

Psy 250 Educational Psychology
Outline
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Chapter 1—Educational Psychology: A Tool for Effective Teaching

I. EXPLORING EDUCATIONAL PSYCHOLOGY

- A. Historical Background
- B. Teaching: Art and Science

II. EFFECTIVE TEACHING

- A. Professional Knowledge and Skills
- B. Commitment and Motivation

III. RESEARCH IN EDUCATIONAL PSYCHOLOGY

- A. Why Research Is Important
- B. Research Methods
 - 1. Descriptive Research
 - 2. Correlational Research
 - 3. Experimental Research
- C. Program Evaluation Research, Action Research, and the Teacher-as-Researcher
 - 1. Program Evaluation Research
 - 2. Action Research
 - 3. Teacher-as-Researcher

Chapter 2—Cognitive and Language Development

I. AN OVERVIEW OF CHILD DEVELOPMENT

- A. Exploring What Development Is
- B. Processes and Periods
- C. Developmental Issues
 - 1. Nature and Nurture
 - 2. Continuity and Discontinuity
 - 3. Early and Later Experience
 - 4. Evaluating the Developmental Issues
- D. Development and Education

II. COGNITIVE DEVELOPMENT

- A. The Brain
 - 1. Development of Neurons and Brain Regions
 - 2. Brain Development in Middle and Late Childhood
 - 3. Brain Development in Adolescence
 - 4. Lateralization
 - 5. Plasticity
 - 6. The Brain and Children's Education

- B. Piaget's Theory
 - 1. Cognitive Processes
 - 2. Piagetian Stages
 - 3. Evaluating Piaget's Theory
- C. Vygotsky's Theory
 - 1. Vygotsky's Assumptions
 - 2. Zone of Proximal Development (ZPD)
 - 3. Scaffolding
 - 4. Language and Thought
 - 5. Evaluating and Comparing Vygotsky's and Piaget's Theories

III. LANGUAGE DEVELOPMENT

- A. What Is Language?
 - 1. Language defined
 - 2. Phonology
 - 3. Morphology
 - 4. Syntax
 - 5. Semantics
 - 6. Pragmatics
- B. Biological and Environmental Influences
 - 1. Biological
 - 2. Environmental
 - 3. Interactionists
- C. How Language Develops
 - 1. Infancy
 - 2. Early Childhood
 - 3. Middle and Late Childhood
 - 4. Adolescence

Chapter 3—Social Contexts and Socioemotional Development

I. CONTEMPORARY THEORIES

- A. Bronfenbrenner's Ecological Theory
 - 1. Five Environmental Systems
 - 2. Evaluating Bronfenbrenner's Theory
- B. Erikson's Life-Span Development Theory
 - 1. Eight Stages of Human Development
 - 2. Evaluating Erikson's Theory

II. SOCIAL CONTEXTS OF DEVELOPMENT

- A. Families
 - 1. Parenting Styles
 - 2. The Changing Family in a Changing Society
 - 3. School-Family Linkages
- B. Peers
 - 1. Peer Statuses

- 2. Friendship
- C. Schools
 - 1. Schools' Changing Social Developmental Contexts
 - 2. Early Childhood Education
 - 3. The Transition to Elementary School
 - 4. The Schooling of Adolescents

III. SOCIOEMOTIONAL DEVELOPMENT

- A. The Self
 - 1. Self-Esteem
 - 2. Identity Development
- B. Moral Development
 - 1. Domains of Moral Development
 - 2. Kohlberg's Theory
 - 3. Cheating
 - 4. Moral Education
- C. Coping with Stress
 - 1. Developmental Changes
 - 2. Strategies for Helping Children Cope with Stress

Chapter 4—Individual Variations

I. INTELLIGENCE

- A. What is Intelligence?
- B. Intelligence Tests
 - 1. Individual Intelligence Tests
 - 2. Group Intelligence Tests
- C. Theories of Multiple Intelligences
 - 1. Sternberg's Triarchic Theory (1986, 2000)
 - 2. Gardner's Eight Frames of Mind
 - 3. Emotional Intelligence (Salovey & Mayer, 1990)
 - 4. Do Children Have One Intelligence or Many Intelligences?
- D. Controversies and Issues in Intelligence
 - 1. Nature and Nurture
 - 2. Ethnicity and Culture
 - 3. Ability Grouping and Tracking

