
8	M Mar 2	Module 10	AT 12	Social Cognitive Theory	
	W Mar 4	Module 11	AT 13	Information Processing	
9	M Mar 9	Module 11	AT 14	Information Processing – Applications to Teaching	
	W Mar 11		AT 15	"This I Believe" paper exchange and peer evaluation	2 copies of your 3-4 page "This I Believe" paper plus Peer Eval rubric
10				PURDUE SPRING BREAK Mar 16-20	

11	M Mar 23	Module 14	AT 16	Critical Thinking and Problem Solving	
	W Mar 25		AT 17	Catch Up and Review	APPLICATION Cluster 2,3,4 assignment
12	M Mar 30			EXAM 2: Class can vote on whether to move this up by one week	
	W Apr 1	Module 2	AT 18	Contexts of Development	Cluster 1 ASSESS questions
13	M Apr 6	Module 3 Module 4	AT 19	Social / Emotional Development (selected pages)	3-4 page paper, 350-550 word This I Believe essay, and audiorecording due
	W Apr 8	Module 5	AT 20	Moral Development	
14	M Apr 13	Module 15	AT 21	Motivation – Behavioral	Cluster 5 ASSESS questions
	W Apr 15	Module 16	AT 22	Motivation - Cognitive	
15	M Apr 20		AT 23	Catch Up and Review	APPLICATION Cluster 1 & 5 assignment
	W Apr 22			EXAM 3	Post “This I Believe” artifacts on Task Stream by Friday, Apr 24
16	M Apr 27	Module 19	AT 24	Understanding and Managing Student Behavior *** or Basics of Standardized Testing (Modules 29 & 30) – class will vote on the day’s topic	
	W Apr 29	Module 19	AT 25	Understanding and Managing Student Behavior Invitation to participate in <i>This I Believe</i> Longitudinal Study	*Bring note card with 3 discipline / management questions for our Principals panel

NOTE: Students must attend both days of week 16 in order to earn the end-of-semester attendance bonus