



## **CEEF6302 Foundations in Educational Psychology**

New Orleans Baptist Theological Seminary  
Discipleship and Ministry Leadership Division  
Fall 2020

Tuesday/Thursday 8:00-9:20am (NOLA2U Flex)

**David Odom, BS, MARE, PhD**

Associate Professor of Student Ministry  
Director of Youth Ministry Institute

dodom@nobts.edu

504.816.8103

Dodd 203

**Ree Reinhardt, BSW, MDiv, ThM**

Teaching Assistant/Grader

odom.grader@gmail.com

**Maci Duncan, BS**

Administrative Assistant

ymi@nobts.edu

504.816.8107

---

*The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.*

---

### **Purpose of Course**

The purpose of this course is to engage students in a comprehensive examination of educational psychology. Special attention is devoted to concepts which describe principles of teaching, theories of learning, motivational psychology, and instructional objectives. The study provides for an analysis of representative expressions of the teaching-learning transaction as they focus on the ministry of Christian education.

### **Our Core Values**

The seminary has five core values. The focal core value for 2020-2021 is *Mission Focus*. This course supports the five core values of the seminary.

*Mission Focus* - We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

### **Curriculum Competencies Addressed**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

*Biblical Exposition:* to interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciplemaking:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

This course will address the following curriculum competencies:

1. *Theological and historical perspective:* Students will juxtapose historical and modern educational theories with biblical principles and contemporary educational practices.
2. *Disciple making:* Students will consider and apply principles of teaching and learning to the Bible teaching and Christian education ministries of local congregations.
3. *Spiritual and character formation:* Students will reflect how their own spiritual journey has been influenced by the theories and principles introduced in this course.

### **Student Learning Outcomes**

Upon completion of the course, the student will be able to:

- Know and understand the basic theories of educational psychology and processes of teaching and learning.
- Prioritize educational psychology in academic and ministry practice.
- Present the applications of educational psychology for Bible study curriculum used in a church or the Christian Education program of a congregation.

### **Textbooks**

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

### **Required Texts**

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville, TN: Broadman & Holman, 2010. ISBN 978-080544727-9

### **Course Teaching Methodology**

#### **Units of Study**

Unit 1: Educational Psychology and the Christian Teacher

Unit 2: Educational Psychology and Learners

Unit 3: Educational Psychology and Learning

Unit 4: Educational Psychology and Motivation

Unit 5: Educational Psychology and the Brain

## **Teaching Method**

The course will involve a variety of teaching methods, including reading assignments, discussion in class, quizzes, PowerPoint presentations, and three examinations. This class is delivered on campus and available on-line via NOLA2U Flex.

## **Course Requirements**

### **1. Class Attendance (100 points; 10% of semester grade)**

Each student is expected to participate fully throughout the course. Each student begins with a grade of 100. The class participation grade will be reduced for each tardy and absence. The professor will record attendance each class period. NOLA2U students must view each class session video in its entirety within one week of the original class time. Viewing the entire class session video will mark you present for the session. As indicated in the Academic Catalogue, eight absences during the semester results in failure of the course.

### **2. Weekly Writing Assignment/Blackboard Discussion (300 points; 20 points per post; 10 points per response; 10 weeks; 30% of semester grade)**

Students will read assigned textbook reading (see schedule below) and post answers to assigned questions each week on the course Blackboard Discussion Board. Students are assigned questions at the end of each chapter based on alphabetical order. Each post should be 3-5 sentences. Then students will respond to at least two classmate post. Responses should begin one of the following ways: expanding a given answer (“I would add to your explanation by saying . . .”), sharing a personal experience that illustrates the point (“I experienced this when I was . . .”), or clarifying an ambiguous answer (“I see this more clearly as . . .”). Answers to questions should be posted to Discussion Board before Friday at midnight. Students must then respond to two classmate post before midnight on Sunday.

### **3. Examinations (300 points; 100 points/each; 30% of semester grade)**

Students will take three exams over the course of the semester. Exam 1 covers “The Learner.” Exam 2 covers “The Learning Process.” The Final Exam is comprehensive. Students should use the stated examination objectives under “Weekly Objectives” (see below) in the textbook to guide your preparation. Test questions are based on these objectives. Students who prepare each week for these examinations not only do better on the examinations, but better re-wire their brains to think in new ways for the rest of their lives.