II. LEARNING AND THINKING STYLES

- A. Impulsive/Reflective Styles
- B. Deep/Surface Styles

III. PERSONALITY AND TEMPERAMENT

- A. Personality
 - 1. The "Big Five" Personality Factors
 - 2. Person-Situation Interaction
- B. Temperament

1. Styles or Clusters (Chess and Thomas, 1977; 1991)
2. New Classifications (Rothbart & Bates, 1998)

Chapter 5—Sociocultural Diversity

I. CULTURE AND ETHNICITY

- A. Culture
- B. Socioeconomic Status
- C. Ethnicity
- D. Bilingualism

II. MULTICULTURAL EDUCATION

- A. Introduction
- B. Empowering Students
- C. Culturally Relevant Teaching
- D. Issues-Centered Education
- E. Improving Relationships Among Children from Different Ethnic Groups

III. GENDER

- A. Exploring Gender Views
 1. Biological Views
 2. Social Views
 3. Cognitive View—Gender Schema Theory
- B. Gender Stereotyping, Similarities, and Differences
 1. Gender Stereotypes
 2. Gender Similarities and Differences in Academically Relevant Domains
 3. Gender Controversy
- C. Gender-Role Classification
- D. Gender in Context
- E. Eliminating Gender Bias

Chapter 7—Behavioral and Social Cognitive Approaches

I. WHAT IS LEARNING?

- A. What Learning Is and Is Not
- B. Approaches to Learning
 1. Behavioral
 2. Cognitive Approaches

II. BEHAVIORAL APPROACHES TO LEARNING

- A. Classical Conditioning
 1. Defined
 2. Generalization, Discrimination, and Extinction
 3. Systematic Desensitization
 4. Evaluating Classical Conditioning
- B. Operant Conditioning

1. Skinner's Operant Conditioning

III. APPLIED BEHAVIORAL ANALYSIS IN EDUCATION

- A. What Is Applied Behavior Analysis?
- B. Increasing Desirable Behaviors
 1. Choose Effective Reinforcers
 2. Make the Reinforcers Contingent and Timely
 3. Select the Best Schedule of Reinforcement
 4. Consider Contracting
 5. Use Negative Reinforcement Effectively
 6. Use Prompts and Shaping
- C. Decreasing Undesirable Behaviors
 1. Use Differential Reinforcement
 2. Terminate Reinforcement (extinction)
 3. Remove Desirable Stimulus
 4. Present Aversive Stimulus (Punishment)
- D. Evaluating Operant Conditioning and Applied Behavior Analysis
 1. Contributions
 2. Criticisms

IV. SOCIAL COGNITIVE APPROACHES TO LEARNING

- A. Bandura's Social Cognitive Theory
 1. Reciprocal Determinism Model
 2. Self-Efficacy
- B. Observational Learning
 1. Modeling and Imitation
 2. Processes
 3. Reinforcement
 4. Models in the Classroom
- C. Cognitive Behavior Approaches and Self-Regulation
 1. Cognitive Behavior Approaches
 2. Self-Regulatory Learning
- D. Evaluating the Social Cognitive Approaches
 1. Contributions
 2. Criticisms

Chapter 8 —Information-Processing Approach

I. THE NATURE OF THE INFORMATION-PROCESSING APPROACH

- A. Information, Memory, and Thinking
 1. Characteristics
 2. Information-Processing Approaches
- B. Cognitive Resources: Capacity and Speed of Processing Information
 1. Contributions of Biology and Experience
 2. Increase in Capacity
 3. Increase in Processing Speed
- C. Mechanisms of Change

1. Encoding
2. Automatization
3. Strategy construction
4. Self-Modification

II. ATTENTION

- A. What Is Attention?
 1. Selective Attention
 2. Divided Attention
 3. Sustained Attention
- B. Developmental Changes
 1. More Selective Attention
 2. Increases in Attention Span
 3. Cognitive Control Over Attention
 4. Attention to Relevant Stimuli
 5. Children with ADHD

III. MEMORY

- A. What Is Memory?
 1. Encoding
 2. Storage
 3. Retrieval
- B. Encoding
 1. Rehearsal
 2. Deep Processing
 3. Elaboration
 4. Constructing Images
 5. Organization
- C. Storage
 1. Memory's Time Frames
 2. Long-Term Memory's Contents
 3. Representing Information in Memory
- D. Retrieval and Forgetting
 1. Retrieval
 2. Forgetting

