

GRADUATE SCHOOL OF EDUCATION
University of Massachusetts Lowell
01.646 Perspectives and Visions of Schooling II
Spring 2012
Tuesdays 4:00 – 6:20 p.m.

Instructor: Dr. Jill H. Lohmeier
Email: Jill.Lohmeier@uml.edu
Phone: (978)934-4617

Office: 516 O'Leary Library
Office hours:
Tuesdays 2:00 p.m.– 4:00 p.m.;
Wednesdays 11:00 a.m. – 12:00 p.m.

SCHOOL CLOSING POLICY: If the university closes so that class is canceled, the material for that class will be posted on the class web site. **All course work will still be due as scheduled.** If something is due on the day that class is canceled, you must turn it in electronically by the regularly scheduled class time. To find out if class is canceled, call 978.934.2121 or go to www.uml.edu

RECOMMENDED TEXTS

Schunk, D. H. (2012). Learning Theories: An Educational Perspective, 6th Edition. Upper Saddle, NJ: Pearson Education, Inc.

American Psychological Association. (2009). Publication Manual of the American Psychological Association, 6th Edition. Washington, D.C.: Author.

COURSE DESCRIPTION

Last semester you focused on understanding the history of American education, especially in terms of the philosophical approaches to the reform movements within education and the visions of current educational scholars. This semester we will go back and examine how psychology and education have been intertwined throughout the history of American education. We will consider various psychological Perspectives for educational practice. Additionally, we will consider how the role of research methods from psychological research can be utilized in education research. Specifically, we will consider the role of research in education, and begin preparing to conduct educational research. We will also consider the Visions of educational psychologists for utilizing psychological research findings in creating future educational practice and policies.

COURSE OBJECTIVES

By the end of the semester you should:

1. Understand how various theories of learning have contributed to educational reform.
2. Understand how psychology has shaped American education.
3. Understand how to critically read and understand research papers.
4. Understand the role of research methods in psychological and educational research.

GRADUATE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

A theme entitled Education for Transformation provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE's commitment to "Education for Transformation" produces graduates who:

- 1) demonstrate excellent knowledge, judgment and skills in their professional fields;
- 2) promote equity of educational opportunity for all learners;
- 3) collaborate with other educators, parents, and community representatives to support educational excellence;
- 4) use inquiry and research to address educational challenges; and
- 5) possess the collaborative capabilities to transform relationships among people in schools mobilizing them to accomplish purposes they value.

The leadership program views learning and inquiry as an ongoing process, reflecting a fundamental belief in the need for students to formulate critical questions about the knowledge and practice of instructional leadership in schools and the systematic pursuit of answers to their questions.

DR. LOHMEIER'S TEACHING PHILOSOPHY AND POLICIES

One of the great things about teaching graduate courses is that each student comes to the classroom with a unique knowledge base formed from numerous experiences. This enables the classroom to be a place in which all students can and should contribute to discussions and the learning process. I expect that each of you will be an active participant in our classroom. In order to be respectful of your fellow classmates and their potential contributions to your learning process, it is imperative that you are punctual and considerate. This means that should come to class prepared to discuss the assigned readings, etc.

Other policy issues:

1. If you must miss a class, please let me know before the class meets.
2. All work is expected to be graduate level work. Be sure that you adhere to APA writing style.
3. **You must come to class prepared to discuss the material.** You will receive points for class participation. In order for our class to be a good learning environment, you must be prepared.
4. All ideas and content included in your work that come from other sources must be properly cited or you will receive a failing grade.
5. Work is expected to be turned in on time. If you have an extreme situation (like you are going to be in the hospital, etc.), let me know before an assignment is due. Otherwise, you will lose 5 points for each day an assignment is late. Additionally assignments turned in late may not be graded until the end of the semester.

PERFORMANCE TASKS

Task	Proportion of Grade
Reaction Paper 1	10%
Reaction Paper 2	15%
Reaction Paper 3	15%
Class Discussion Leading	15%
Final Paper	23%
Final Presentation	12%
Class Participation	10%

PERFORMANCE CRITERIA

Class Participation (10%)

Class time will include lectures and discussion and activities. Students will be expected to come to class prepared to participate in discussions and activities. Students should feel free to raise questions and ideas for consideration. In order to receive full credit for class participation, you will need to attend all classes and regularly contribute relevant ideas to class discussions. During ONLINE class weeks, you must provide at least two contributions to the discussion board for the week.