The examinations consist of multiple choice, true-false, and matching items. The best way to study for the exams is to process class materials each day. Clarify unfamiliar words and concepts from readings or PowerPoint presentations. Understand 'why' an answer is correct is as important as 'what' the correct answer is. For example, you are not required to memorize “the eight stages of Erikson” (in order to recall the stages by rote), but you will be tested on your ability to use these eight stages in practical ways.

### **4. Curriculum Project (300 points; 30% of semester grade)**

Each student will write a 8-10 page paper analyzing a unit of study (or a month of studies) in Sunday School (or other approved Bible study) Teacher materials. Students will identify the curriculum piece, the age group characteristics addressed in that curriculum (Erikson, Piaget, Kohlberg), and specify how behavioral, cognitive or humanistic approaches to teaching and learning are used.

### Course Evaluation

Class Attendance	10%
Weekly Writing	30%
Exams	30%
Curriculum Project	<u>30%</u>
	100%

### Course Policies

#### **Reading Assignments**

Students are responsible for completing all reading assignments.

#### **Grading Scale**

Students final grade will be based on your total accumulation of points as indicated under the Assignments and Evaluation Criteria section of this syllabus, according to the grading scale in the NOBTS catalog.

A 100-93    B 92-85    C 84-77    D 76-70    F 69 and below

#### **Classroom Parameters**

Please arrive on time.

Turn off or silence mobile phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

#### **Professor's Policy on Late Assignments**

Assignments are due on the date indicated in the "Course Schedule" section of the syllabus. Assignments not submitted via Blackboard by the assigned date are considered late and will incur **an initial 10-point penalty** and **accumulate a one-point penalty for each additional day**. No assignments will be accepted more than two weeks after the original due date. **If all course assignments are not received by the final unit, a grade of zero is automatically earned for the missing assignments.** Assignments should **not** be e-mailed to the professor.

#### **Exam Policy**

When exams are given via Blackboard, students will have a 24 hour window in which to take the exam. There should be no reason for any exams to be missed. If dire illness, personal emergency, or school sponsored events prevent access to the internet, the

student will be responsible for contacting the professor before the exam to secure permission to schedule the exam and to schedule an appointment for a make-up exam. Failure to do so will result in an automatic grade of 0.

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided in the student's Blackboard Grade Book. The student may also email the course grader with questions regarding grading.

### **Style and Formatting**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at: [https://www.nobts.edu/\\_resources/pdf/writing/StyleGuide.pdf](https://www.nobts.edu/_resources/pdf/writing/StyleGuide.pdf)

### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer.

In addition, the website Grammarly ([www.grammarly.com](http://www.grammarly.com)) will help you become a better writer. Eazypaper ([www.eazypaper.com](http://www.eazypaper.com)) will help you automatically format your sources.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook [http://www.nobts.edu/\\_resources/pdf/studentervices/NOBTSHandbook.pdf](http://www.nobts.edu/_resources/pdf/studentervices/NOBTSHandbook.pdf) where the definition, penalties and policies associated with plagiarism are clearly defined.

### **Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here

are other helpful links to ITC assistance. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.) [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard System. For Student Assistance in using Blackboard, visit: [Student Bb Help](#). [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - for general technical questions/support requests. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Academic Policies**

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Blackboard. When you view the recorded lecture, you will be considered present for that class. Regardless of if you watch the class live or recorded, you are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: [https://www.nobts.edu/\\_resources/pdf/academics/GraduateCatalog.pdf](https://www.nobts.edu/_resources/pdf/academics/GraduateCatalog.pdf) ).
2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be done through completion of a video viewing verification quiz at the end of the semester.
3. All video lectures are available for 7 days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

### **Policy for Graduating Seniors**

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Revision of the Syllabus**

The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notification via Blackboard.

### **Withdrawal from the Course**

The administration has set deadlines for withdrawal. These dates and times are published on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of “F” in the course if you choose not to engage in the online class once you are enrolled.

### **Hurricane/Severe Weather Evacuation**

For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

### **Mandatory Evacuation**

Hurricane season lasts from June 1 to November 30. If the Mayor of New Orleans or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called, everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

### **NOBTS Emergency Text Messaging Service**

Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html>.

### **Selected Bibliography**

- Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
- Bateman, Walter L. *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey-Bass, 1990.
- Bauer, S. Wise. *The Well-Educated Mind: A Guide to the Classical Education you Never Had*. New York: W. W. Norton, 2003.
- Bruner, Jerome S. *Beyond the Information Given: Studies in the Psychology of Knowing*. New York: Norton, 1973.
- \_\_\_\_\_. *Toward a Theory of Instruction*. Cambridge, Mass.: Belknap Press of Harvard University, 1971.
- Caine, Renate Nummela and Geoffrey Caine. *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.
- Combs, Arthur W. *Individual Behavior: A Perceptual Approach to Behavior*. New York: Harper, 1959.
- \_\_\_\_\_. *Myths in Education: Beliefs That Hinder Progress and Their Alternatives*. Boston: Allyn and Bacon, 1979.
- Fowler, James W. *Becoming Adult, Becoming Christian: Adult Development and Christian Faith*. San Francisco: Jossey-Bass Publishers, 2000.

