

EDUCATIONAL PSYCHOLOGY 401

(2 Credit Hours)

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OVERVIEW

The study of learning principles, special needs of learners, behavior management techniques, and assessment. Pre-req. PES/CECP 210, Pre or co-req ED 400.

MAJOR TOPICS AND LEARNING OBJECTIVES:

Models of Classroom Management

Classrooms management (CRM) is the skill most teachers believe they are lacking. Good teaching includes preventing disruptive student behaviors while increasing the amount of time students stay on task. The course content includes various management models focused on preventing and resolving discipline problems. The models have research to support their value to the classroom teacher. Class members, who are prospective teachers, are encouraged to choose models and procedures most suitable to their individual personalities. There are a number of proven methods of discipline rather than one superior approach that is best for all teachers. In summary, the course content will help students understand which discipline strategies are available for use and which model might be best for them to practice.

A second focus is on how to develop effective, supportive, advisory, and helping relationships with students. Many students see the teacher as a significant person when making educational, career, and personal decisions. Teachers are confronted with students who are faced with a variety of opportunities and challenges each day. Future teachers will be taught specific reflective, clarifying, and problem-solving skills to use with students who are facing the process of making a decision. The skills of establishing effective teacher-students relationships, active listening, and mutual problem solving will be taught.

Two major objectives for the classroom management component of the course are to have students develop (1) the ability to create a classroom climate that fosters self-discipline and cooperation; and (2) the ability to use various techniques for classroom and student behavior management. Following completion of the class, you will be able to apply the following methods for “dealing with discipline”:

- A. Assertive discipline (Canter)
- B. Reality therapy (Glasser)
- C. The 10-step Discipline Plan (Banks & Thompson)
- D. Individual Psychology (Adler & Dreikurs)
- E. Behavioral Classroom Management (Skinner, Watson, Guthrie)

A third major objective of the classroom management component course is that following completion of the class, you will have the ability to develop quality learning and quality work by your students, assist students in learning how to solve problems, and be able to apply the principles of:

- A. Teacher Effectiveness Training (Gordon) and Person-Centered CRM (Rogers, Carkhuff)
- B. Classroom meetings (Glasser)
- C. Motivation and Learning Theory

Principles of Learning and Motivation

Learning principles related to how students learn are important components of the course. The effect of the classroom environment on learning will also be stressed. The mental operations used by students to process, recognize, and recall information are presented so that you may help students become more efficient learners. Learning concepts are taught which apply to cognitive and affective educational objectives. The focus will be upon the nature of meaningful learning, methods of problem solving, and teaching for transfer. Methods of personalizing learning and stimulating thinking skills will be presented. Students will focus on how to apply the concepts of information processing theory with special attention to study skills, test taking, and organizational skills.

The two course objectives for this component are that following completion of the class, you will be able to demonstrate the:

- A. ability to integrate technical learning with real life experiences.
- B. ability to assist students in developing study, time management, and test taking skills.

Objectives Summary

The course has been organized so that you will understand:

- 1. how learning is organized and enhanced in the classroom.
- 2. which discipline strategies are available for use.
- 3. which discipline model is best for you to practice.

However, the most important objective of the course is that each of you will be able to apply your learning to your actual teaching performance.

Finally, we want to remind you that our class is designed to keep you aware of current research and thinking on all the topics listed above and that we will work together to improve all of our communication skills: speaking, writing, reading, listening, and interpreting.

COURSE REQUIREMENTS

Classroom Management Paper

Select from the following list of classroom management (CRM) topics one topic that you will study in depth. Utilizing current internet and library sources, develop a workable document that you will be able to put into practice during your internship and first teaching job. Use at least one current reference published in the past two years. Limit your paper to 10, double-spaced pages referenced in APA style. You may work individually or in cooperative learning teams not to exceed 4 members. Prepare enough copies of your paper for each member of our class.