Reaction Papers (10 to 15% each)

You will be required to write three short papers in which you briefly summarize the article you read and then provide your reactions to the work. These papers should be 4 to 6 doubled spaced papers written in 12 point Times New Roman font. You should spend one to two pages summarizing the primary purpose and findings from the article and then two to four pages explaining your thoughts about the work. Your reactions may include why you think the work was particularly important, a discussion of the strengths and weaknesses in the article, thoughts about how the article could contribute to educational reform, considerations of how the work made you reconsider some of your own practices and policies, etc. There are many possibilities for your reactions to the articles. It is imperative however, that whatever you choose to write, you **must** demonstrate critical thinking. You must also use proper grammar and spelling. Any citations must adhere to APA standards. For each reaction paper you will write about ONE article you read either from the listed class readings or that you selected and had approved by Dr. Lohmeier.

The potential readings for each paper are as follows:

RP1: Weeks 2, 3, 4 or 5 readings

RP2: Weeks 6, 7, 8 or 9 readings

RP3: Weeks 10, 11, 12, or 13 readings

Papers are due at the beginning of class on the day that the article (or topic) you read for your paper is going to be discussed. You must turn in an electronic copy of your paper instead of a hard copy. If you do so, you MUST send it to me before class the day it is due. If you are not in class that day, you must turn your paper in before class. If a reaction paper is not turned in by the beginning of the class in which the topic is discussed, it WILL NOT be accepted and you will be expected to write another paper for a different week. **YOU MAY NOT write a reaction paper on the paper for which you lead the class discussion.**

Class Discussion Leading (15%)

During the first week of class you will select the week that you would like to lead a 15 to 25 minute discussion on the topic of the day. You should also plan to provide no more than a 10 minute summary of **one** of the articles that was read for the week, or an approved outside reading on the topic. You should not repeat everything in the article, but should simply highlight the main points in the article, as related to the topic of the day. All of the students will have read the articles before class, so **you do not need to “teach” the entire article, just to provide enough of a summary to make sure that everyone is ready to discuss the topic.** You should mention which aspects you thought were noteworthy, interesting for discussion, etc. Following the summaries you will be expected to lead a discussion on the topic by asking questions and encouraging classmates to consider various points of view on the topic. You should come with several potential questions to ask in order to keep the discussion flowing. You will be expected to pay attention to others’ comments and respond to them, while allowing all opinions to be heard. You will be expected to turn in an electronic copy of anything that you use for your presentation.

Final Paper (23%)

You should select one educational issue that has been, could be or should be impacted by psychological research. You will need to read at least four articles written on that issue. You will probably want to read more articles than that. You should write a 12 to 15 page, double-spaced, 12 point font (Times New Roman) paper in which you explain:

1. why this educational topic is important;
2. the research and theories surrounding the topic;
3. how the psychological research “fits” historically into the educational research in that area;
4. how psychological and educational research has and/or should contribute to educational practices, policies or reform regarding the issue;
5. any criticism of the research in this area and how that has contributed to the application or lack thereof of the research findings in education;
6. how future practice may be affected by research conducted in response to this issue.

Your paper should include a title page and a reference page consistent with APA format. Your citations should also be consistent with APA format. You will be expected to weave material covered during the semester into your paper, so that you may display some of what you have learned about learning theories during the semester. You must get approval from me on the topic. I recommend that you do this by March 1.

Final Presentation (10%)

You will be expected to give a presentation on the topic you selected. Your presentation should last **between 15 and 20 minutes**. You should plan to present the material so that the audience is intrigued with the “story” you are telling. Your goal for the presentation should be to leave your classmates with an understanding of why the topic you selected is important in education. You will be required to post your presentation materials on the

course web site for other students to review. The grading rubric for the presentation will be given to you at least a month before you are expected to present.