- \_\_\_\_\_. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco: Harper and Row, 1981.
- Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge, PA: Judson Press, 1998.
- Heimlich, Joe E. and Emmalou Norland. *Developing Teaching Style in Adult Education*. San Francisco: Jossey-Bass, 1994.
- Jarvis, Peter. *Adult Education and Lifelong Learning: Theory and Practice*. London: RoutledgeFalmer, 2004.
- Kincheloe, Joe L. and Raymond A. Horn, Jr., eds. *The Praeger Handbook of Education and Psychology*. Westport, Conn.: Praeger, 2007.
- Köhler, Wolfgang. *Dynamics in Psychology*. New York: Grove Press, 1960.
- \_\_\_\_\_. *Gestalt Psychology: An Introduction to New Concepts in Modern Psychology*. New York: Liveright Pub. Corp., 1947.
- \_\_\_\_\_. *The Task of Gestalt Psychology*. Princeton, N.J.: Princeton University Press, 1969.
- Lazear, David. *Seven Pathways of Learning: Teaching Students and Parents About Multiple Intelligences*. Tucson, AR: Zephyr Press, 1994.
- Lewin, Kurt. *The Complete Social Scientist: A Kurt Lewin Reader*. Washington, DC: American Psychological Association, 1999.
- Locke, John. *An Essay Concerning Human Understanding*. Maurice Cranston, ed. New York: Collier Books, 1965.
- Maddox, Taddy. *Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business*. Austin, TX: Pro-Ed, 2003.
- Maslow, Abraham H. *Dominance, Self-esteem, Self-actualization: Germinal Papers of A. H. Maslow*. Richard J. Lowry, ed. Monterey, Calif.: Brooks/Cole Pub. Co., 1973.
- McCown, R. R., Marcy Driscoll, and Peter Geiger Roop. *Educational Psychology: A Learning-Centered Approach to Classroom Practice*. Boston: Allyn and Bacon, 1996.
- Moran, Gabriel. *Showing How: The Act of Teaching*. Valley Forge, PA: Trinity Press International, 1997.
- Rogers, Carl R.. *Person to Person: The Problem of Being Human: A New Trend in Psychology*. Walnut Creek, Calif.: Real People Press, 1967.
- Schunk, Dale H. *Learning Theories: An Educational Perspective*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall, 2004.
- Skinner, B. F. *About Behaviorism*. New York: Vintage Books, 1976.
- Thorndike, Edward L. *Educational Psychology*. New York: The Science Press, 1903.
- Watson, John B. *The Ways of Behaviorism*. London: Harper & Brothers, 1928.
- Wertheimer, Max. *Productive Thinking*. New York: Harper, 1959.
- Wilson, Douglas. *The Case for Classical Christian Education*. Wheaton, Ill.: Crossway Books, 2003.
- Wundt, Wilhelm. *Lectures on Human and Animal Psychology*. London: S. Sonnenschein & Co., 1907.

### **Student Services**

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800.662.8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS    INSTAGRAM.COM/NOBTS    FACEBOOK.COM/NOBTS

### Prepare for Exam One

Learners will demonstrate understanding of the technical vocabulary of educational psychology by correctly reading exam test items which use these terms.

Learners will demonstrate knowledge of Discipler's Model (Chapter 1) by...

- Drawing and labeling each component.
- Matching each element to an area in educational psychology.

Learners will demonstrate understanding of the eight ways of knowing (Chapter 2) by correctly categorizing statements by the appropriate 'way of knowing.' Learners will demonstrate understanding of scientific knowing (Chapter 2) by...

- Identifying violations of objectivity, precision, replication, empiricism and theory construction
- Explaining hindrances to scientific knowing.
- Explaining the human hindrances to scientific knowing.
- Explaining the strengths and weaknesses of scientific knowing in Christian education.

Learners will demonstrate understanding of Erikson's theory of personality (Chapter 3) by...

- Defining the eight stages of development.
- Describing James Marcia's four identity statuses.
- Categorizing statements by the appropriate Erikson stage.