IV. EXPERTISE

- A. Expertise and Learning
 1. Detecting Features and Meaningful Patterns of Organization
 2. Organization and Depth of Knowledge
 3. Fluent Retrieval
 4. Adaptive Expertise
 5. Strategies
- B. Acquiring Expertise
 1. Practice and Motivation
 2. Talent

- C. Expertise and Teaching
 - 1. Content vs. Pedagogical Knowledge
 - 2. Expert Teachers

Chapter 9—Complex Cognitive Processes

I. CONCEPTUAL UNDERSTANDING

- A. What Are Concepts?
 - 1. Defined
 - 2. Aid remembering and communication
 - 3. Formed through direct experiences
 - 4. Concrete to abstract
- B. Promoting Concept Formation
 - 1. Learning About the Features of Concepts
 - 2. Defining Concepts and Providing Examples
 - 3. Hierarchical Categorization and Concept Maps
 - 4. Hypothesis Testing
 - 5. Prototype Matching

II. THINKING

- A. What Is Thinking?
- B. Reasoning
 - 1. Inductive Reasoning—Specific to the General
 - 2. Deductive Reasoning—General to the Specific
- C. Critical Thinking
 - 1. Defined
 - 2. Critical Thinking in Schools
 - 3. Critical Thinking in Adolescence
- D. Decision Making
 - 1. Defined
 - 2. Research
 - 3. Common Decision-Making Flaws
- E. Creative Thinking
 - 1. What Is Creativity?
 - 2. Steps in the Creative Process
 - 3. Teaching and Creativity

III. PROBLEM SOLVING

- A. Steps in Problem Solving
 - 1. Find and Frame Problems.
 - 2. Develop Good Problem-Solving Strategies.
 - 3. Evaluate Solutions.
 - 4. Rethink and Redefine Problems and Solutions Over Time.
- B. Obstacles to Solving Problems
 - 1. Fixation—Mental Set
 - 2. Lack of Motivation and Persistence

- 3. Inadequate Emotional Control
- C. Developmental Changes
 - 1. Greater Ability to Effectively Use Rules to Solve Problems
 - 2. More Effective Planning
 - 3. More Accumulated Knowledge
 - 4. More Effective Problem-Solving Strategies
- D. Problem-Based Learning and Project-Based Learning
 - 1. Problem-Based Learning
 - 2. Project-Based Learning

IV. TRANSFER

- A. What Is Transfer?
- B. Types of Transfer

Chapter 10—Social Constructivist Approaches

I. SOCIAL CONSTRUCTIVIST APPROACHES TO TEACHING

- A. Social Constructivist Approaches in the Broader Constructivist Context
- B. Situated Cognition

II. TEACHERS AND PEERS AS JOINT CONTRIBUTORS TO STUDENTS' LEARNING

- A. Scaffolding
- B. Cognitive Apprenticeship
- C. Tutoring
 - 1. Classroom Aides, Volunteers, and Mentors
 - 2. Peer Tutors
- D. Cooperative Learning
 - 1. Research on Cooperative Learning
 - 2. Motivation
 - 3. Interdependence and Teaching One's Peers
 - 4. Types of Tasks in Which Cooperative Learning Works Best
 - 5. Cooperative Learning Approaches
 - 6. Creating a Cooperative Community
 - 7. Evaluating Cooperative Learning

III. STRUCTURING SMALL GROUP WORK

- A. Composing the Group
 - 1. Heterogeneous Ability
 - 2. Ethnic, Socioeconomic, and Gender Heterogeneity
- B. Team Building Skills
 - 1. Start team building at the beginning of the year.
 - 2. Help students become better listeners.
 - 3. Give students practice in contributing to a team product.
 - 4. Get students to discuss the value of a team leader,
 - 5. Work with team leaders to deal with problem situations.
- C. Structuring Small Group Interaction

1. Assign Roles

IV. SOCIAL CONSTRUCTIVIST PROGRAMS

- A. Fostering a Community of Learners
 1. Adults as Role Models
 2. Children Teaching Children
 3. Online Computer Consultation
- B. Schools for Thought
 1. Curriculum
 2. Instruction
 3. Community
 4. Technology
 5. Assessment
 6. Further Exploration of the Schools for Thought Project

Chapter 12—Planning, Instruction, and Technology

I. PLANNING

- A. Instructional Planning
 1. What and How?
 2. Planning Strategies
- B. Time Frames and Planning
 1. What Needs to Be Done?
 2. The Time to Do It