Tentative Schedule

WEEK	Date	Topic(s)	Special Notes
1	1/24	Class Overview, Reading and Evaluating Research Articles.	
2	1/31	Overview of Learning	
3	2/7	Neuroscience of Learning	
4	2/14	Behaviorism	
5	2/21	Social Cognitive Theory	
6	2/28	Information Processing	
7	3/6	Constructivist Theory	
	3/13	SPRING BREAK	NO CLASS
8	3/20	Cognitive Learning Processes	
9	3/27	Motivation	
10	4/3	Self-regulation	
11	4/10	Development	
12	4/17	TBA	ONLINE CLASS
13	4/24	Research Design	
14	5/1	Course Summary Final presentations	<i>FINAL PAPER DUE</i>
15	5/8*	<i>Final presentations and discussion.</i>	<i>POSSIBLE, NOT DEFINITE</i>

READINGS LIST

You are expected to read these **before** class time for the week listed below. The chapter readings from the text are optional, however if you do not have any background in educational psychology, you should plan to read the text. **The articles are not optional**, unless noted. You will be expected to come to class ready to discuss the articles. If you cannot find an article online, all readings will be on reserve in O'Leary Library available at the front desk. PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO TRY TO RETREIVE THE ARTICLES! If you have trouble accessing any of them, please let me know. Almost all of them are available through the library web site for students. ADDITIONAL READINGS MAY BE ASSIGNED!!!!

Week 2 Overview of Learning

Schunk, D. H. (2012) Chapter 1.

Bruner, J. (1985). Models of the learner. *Educational Researcher*, 14(6), 5 – 8.

Dewey, J. (1900). Psychology and social practice. *The Psychological Review*, 7 (2), 105 – 124.

* (this is optional, but there are a lot of great nuggets in this) Selections from William James Talks to Teachers <http://www.des.emory.edu/mfp/303/303JamesTTT.PDF>

Thorndike, E. (1910). The contribution of psychology to education. *Journal of Educational Psychology* 1 (1), 5 -12. (You might also want to read the commentary that precedes this.)

Tweney, R. D., & Budzynski, C.A. (2000). the scientific status of American psychology in 1900. *American Psychologist*, 55, 1014-1017.

Week 3 Neuroscience of Learning

Schunk, D. H. (2012) Chapter 2.

Byrnes, J. P., & Fox, N. A. (1998). The educational relevance of research in cognitive neuroscience. *Educational Psychology Review*, 10, 297 -342.

Dubinsky, J. (2010). Neuroscience education for prekindergarten–12 teachers. *The Journal of Neuroscience*, 30(24), 8057– 8060.

Varma, S., McCndliss, B.D., & Schwartz, D.L. (2008). Scientific and pragmatic challenges for bridging education and neuroscience. *Educational Researcher*, 37(3), 140-152.

Week 4 Behaviorism

Schunk, D. H. (2012) Chapter 3.

Benjamin, L. T. Jr. (1988). A history of teaching machines. *American Psychologist*, 42, 703- 712.

Skinner, B. F. (1984). The shame of American education. *American Psychologist*, 39 (9), 947 – 954.

Windholz, G. (1997). Ivan P. Pavlov: An overview of his life and psychological work. *American Psychologist*, 52, 941 – 946.

Week 5 Social Cognitive Theory

Schunk, D. H. (2012) Chapter 4.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1 – 26.

* (This is optional.) Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72, 187 – 206.

Goddard, R.D, Hoy, W.K., & Woolfolk Hoy, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3 -13.

Week 6 Information Processing Theory

Schunk, D. H. (2012) Chapter 5.

Baddeley, A.,D., (2001). Is working memory still working? *American Psychologist*, 56, 851-864.

Hidi S.E. & Renninger, (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111-127.

Riccio, D. C., Rabinowitz, V. C. & Alexrod, S. (1994). Memory: When less is more. *American Psychologist*, 49, 917 – 926.

Week 7 Constructivist Theory

Schunk, D. H. (2012) Chapter 6.

Glassman, M. (2001). Dewey and Vygotsky: Society, experience and inquiry in educational practice. *Educational Researcher*, 30(4), 3 – 14.

Karpov, Y.V. & Haywood, H. C. (1998). Two ways to elaborate Vygotsky's concept of mediation: Implications for instruction. *American Psychologist*, 53, 27 – 36.

Packer, M. J. & Goicoechea, J. (2000). Sociocultural and constructivist theories of learning: Ontology, not just epistemology. *Educational Psychologist*, 25, 227 – 241.

Week 8 Cognitive Learning Processes

Schunk, D. H. (2012) Chapter 7.

Kuhn, D. (1999). A developmental model of critical thinking. *Educational Researcher*, 28 (2), 16 -25.

Lynch, E.B., Medin, D.L., & Solomon, K.O. (2000). Are there kinds of concepts? *Annual Review of Psychology*, 51, 121 – 147.

