

EDUCATIONAL PSYCHOLOGY

Eric Rofes

Assistant Professor of Education

Class Location: Forbes Complex 123
Time: Tuesdays, 5:00 pm – 6:50
Office: Harry Griffith Hall 209
Office Hours: Tuesdays, 3-4:30; Wednesdays, 3-4:30; and by appointment
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The purpose of this seminar is to provide students with an overview of educational psychology and socio-cultural theories of learning. What do we mean by learning, where does it take place, and how does it occur? What constitutes knowledge, where does it come from, and how is it transferred? How do various learning theories apply to real-life classrooms? How have various learning theories contributed to the production of pedagogy, classrooms, and schools as we know them today?

By the end of this course, students will be able to:

- define “theory” and evaluate various learning theories;
- analyze and assess a variety of learning theories as they relate to schooling;
- contrast neobehaviorism and cognitive-interactionism;
- understand and critique theories of learning and development produced by Piaget, Skinner, Vygotsky, Lave, Langer and others;
- create a case study of a former student who confronted challenges to learning in school;
- utilize various theoretical lenses to interpret the case study and suggest alternative approaches to the education of the student.

Class Requirements, Deadlines, and Grading

This semester's key requirements involve attendance and participation, the preparation of a brief case study that will be the focus of inquiry for the semester, and the crafting of a final paper suggesting alternative approaches to educating the student discussed in the case study:

- Attendance and Participation: 40%
- Brief Case Study 20%
- Final Paper 40%

Readings

Education 650 has three required books plus a small course packet. Additional readings may be handed out, put on reserve, or assigned in class. Weekly reading assignments generally range from 40-90 pages. Bottom line--> Students are expected to be prepared to discuss the week's assignment in class. The required texts are:

- ❑ Jeanne Ormrod, Educational Psychology, (Saddle River, NJ: Prentice Hall, 2000)
- ❑ Jean Lave & Etienne Wenger, Situated Learning: Legitimate Peripheral Participation, (London: Cambridge University Press, 1991).
- ❑ Ellen J. Langer, The Power of Mindful Learning, (Reading, MA: Addison-Wesley, 1997).

If students will find it useful, a copy of the required books and course packet will be placed on reserve in the library if students will find this helpful. The course packet may be purchased in the bookstore.

Special Notes

- Students are urged to attend office hours throughout the semester to discuss topics raised in the class, or seek help with assignments, study skills, academic or other matters. If scheduled times are not convenient, I am happy to schedule additional times to fit your schedule.
- Students with disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to check-in with me as soon as possible.
- Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU Catalog.
- An e-mail list will be created for this class. Students are expected to check their email accounts at least once every two days. This is a course requirement.

- The use of personal cell phones and beepers while class is in session is discouraged. If an emergency arises and you must have your technology turned on, please notify the class during opening announcement period of potential disturbance.
- Visitors are welcome to this class. If you have friends who might benefit from joining us for a specific session, please bring them along and introduce them during the opening announcements.

Attendance and participation are important portions of the grade for this course. If students are absent for more than one class, this portion of the grade will be affected. Because students have external obligations and may find themselves in a position where they have no choice but to miss more than one class, students will have the opportunity to mitigate the impact by attending a meeting of the Education Department Colloquium (see below). Late assignments will be penalized unless prior arrangements have been made.

Educational Psychology

SCHEDULE OF TOPICS AND READINGS

August 28

Orientation to Education 650

September 4

Educational Psychology and Teacher Decision Making

Reading Assignment: Ormrod, Chapter 1

September 11

Cognitive and Linguistic Development

Reading Assignment: Ormrod, Chapter 2

September 18 *Rosh Hashanah*

*Personal, Social, and Moral Development and
Individual and Group Differences*

Reading Assignment: Ormrod, Chapters 3 & 4

September 25:

Education Colloquium: Applying Learning Theories to Classroom Challenges

The Thinking-Skills Project: Getting Our Students To Take Responsibility for Their Learning” Presenters: Dan Burritt, Resource Specialist and Lisa Wait, 5th/6th Grade Teacher team-teach mediated learning techniques at Jefferson Elementary School in Eureka Location: TBA

