



School of Educational Ministries
 Southwestern Baptist Theological Seminary
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Educational Psychology

How People Learn & Insights for Evangelism, Equipping, and Missions

FOUND 3303

Updated Fall 2005

Rationale:

Teaching is more than telling others what you know. Jesus chose His manner and methods according to the needs of those He taught. We should do the same. Jesus did this because He knew "what was in man." This course will provide you a fascinating look into the design of God called Man: how men and women were created to learn of God and develop individually "head, heart, and hand."

Grading

Elements		Points	Session	Course Grade		
				393-400	98%	A+
Exam 1	Unit I & II	100	13	360-392	90%	A
Exam 2	Unit III	100	25	320-359	80%	B
Asmts A1-A24	(@5)	100*	As Assigned	280-319	70%	C
Final	Comprehensive	100	Exam Day	240-279	60%	D

+/- grades by seminary policy

*You may opt out of 4 assignments (20*5 = 100) or do all 24 for extra credit.

Course Overview

Textbook

Yount, William R. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. Broadman & Holman, 1999.

Regular Examinations

Two regular examinations will be given during the semester. Examinations consist of multiple choice, true-false, and matching items. The best way to study for the exams is to attend class regularly, take well-organized notes, write down unfamiliar words and concepts from reading or class for further study, and bring questions to class [see suggestions on note-taking on page 252 of *Created to Learn*]. It is important to understand 'why' as much as 'what.' **Use the stated examination objectives** in this syllabus to guide your preparation. Little emphasis is given to rote learning, simple definitions, dates, or other minutia. You will not be required to memorize lists of facts. Course objectives, study questions and review sessions will help prepare you for the exams.

The Final Examination

The final examination is comprehensive, covering key concepts and principles from the entire course. Prepare for this examination throughout the semester by organizing material into a mental map. Lectures, illustrations, text explanations and examinations are all designed to help you construct a mental map of the course. Use the final examination objectives to guide your study.

Blackboard Resources

We will use our course site on Blackboard for the exchange of messages and the posting of assignments and portfolios (see below). From the entry screen on our course, click on "Discussion Boards" and then locate the appropriate folder for posting – it will be labeled with the assignment number and a small description.

Written Assignments

Written assignments help you think through your reading in *Created to Learn*. Doing these assignments will prepare you for class discussion and lecture. Assignments are identified A1 through A24 in the Course Outline section. Assignments will receive 0-5 points depending on quality of answers and professionalism.

Post all assignments on our **Blackboard website**. Once inside the course, click on “Discussion Boards”, then on the appropriate assignment forum (1, 2, etc). You may either type your assignment directly into the forum, or (my suggestion) write your assignment in Word or WordPerfect (using grammar and spelling features). Copy/paste the text from the word processor into Blackboard. Written work should reflect clarity of thought, reflection, and professionalism. Develop complete answers, yet write efficiently and to the point. Avoid wordiness.

Guidelines for preparing assignments:

1. Jot down answers to questions on scratch paper.
2. Review readings. Consider personal experiences. Master correct terms in ed psych.
3. Re-write answers in full sentences.
4. Work on assignments from other classes (reading, questions).
5. Come back to your answers and correct grammar, spelling. Strengthen explanations.
6. Produce your final copy: professional, correct, focused and typed.
7. Post under the appropriate Discussion Board.

Portfolio Assignments

There are 7 special assignments during the semester labeled “portfolio” assignments: A5, 8, 10, 16, 20, 22, and 30. Follow this structure:

- (1) Choose a **concept** or **principle** from the identified section.
- (2) Write a **clear definition** of that concept or principle in your own words. (Cognitive)
- (3) Illustrate its use or violation from a **personal classroom experience**. (Affective)
- (4) State clear **implications** for this concept or principle for your own future ministry. (Cognitive)

Length should be equivalent to 1-2 pages, typed, double-spaced. Write clearly and correctly. Be prepared to share each portfolio assignment with the class from the podium (several will be chosen to present).

Late Penalty

Assignments are due on-line prior to class time on due date. To help those who need the extra incentive: Late work (*posted after class due date*) will receive no credit.

Absences

Seminary policy states that students who miss more than 6 class sessions (3 Tuesday evenings) may not pass the course. These “three evenings” include absences due to revivals, illness, funerals and the like.

Beyond the policy, every class period is important. If you must miss due to illness or unavoidable conflict, I'll certainly understand -- but do not miss unless it is necessary. Experience shows that as absences go up, grades go down. Find out from classmates what you miss when absent.

'Not many of you should presume to be teachers, my brothers, because you know that we who teach will be judged more strictly.' James 3:1

Disability Statement:

Individuals with documented impairments who may need special circumstances for exams, classroom participation or assignments should contact the instructor to discuss special needs on the first day of class.

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Tuesday - 1

Tuesday - 2

1	Introduction to the Course	1	The Christian and Educational Psychology 1	2	Aug 23
2	Scientific Knowing 2	3	Erik Erikson Stages of Development 3	4	Aug 30
3	Erik Erikson Implications	5	Jean Piaget Cognitive Development 4	6	Sep 6
4	Jean Piaget Stages of Development	7	Jean Piaget Implications	8	Sep 13
5	Lawrence Kohlberg Moral Reasoning Development 5	9	Lawrence Kohlberg - Implications	10	Sep 20
6	Levels of Learning 6	11	Review and Sample Test Questions	12	Sep 27
7	Examination 1	13	Behavioral Learning Theory - Skinner 7	14	Oct 4
8	Behavioral Learning Theory - Bandura	15	Behavioral Learning Theory - Implications	16	Oct 11
9	Cognitive Learning Theory - 8	17	Cognitive Learning Theory - IPT 9	18	Oct 18
10	Cognitive Learning Theory - Implications	19	Humanistic Learning Theory 10	20	Oct 25
11	Humanistic Learning Theory - Implications	21	Christian Teachers' Triad 11	22	Nov 1
12	Examination 2	23	Seven Views of Motivation 12	24	Nov 8
13	The Teacher and Classroom Climate 13	25	The Teacher as Evaluator 14	26	Nov 15
Thanksgiving Week					Nov 22
14	The Educational Psychology of Jesus 15	27	Jesus and the Triad	28	Nov 29
15	Final Exam			29, 30	Dec 6