Learners will demonstrate understanding of Piaget's theory of cognitive development (Chapter 4) by...

- Defining the terms organization, adaptation, assimilation, accommodation, equilibration, conservation, and reversibility.
- Differentiating between 'egotistical' and 'egocentric.'
- Categorizing scenarios in thinking by its Piagetian stage.

Learners will demonstrate understanding of Kohlberg's theory of moral development (Chapter 5) by...

- Explaining the distinctions among the terms 'morality,' 'moral reasoning,' and 'Christlikeness.'
- Categorizing statements of moral reasoning by stage.
- Comparing and contrasting the morality of constraint with the morality of cooperation.

### **Prepare for Exam Two**

Learners will demonstrate understanding of Behavioral Learning theories (Chaps 6-7) by . . .

- Differentiating between a conditioned and an unconditioned stimulus.
- Differentiating between S-R bonds (Pavlov) and R-S bonds (Skinner).
- Differentiating between primary and secondary reinforcers.
- Describing the effectiveness of programmed instruction in terms of 'reinforcement,' 'failure,' 'interaction,' and 'Individualization.'
- Differentiating between linear and branching programs.
- Differentiating between Operant Conditioning and Imitation learning
- Differentiating between direct and vicarious reinforcement.
- Describing Bandura's four stages of learning.

Learners will demonstrate understanding of Cognitive Learning Theories (Chaps 8-9) by . . .

- Differentiating views of psychology by Watson and Mach, Pavlov and Wertheimer, Thorndike and Kohler, and Skinner and Bruner.
- Explaining any of Wertheimer's six laws of perception.
- Defining Lewin's concept of 'life space.'
- Differentiating among structure, presentation, economy, power, and motivation in Bruner's discovery approach.
- Differentiating among cognitive constructionism, social constructionism, and radical constructionism.
- Defining SR (sensory register), STM (short-term memory), LTM (long-term memory), chunking, meta-cognition, encoding, and 'forgetting.'
- Identifying four reasons why we forget (Information Processing).
- Identifying four ways to improve memory recall (Information Processing).

Learners will demonstrate understanding of Humanistic Learning Theory (Chapter 10) by...

- Differentiating among 'secular humanism,' 'classical humanism,' and 'Christian humanism.'
- Categorizing key contributions by the following theorists to the teaching-learning process: Maslow, Rogers, Combs, Patterson, Brown, Gordon, and Purkey
- Explaining the usefulness of 'educational humanism' to the Christian teaching process.
- Explaining the distinctions among the three major applications of humanism in the classroom (open classroom, learning styles, and cooperative learning).

Learners will demonstrate understanding of the three spheres of learning theory by categorizing statements by sphere (Behavioral, Cognitive, Humanistic).

Learners will demonstrate understanding of the Christian Teacher's Triad (Chapter 11) by

- Contrasting the three spheres of the 'dynamic synergism' of learning theory by drawing and labeling the ten elements of the Learning Triad diagram. [circle labels (3), extremes (3), external influence (3), Internal Influence (1)]
- Categorizing key statements and teaching principles by system. [BLT, CLT, HLT]

Learners will demonstrate understanding of instructional objectives (Chapter 12) by . . .

- Differentiating among psychomotor, cognitive, and affective domains of learning
- Identifying the level of learning of instructional indicators.

### **Prepare for the Final Exam**

Learners will demonstrate understanding of motivation (Chapter 13) by...

- Explaining any of the seven approaches to classroom motivation (reinforcement, modeling, curiosity, meaningfulness, nurture, achievement, attribution)
- Explaining the impact of "competition" and "cooperation" on learning
- Comparing and contrasting the following grading structures: individual competition, group competition, group reward, individual reward (note: see supplemental material not in CTL2).

Learners will demonstrate understanding of proper teacher behaviors in the classroom (Chapter 14) by defining structuring, signal giving, mands, organization, wait time I, wait time II, directing questions, redirecting questions, probing, positive and negative reactions.

Learners will demonstrate understanding of writing test items (Chapter 15) by ...

- Differentiating among reliability, validity, and objectivity
- Identifying key principles of good questions
- Interpreting examples of discrimination indices (0.80, 0.50, 0.25, 0.0, -0.25)
- Explaining how a test of achievement can be, in itself, a motivational tool for learning

Learners will demonstrate understanding of neuroscience and Christian education (Chapter 16) by ...