II. TEACHER-CENTERED LESSON PLANNING AND INSTRUCTION

- A. Teacher-Centered Lesson Planning
 1. Behavioral Objectives
 2. Task Analysis
 3. Instructional Taxonomies
- B. Direct Instruction
 1. High teacher direction and control
 2. High teacher expectations for students' progress
 3. Maximizing time on academic tasks
 4. Effort made to keep negative affect to a minimum
- C. Teacher-Centered Instructional Strategies
 1. Orienting
 2. Lecturing, Explaining, and Demonstrating
 3. Questioning and Discussing
 4. Mastery Learning
 5. Seatwork
 6. Homework
- D. Evaluating Teacher-Centered Instruction
 1. Contributions
 2. Criticisms

III. LEARNER-CENTERED LESSON PLANNING AND INSTRUCTION

- A. Learner-Centered Principles
 - 1. Cognitive and Metacognitive Factors
 - 2. Motivational and Emotional Factors
 - 3. Developmental and Social Factors
 - 4. Individual Differences Factors
- B. Some Learner-Centered Instructional Strategies
 - 1. Constructivist and Social Constructivist Teaching Practices
 - 2. Problem-Based Learning (PBL)
 - 3. Essential Questions
 - 4. Discovery Learning
- C. Evaluating Learner-Centered Instruction
 - 1. Contributions
 - 2. Criticisms

Chapter 13—Motivation, Teaching, and Learning

I. EXPLORING MOTIVATION

- A. What Is Motivation?
- B. Perspectives on Motivation
 - 1. The Behavioral Perspective
 - 2. The Humanistic Perspective
 - 3. The Cognitive Perspective
 - 4. The Social Perspective

II. ACHIEVEMENT PROCESSES

- A. Extrinsic and Intrinsic Motivation
- B. Attribution
 - 1. Attribution Theory
 - 2. Strategies to Change Attributions
- C. Mastery Motivation and Mindset
 - 1. Mastery Motivation
 - 2. Mindset
- D. Self-Efficacy
 - 1. Defined
 - 2. Influences a students' choice of tasks
 - 3. Teacher efficacy
 - 4. Efficacious schools
- E. Goal Setting, Planning, and Self-Monitoring
 - 1. Self-efficacy and achievement improve when students set goals that are specific, proximal, and challenging.
 - 2. Schooling and Goals
- F. Expectations
 - 1. Students' Expectations
 - 2. Teachers' Expectations
- G. Values and Purpose

III. MOTIVATION, RELATIONSHIPS, AND SOCIOCULTURAL CONTEXTS

- A. Social Motives
 - 1. Need for Affiliation or Relatedness
 - 2. Teacher and Peer approval
 - 3. Adolescence
- B. Social Relationships
 - 1. Parents
 - 2. Demographic Characteristics
 - 3. Peers
 - 4. Teachers
 - 5. Teachers and Parents
- C. Sociocultural Contexts

IV. STUDENTS WITH ACHIEVEMENT PROBLEMS

- A. Students Who Are Low-Achieving and Have Low Expectations for Success
 - 1. Characteristics
 - 2. Intervention Strategies
 - 3. Students with Failure Syndrome
- B. Students Who Protect Their Self-Worth by Avoiding Failure
 - 1. Failure Avoidance Strategies:
 - 2. Intervention Strategies
- C. Students Who Procrastinate
 - 1. Correlates of Procrastination
 - 2. Other Reasons
 - 3. Forms
- D. Students Who Are Perfectionists
 - 1. Mistakes are Unacceptable
 - 2. Negative Outcomes
- E. Students with High Anxiety
 - 1. Successful Students Have Moderate Levels of Anxiety
 - 2. Causes
 - 3. Interventions
- F. Students Who Are Uninterested or Alienated

Chapter 14—Managing the Classroom

I. WHY CLASSROOMS NEED TO BE MANAGED EFFECTIVELY

- A. Management Issues in Elementary and Secondary School Classrooms
 - 1. Same students all day vs. different students for short periods
 - 2. Different types of problems
- B. The Crowded, Complex, and Potentially Chaotic Classroom
 - 1. Classrooms are multidimensional.
 - 2. Activities occur simultaneously.
 - 3. Things happen quickly.
 - 4. Events are often unpredictable.