Students with Special Educational Needs

Reading Assignment: Ormrod, Chapter 5

October 2

Learning and Cognitive Processes

Behaviorist and Social-Cognitive Views of Learning

> Case Study Due

Reading Assignment: Ormrod, Chapters 6 plus either Chapter 10 or 11

October 9

Apprenticeship, Situated Learning, and Legitimate Peripheral Participation

Reading Assignment: Lave & Wenger (L&W), 11-43

October 16

The Person & Identity in Learning

Reading Assignment: L&W, 47-87

October 23

Communities of Practice

Reading Assignment: L&W, 91-123 and Course Packet, 1a, b, c, d, e, f, g

October 30

Thinking As Social Practice

Reading Assignment: Course Packet: 2a, b, c

November 6 : *Election Day*

*What Do New Views of Knowledge and Thinking Have to Say About Research
On Teacher Learning?*

Reading Assignment: Course Packet: 3a, b

November 13

When Practice Makes Imperfect

Reading Assignment: Langer 1-49

November 27

Mindful Learning vs. Rote Learning

Reading Assignment: Langer, 51-98

December 4*

Mindfulness and Intelligence: The Illusion of Right Answers

> **Final Paper Due**

Reading Assignment: Langer, 99-140

December 11*

Course Summary

> **Final Paper Due**

*Special class times: 5-8 PM

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Educ 650 / #3222 / Fall 2001 / 2 Units

**COURSE PACKET:
*EDUCATIONAL PSYCHOLOGY***

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COURSE PACKET

- (1a) Robert Donmoyer, "This Issue: A Focus on Learning." In *Educational Researcher*, 25 (4), May 1996.
- (1b) John Anderson, Lynne Reder, and Herbert Simon, "Situated Learning and Education" In *Educational Researcher*, 25 (4), May 1996.
- (1c) Robert Donmoyer, "This Issue: Refocusing on Learning...and on How a Research Community Might Learn in an Era of Paradigm Proliferation." In *Educational Researcher*, 26 (1), February 1997.
- (1d) James Greeno, "On Claims That Answer the Wrong Questions." In *Educational Researcher*, 26 (1), February 1997.
- (1e) John Anderson, Lynne Reder, and Herbert Simon, "Situative Versus Cognitive Perspectives: Form Versus Substance." In *Educational Researcher*, 26 (1), February 1997.
- (1f) Paul Cobb and Janet Bowers, "Cognitive and Situated Learning Perspectives in Theory and Practice." In *Educational Researcher*, 28 (2), March 1999.
- (1g) Ralph Putnam and Hilda Borko, "What Do New Views of Knowledge and Thinking Have to Say About Research on Teacher Learning?" In *Educational Researcher*, 29 (1), January - February 2000
- (2a) Herbert Ginsburg and Barbara Allardice, "Children's Difficulties with School Mathematics." In Barbara Rogoff and Jean Lave (Editors), *Everyday Cognition: Its Development in Social Context*. Cambridge, MA: Harvard University Press, 1984.
- (2b) Jean Lave, Michael Murtaugh, and Olivia de la Rocha, "The Dialectic of Arithmetic in Grocery Shopping." In Barbara Rogoff and Jean Lave (Editors), *Everyday Cognition: Its Development in Social Context*. Cambridge, MA: Harvard University Press, 1984.
- (2c) Lauren Resnick, "Shared Cognition: Thinking as Social Practice." In Lauren Resnick, John Levine, and Stephanie Teasley, *Perspectives on Socially Shared Cognition*. Washington DC: American Psychological Association, 1991.
- (3a) Barbara Rogoff, "Social Interaction as Apprenticeship in Thinking: Guidance and Participation in Spatial Planning." In Lauren Resnick, John Levine, and Stephanie Teasley, *Perspectives on Socially Shared Cognition*. Washington DC: American Psychological Association, 1991.
- (3b) Ann Brown, Doris Ash, Martha Rutherford, Kathryn Nakagawa, Ann Gordon, and Joseph Campione, "Distributed expertise in the classroom." In Gavriel Salomon (Editor), *Distributed Cognitions: Psychological and Educational Considerations*. Cambridge, England: Cambridge University Press, 1993.