- Defining neuron, axon, dendrite, and synapsis
- Differentiating between fixed (old school) and plastic (new school) brains
- Defining neuroplasticity and neurogenesis
- Explaining the role of "attention" in re-wiring human brains
- Describing Scriptural examples of "attention" on God and His Word
- Distinguish between the phrases "teaching brains" and "teaching people."

## CEE6302 Foundations in Educational Psychology

### Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
<b>Division One: Educational Psychology and the Christian Teacher</b>			
Aug. 25	Syllabus Review Introduction to Educational Psychology	Ch. 1	
Aug. 27	The Discipler's Model	Last name A-M respond to questions 1-2; N-Z respond to questions 3-4 (page 31)	<b>Writing Assignment 1</b> Initial post due before midnight on Friday, <b>August 28</b> and replies due before midnight <b>August 30</b> .
Sept. 1	The Science of Knowing	Ch. 2	
Sept. 3	Science and the Christian Teacher	A-M, 3-4; N-Z, 1-2 (p. 52)	<b>Writing Assignment 2</b> <b>Sept. 4 &amp; 6</b>
<b>Division Two: Educational Psychology and Learners</b>			
Sept. 8	How we Develop as Persons	Ch. 3	
Sept. 10	How we Develop as Persons part 2	A-M, 1-2; N-Z, 3-4 (p. 84)	<b>Writing Assignment 3</b> <b>Sept. 11 &amp; 13</b>
Sept. 15	How we Develop as Thinkers	Ch. 4	
Sept. 17	How we Develop as Thinkers part 2	Everyone respond to Question 1 A-M, 4-5; N-Z, 2-3 (p. 130)	<b>Writing Assignment 4</b> <b>Sept. 18 &amp; 20</b>
Sept. 22	How we Develop as Moral Decision Makers	Ch. 5	
Sept. 24	How we Develop as Moral Decision Makers part 2	A-M, 1-2; N-Z, 3-4 (p. 163)	<b>Writing Assignment 5</b> <b>Sept. 25 &amp; 27</b> <b>Exam 1 due before midnight Sept. 27</b>
<b>Division Three: Educational Psychology and Learning</b>			
Sept. 29	Traditional Behavioral Learning – B. F. Skinner	Ch. 6	
Oct. 1	Traditional Behavioral Learning – Albert Bandura	Ch. 7 A-M, Ch. 6 Question 1 (p.213); N-Z, Ch. 7 Question 1 (p. 232)	<b>Writing Assignment 6</b> <b>Oct. 2 &amp; 4</b>
Oct. 6	Cognitive Learning – Jerome Bruner	Ch. 8	
Oct. 8	Cognitive Learning – Information Processing Theory	Ch. 9 A-M, Ch. 8 Questions 1-2 (p.276); N-Z, Ch. 9	<b>Writing Assignment 7</b> <b>Oct. 9 &amp; 11</b>

		Question 1-2 (p. 309)	
Oct. 13	Humanistic Learning Theory – Abraham Maslow	Ch. 10	
Oct. 15	Humanistic Learning Theory – Carl Rogers	A-M, 1-2; N-Z, 3-4 (p. 331-332)	<b>Writing Assignment 8 Oct. 16 &amp; 18</b>
Oct. 20-22	Fall Break (no class)		
Oct. 27	The Christian Teachers' Triad	Ch. 11	
Oct. 29	Instructional Taxonomies	Ch. 12 Everyone respond to Question 3 (p. 420)	<b>Writing Assignment 8 Oct. 30 &amp; Nov. 1</b>
Nov. 3	Instructional Taxonomies part 2		
<b>Division Four: Educational Psychology and Motivation</b>			
Nov. 5	Provoking the Desire to Learn	Ch. 13 A-M, 1-2; N-Z, 2-3 (p. 452)	<b>Exam 2 due before midnight Sunday, Nov. 8</b>
Nov. 10	The Teacher and Classroom Climate	Ch. 14	
Nov. 12	Classroom Climate part 2	A-M, 3-4; N-Z, 1-2 (p. 478)	<b>Writing Assignment 9 Nov. 13 &amp; 15</b>
Nov. 17	Measurement as Motivation	Ch. 15	
Nov. 19	Evaluation of Learning	Everyone respond to Questions 1 & 3 (p. 505-506)	<b>Writing Assignment 10 Nov. 20 &amp; 22</b>
Nov. 24-26	Thanksgiving Break (no class)		
<b>Division Five: Educational Psychology and the Brain</b>			
Dec. 1	Mind Over Matter	Ch. 16	
Dec. 3	Brain Research part 2		<b>Curriculum Project Due</b>
Dec. 8	Exam Day		<b>Final Exam</b>