Classroom Management

1. Motivation and Management
 - (a) Theories of Motivation
 - (b) Attribution Theory
 - (c) Intrinsic versus Extrinsic Motivation
 - (d) The teacher as role model
 - (e) Parent-teacher relationships

2. Classroom Management for Individuals with Disabilities
 - (a) Classroom management for “At-risk” students
 - (b) Special needs and accommodations
 - (c) Managing children with behavior disorders
 - (d) Managing children with Attention Deficit Hyperactivity Disorders (ADHD)
 - (e) Managing children with Mental Retardation

3. The Behavioral Model of Classroom Management
 - (a) Background of Behaviorism contributions of John Watson, Edwin Guthrie, and B.F. Skinner
 - (b) Antecedent Behaviors and Consequences
 - (c) Operant and Classical Conditioning
 - (d) Reinforcement Schedules
 - (e) Group Contingency Reinforcement
 - (f) Isolation Techniques

4. The Student-Centered Method of Classroom Management
 - (a) Contributions of Carl Rogers, Robert Carkhuff, and Thomas Gordon
 - (b) John Dewey and Democracy in the classroom
 - (c) Rogers’ book: Freedom to Learn
 - (d) Gordon’s book: Teacher Effectiveness Training

5. Assertive Discipline and Classroom Management
 - (a) Goals of Assertive Discipline
 - (b) Class Rules
 - (c) Contribution of Lee Canter
 - (d) Rewards
 - (e) Negative Consequences

6. Adlerian Model of Classroom Management
 - (a) Alfred Adler and Adlerian Psychology
 - (b) Contribution of Rudolph Dreikurs
 - (c) Four Goals of Misbehavior
 - (d) Natural and Logical Consequences
 - (e) Punishment

7. Reality-based Choice Theory Model of Classroom Management
 - (a) William Glasser's Contribution and background of Reality Therapy and Choice Theory
 - (b) Quality Schools
 - (c) Choice Theory
 - (d) Classroom Meetings: Educational Diagnostic, Problem-solving, Open-end
 - (e) Reality Therapy Steps
 - (f) Reality Therapy Counseling Method

Theory of Learning Paper

Select from the following list of learning theorists one theory that you will study in depth. First, develop an overview of the theory covering the topic of how people learn and the main principals of learning contained in the theory. Limit your coverage of the learning theory to five, double-spaced pages. Use at least one current reference that was published in the last two years. Second, develop a lesson plan on how you would teach a particular lesson following the theory of learning you are studying. Your paper should be referenced in APA style. Prepare a one-page handout for each class member outlining the learning theory and your lesson plan. The plan should be sufficiently detailed to allow each of us the opportunity to teach the lesson from your outline. You may work individually on the assignment or in cooperative learning teams not to exceed 4 members.

Theories of Learning

1. Behavioral Theories of Learning
 - (a) Ivan Pavlov
 - (b) John B. Watson
 - (c) Edwin R. Guthrie
 - (d) Edward L. Thorndike
 - (e) B.F. Skinner

2. Cognitive Theories of Learning
 - (a) Edward C. Tolman
 - (b) Gestalt Learning Theory
 - (1) Max Wertheimer
 - (2) Wolfgang Kohler
 - (3) Kurt Koffka
 - (c) Jean Piaget
 - (d) Jerome Bruner

3. Eclectic Theory of Learning
 - (a) Robert Gagné

Test

Two tests will be given over the required readings and lecture/discussion material. The two tests are worth 50 points each. The papers will be worth 50 points each. See schedule for due dates. (No late papers will be accepted).

Make Up Test Policy

In the event you may have to miss the midterm test, you will be scheduled to take a comprehensive final examination which will cover the material on both examinations.

Grading

The grade for this half of the course will count as 50% of your final grade.

2 tests -	50 points each	100
2 papers -	50 points each	<u>100</u>
	Total	200 points

Grading scale	180 – 200 pts. = A
	170 – 179 pts. = B+
	160 – 169 pts. = B
	150 – 159 pts. = C+
	140 – 149 pts. = C
	130 – 139 pts. = D or I
	0 – 129 pts. = F or I

Textbook

Banks, S., & Thompson, C. (1995). Educational Psychology: For teachers in training. Amesbury, MA: West Publishing Co.

Banks S., & Thompson, C. (1995). Study Guide to accompany Educational Psychology: For Teachers in Training. Amesbury, MA: West Publishing Co.

The study guide will serve as a review for the midterm test. All test items will be based on the terms and review questions written for each chapter in the Study Guide.