Exam Objectives

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Use the objectives below to guide your study. The exams really are based on them. Students who do poorly on exams are usually the ones who take these statements lightly. If you are unfamiliar with the language of instructional objectives, read Chapter 6 of *Created to Learn*.

Note: Some of these objectives may not be covered in class. Depending on class discussion, student questions and unexpected tangents, we may not discuss each topic listed in these objectives. Use these objectives to guide your note-taking, reading and questioning in class in order to be prepared for examinations.

Objectives for Examination One

Learners will demonstrate knowledge of Discipler's Model by...

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

Learners will demonstrate understanding of scientific knowing by...

- Identifying violations of objectivity, precision, replication, empiricism and theory construction in cases
- Explaining hindrances to scientific knowing.

Learners will demonstrate understanding of 'ways we know' by...

- Explaining any of the six 'ways of knowing' in his own words.
- Comparing and contrasting Greek and Hebrew mind sets.
- Explaining the dilemma of the American Christian.

Learners will demonstrate knowledge of Erikson's psycho-social development theory by...

- Identifying definitions of each of the eight stages of development.
- Identifying definitions of Marcia's four identity statuses.

Learners will demonstrate understanding of Erikson's psycho-social development theory by correctly matching a given conceptual characteristic with its respective stage.

Learners will demonstrate knowledge of Piaget's theory of cognitive development by...

- Matching definitions with the terms organization, adaptation, assimilation, accommodation, equilibration, conservation, and reversibility.
- Identifying characteristics of each Piagetian stage.

Learners will demonstrate understanding of Piaget's theory of cognitive development by...

- Differentiating between 'egotistical' and 'egocentric.'
- Categorizing scenarios in thinking by its Piagetian stage.

Learners will demonstrate understanding of Kohlberg's theory of moral development 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.

Learners will demonstrate knowledge of the learning domains by...

- Recalling the definitions of psychomotor, cognitive, and affective domains.
- Identifying definitions of learning levels.

Learners will demonstrate understanding of instructional objectives by identifying the level of learning of instructional indicators.

Objectives for Examination Two

Learners will demonstrate understanding of the three systems of learning theory by...

Categorizing characteristics of learning by system.

Categorizing teaching suggestions by system.

Learners will demonstrate knowledge of Behavioral Learning theory by...

Describing the origins of Associationism-Connectionism.

Distinguishing between Associationism-Connectionism and Behaviorism.

Recalling distinctions among positive and negative reinforcement and two types of punishment.

Learners will demonstrate understanding of Behavioral Learning theory by...

Differentiating between a conditioned and an unconditioned stimulus.

Differentiating between S-R bonds and R-S bonds.

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 direct and vicarious reinforcement.

Describing any of Bandura's four stages of learning.

Differentiating between 'reinforcement' as used by Skinner and Bandura.

Learners will demonstrate knowledge of Cognitive Learning Theory by...

Recalling the origins of Gestalt psychology.

Identifying four reasons why we forget (Information Processing).

Identifying four ways to improve memory recall (Information Processing).

Learners will demonstrate understanding of Cognitive Learning Theory by...

Differentiating views of psychology by Watson and Mach, Pavlov and Wertheimer, Thorndike and Kohler, And Skinner and Bruner.

Explaining any of the Wertheimer's six laws of perception.

Defining Lewin's concept of 'life space.'

Describing any of the essentials of Bruner's discovery approach.

Defining sensory register, STM, LTM, chunking, meta-cognition, encoding, and 'forgetting.'

Learners will demonstrate knowledge of Humanistic Learning Theory by...

Recalling the distinctions among 'secular humanism,' 'classical humanism,' and 'Christian humanism.'

Identifying a key contribution of the following theorists to the teaching-learning process: Maslow, Rogers, Combs, Patterson, Brown, Gordon, and Purkey

Learners will demonstrate understanding of Humanistic Learning Theory by...

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).

Contrasting the extreme knowledge 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)]

Objectives for Examination Three

Comprehensive Portion

Learners will demonstrate understanding of Erikson's psycho-social theory, Piaget's cognitive development theory, and Kohlberg's moral development theory by matching learner characteristics to given developmental stages.

Learners will demonstrate knowledge of the key contributions of selected theorists to educational understanding

and practice by matching contribution to theorist. *Selected theorists* are limited to Erikson, Piaget, Bruner, Kohlberg, Fowler, Skinner, Bandura, Lewin, Maslow, and Rogers.

Learners will demonstrate understanding of the three systems of learning by categorizing key statements and teaching principles by system. [A-C, BLT, CLT, HLT]

Sessions 26-30

Learners will demonstrate understanding of motivation by...

Explaining any of the seven approaches to motivation (reinforcement, modeling, curiosity, meaningfulness, nurture, achievement, attribution) in the classroom

Comparing and contrasting the following grading structures:

individual competition, group competition, group reward, individual reward.

Learners will demonstrate understanding of proper teacher behaviors in the classroom 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 by evaluating selected test items as proper or improper.