Week 9 Motivation

Schunk, D. H. (2012) Chapter 8.

Dweck, C.S (2008). The perils and promises of praise. *Educational Leadership*, 65, 34 – 39.

Pintrich, P. R. (2003) A motivational science perspective on the role of student motivation in learning and teaching. *Journal of Educational Psychology*, 95, 667-686.

Week 10 Self-Regulation

Schunk, D. H. (2012) Chapter 9.

TBA

Week 11 Development and Learning

Schunk, D. H. (2012) Chapter 10.

Bradley, R. H. & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371 – 399.

Pashler, H., McDaniell, M., Rohrer, D & Bjork, R. (2008). Learning Styles: Concepts and Evidence. *Psychological Science in the Public Interest*, 9 (3), 106 -119.

Pianta, R. C., Barnett, W.S. Burchinal, M. & Thornburg, K.R. (2009). The effects of preschool education: What we know, how public policy is or is not aligned with the evidence base and what we need to know. *Psychological Science in the Public Interest*, 10(3), 57 – 71. *** Note this article is the entire journal; however, you only need to read the pages listed here for our discussion. You may find the rest interesting too though.

Week 13 Research Design

Green J.L. & Skukauskaite, A. (2008). Becoming critical readers: Issues in transparency, representation and warranting of claims. *Educational Researcher*, 37 (1), 30 – 40.

Moss, P. A., Phillips, D. C., Erickson, F. D., Floden, R. E., Lather, P. A. & Schneider, B. L. (2009). Learning from our differences: A dialogue across perspectives on quality in education research. *Educational Researcher*, 38(7), 501 – 517.

Song, M. & Herman, R. (2010). Critical issues and common pitfalls in designing and conducting impact studies in education: Lessons learned from the What Works Clearinghouse (Phase I). *Educational Evaluation and Policy Analysis*, 32(3), 351 – 371.

The overall grading system for the course is based on the system below. Please note that the UMass system now uses the A+ to B system for graduate standard work.

Grade	GPA	Point structure	Comment
A+	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	94-98	Excellent work demonstrating independent and high quality performance.
A-	3.7	90-93	Very good work, carefully executed, but requiring some areas of improvement.
B+	3.3	87-89	Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.
B	3.0	80-86	Work of graduate standard, but omissions exist or careful analysis is not in evidence.
Below Graduate Standard			
B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task.
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65	Serious neglect or evidence of cheating.

Writing Issues

The following key will be used to make comments in your papers. Please read it carefully BEFORE writing your papers, so that you will consider these issues before your paper is graded.

C	Clarify - The point that you are trying to make here needs to be developed and better clarified. It's unclear as to what you are saying here.
Cas	Casual Writing Style - Your writing style is too casual; it does not read like professional writing.
Cf	Confusing – This could be written more clearly. It's difficult to understand what you are saying.
K	Awkward - Read this sentence out loud and think of a better way to say this that is less awkward.
N	Unnecessary – This about your organizational structure and whether this is necessary.
P	Point - What point are you trying to make? What are you trying to say?
Red	Redundant – You have already made this point. Check your organizational structure and decide where the best place to make this point is.
Ref	Referent – It is not clear what the referent for this word is.
T	Transition – The transition here is not clear. Think about what you just said and the point you would like to make next. Use clear language to articulate the transition between these ideas.
U	Unpack - Unpack the relevant references more systematically. For each major point decide what is the most relevant reference and focus on presenting this work.
W	Wordy - Use a more succinct way to say this.
A	APA Style - Not consistent with APA Style Manual
DP+ or DP-	Described Problem Well (DP+) or Unclear or Poorly Described Problem (DP-)
V	Vague – It isn't clear what you mean. The word choice or wording makes your meaning unclear.
Ag+ or Ag-	Good clear supported argument (Ag+) or Argument is not clear or poorly supported (Ag-)
O	Over quoting. You are using too many quotes and not enough content here.
Cite	Needs Citation - This needs a supporting citation.
SU	Incorrect Spelling or Usage
Th+ or Th-	Clear Thesis Statement (TH+) or Weak, unclear or missing thesis statement (TH-)

Based on:

Pezdek, K. (2009). Grading student papers: reducing faculty workload while improving feedback to students. *Observer*, 22(9), 29 – 32.