5. There is little privacy.
6. Classrooms have histories.
- C. Getting Off to the Right Start
 1. Communicate rules and procedures and solicit student cooperation.
 2. Get students to effectively engage in all learning activities.
- D. Emphasizing Instruction and a Positive Classroom Climate
 1. Effective managers manage the group's activities.
 2. Active, motivated, engaged learners
- E. Management Goals and Strategies
 1. Help students spend more time on learning and less time on non-goal-directed behavior.
 2. Prevent students from developing problems.

II. DESIGNING THE PHYSICAL ENVIRONMENT OF THE CLASSROOM

- A. Principles of Classroom Arrangement
 1. Reduce congestion in high-traffic areas.
 2. Make sure that you can easily see all students.
 3. Make often-used teaching materials and student supplies easily accessible.
 4. Make sure that students can easily observe whole-class presentations.
- B. Arrangement Style
 1. Standard Classroom Arrangements
 2. Personalizing the Classroom

III. CREATING A POSITIVE ENVIRONMENT FOR LEARNING

- A. General Strategies
 1. Using an Authoritative Style
 2. Classroom Management and Diversity
 3. Effectively Managing the Classroom Activities
- B. Creating, Teaching, and Maintaining Rules and Procedures
 1. Rules and Procedures as Stated Expectations.
 2. Teaching Rules and Procedures
- C. Getting Students to Cooperate
 1. Develop a Positive Relationship with Students.
 2. Get Students to Share and Assume Responsibility.
 3. Reward Appropriate Behavior.

IV. BEING A GOOD COMMUNICATOR

- A. Speaking Skills
 1. Speaking with the Class and Students
 2. Barriers to Effective Verbal Communication
 3. Giving an Effective Speech
- B. Listening Skills
 1. Active Listening
- C. Nonverbal Communication
 1. Facial Expressions and Eye Communication
 2. Space

3. Silence

V. DEALING WITH PROBLEM BEHAVIORS

- A. Management Strategies
 - 1. Minor Interventions
 - 2. Moderate Interventions
 - 3. Using Others as Resources
- B. Dealing with Aggression
 - 1. Fighting
 - 2. Bullying
 - 3. Defiance or Hostility toward the Teacher

Chapter 16—Classroom Assessment and Grading

I. THE CLASSROOM AS AN ASSESSMENT CONTEXT

- A. Assessment as an Integral Part of Teaching
 - 1. Pre-Instruction Assessment
 - 2. Assessment During Instruction
 - 3. Post-Instruction Assessment
- B. Making Assessment Compatible with Contemporary Views of Learning and Motivation
 - 1. Assessment and Learning
 - 2. Assessment and Student Motivation
- C. Creating Clear, Appropriate Learning Targets
- D. Establishing High-Quality Assessments
 - 1. Validity
 - 2. Reliability
 - 3. Fairness
- E. Current Trends
 - 1. Using at Least Some Performance-Based Assessment
 - 2. Examining Higher-Level Cognitive Skills
 - 3. Using Multiple Assessment Methods
 - 4. Using More Multiple-Choice Items to Prepare Students for Taking High-Stakes State Standards-Based Tests
 - 5. Having High Performance Standards
 - 6. Using Computers as Part of Assessment

II. TRADITIONAL TESTS

- A. Selected-Response Items
 - 1. Multiple-Choice Items
 - 2. True-False Items
 - 3. Matching Items
- B. Constructed-Response Items
 - 1. Short-Answer Items
 - 2. Essays

III. ALTERNATIVE ASSESSMENTS

A. Trends in Alternative Assessment

1. Authentic Problems
2. Portfolios
3. Student Choices
4. Authentic Assessment

B. Performance Assessment

1. Features of Performance-Based Assessment
2. Guidelines for Using Performance-Based Assessment
3. Evaluating Performance-Based Assessment

C. Portfolio Assessment

1. What Are Portfolios?
2. Using Portfolios Effectively
3. Evaluating the Role of Portfolios in Assessment

IV. GRADING AND REPORTING PERFORMANCE

A. The Purposes of Grading

1. Administrative
2. Informational
3. Motivational
4. Guidance

B. The Components of a Grading System

1. Standards of Comparison
2. Aspects of Performance
3. Weighting Different Kinds of Evidence

C. Reporting Students' Progress and Grades to Parents

1. The Report Card
2. Written Progress Reports
3. Parent-Teacher Conferences

D. Some Issues in Grading

1. Should a Missed Assignment or Paper Receive a Zero?
2. Should Teachers Go Strictly by the Numbers in Grading?
3. Should Grading Be Abolished?
4. Is There Too Much Grade Inflation?