

**YORK UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
FACULTY OF HEALTH  
EDUCATIONAL PSYCHOLOGY  
PSYC 3410 3.0 M  
WINTER, 2013**

**Course Director:** Dr. Michael Luther – [mluther@yorku.ca](mailto:mluther@yorku.ca) BSB 277  
**Office:** 277 BSB  
**Day:** Thursdays–8:30 p.m.  
**Lectures:** 8:30 a.m. – 9:45 a.m.  
**Seminars:** 10:00 a.m.–11:20 a.m. **Attendance will be taken daily at all Seminars**  
**Secretary:** Agnes Levstik – 281 BSB – 416-736-5125 [alevstik@yorku.ca](mailto:alevstik@yorku.ca)  
**Note:** Candidates are encouraged to make appointments with the staff **if** there are questions. The hours for appointments are one hour **before** class, or by appointment.  
**Office Hours:** Thursdays 7:30 a.m. @ Lecture Hall

**Drop Date:** **FRIDAY MARCH 08, 2013 IS THE LAST DAY TO DROP A FALL COURSE WITHOUT RECEIVING A GRADE**

**COURSE OBJECTIVES**

This course deals with Psychology and Education. One goal is to provide a wider view of the role of both psychology and the psychologist within educational settings. The learning process will be studied. Another goal of this course is to give students an historical review and a critical evaluation of testing *per se* (i.e., the assumptions inherent in testing, (and abuses) the nature of tests, their usage, their interpretation and the ultimate ramifications to individuals and to educational systems). Also, students will learn, first-hand, about a wide range of assessment and teaching methods. They will gain some hands-on experience with these materials. The main focus will be on understanding the content, functions, and implications of each test and teaching tool examined. While students will acquire knowledge about testing, a major thrust will be in the area of “alternatives” to formal testing; for instance, more “holistic” and dynamic techniques will be demonstrated. Case studies will be looked at as well.

Hopefully, graduates of this course will become more aware of critical issues involved in current testing practices and teaching practices, especially for Special Education. Also they will become more cognizant of the area of “dynamic assessment” (interpreting test dynamic results, gathering important data, inferring learning potential etc.). Additionally, programming from assessments will be studied and dealt with at length. State-of-the-art methods will be looked at. Various ‘short-term’ counseling and behaviour management techniques will be studied. Holistic education will be covered as a possible alternative to the present approaches to assessment and teaching. Special Education and the determination of “exceptionalities” will be a main focus in this course. The I.P.R.C. process will be detailed as well. Entitlements of special students will be dealt with at length, as well.

### **Required Text:**

- (1) Luther, M.G., Allen, J. Luther, J. , & Gerber, J. (2013 Second Edition). Meeting the Human Challenge: Transformation, Healing, and Recognizing the Zombies Amongst Us. Concord, ON: Captus Press.

### **Materials:**

Materials from test batteries will be provided. Documents may be lent out as well.

### **Assignments:**

Students will be marked on their class participation, a group presentation, a mid-term test, and a final exam.

### **Assignments and Other Items:**

- a) **Participation:** Each candidate will be expected to attend classes on a regular basis to be engaged actively in the learning process. Everyone brings something special from his/her respective background and should use the opportunity to share such experiences with the class. Lastly, respect for fellow classmates and for the seminar presenters is a basic requirement for an enjoyable/relaxing learning environment in the seminars. Attendance will be checked weekly in seminars. **Students must attend all seminars/lectures!**

**Weight: 25% (Attendance , Behaviour, + Group Participation 25%)**

- b) **Classroom Presentations:** The presentations will be done by a group in a seminar. Candidates (in a group) will present for **40** minutes on a teaching or an assessment technique. The seminar leader or Course Director will try to give you everything you need to do this assignment. Library research and visitations would be useful, as well. Multimedia presentations are preferred. All must contribute... Offenders will be **penalized**. Only 2 or 3 speakers are required. Minimal Internet material, please.

**Weight: 25%**

- c) **Midterm Test:** (Class # 7) **February, 28, 2013**  
A multiple choice (**open book**) **1.5 hr.** exam on selected **chapters** and **lectures** will be given before the drop date. (“Assessing Theory of Mind”, “Follow-up of VLBW Prens 6/7 Year Study”, “IBI”, “Significance”, “History of Child. Draw.”, “and “Lessons of Reading Clinic”)

**Weight: 25%**

- d) **Final Exam: (Exam Period)**  
A multiple-choice (**open-book**) **1.5 hr.** exam will be done at the end of the course, based on select content of the **lectures** and **chapters** in the text. (“Biocentric, Naturalistic Psychology”, “Essentials of Family”, “Educational Tech”, “NLD”, “Teaching Number”, and “Internet Education”). Attendance is crucial at the lectures as well.

**Weight: 25% of Grade**

## Schedule

	<u>Topics/Lectures</u> <u>Goals of Course</u>	<u>Presenters</u>	<u>Seminars</u>
Class #1	<b>INTRODUCTIONS</b>  The <u>Role</u> of Psychology and school Psychologist in Education <u>Course Content</u>	Dr. Luther/TA	Poster Presentations Sign Up and Group Work
Class #2	Educational Testing (History, Trends, Issues, etc.) IQ & Race	Dr. Luther/TA	Discussion and Test Demos (WISC-R-Verbal IQ)
Class #3	Conventional I.Q. Testing & <u>Culture Fair Tests?</u> (Description, Demonstration and Critique)	Dr. Luther/TA	Demos (WISC-Perceptual,) Ravens/MAT, DAP/ H.F.D. demos)
Class #4	<u>Special Education (IPRC's &amp; IEP's</u> "Gifted" Mainstreaming <u>vs.</u> Special Education	Dr. Luther & Students	Gifted Debate on <b>real</b> factual research ( <u>not</u> based on just emotions) a) Pro's of...b) Con's of...
Class #5	<u>Developmental Tests (Piaget)</u> Piaget and Theories	Dr. Luther & Students	a) Piaget Demos (Conservation) <b>or</b> b) Mt. Task demo's)
Class #6	Feuerstein Testing/Training	Dr. Luther & Students	a) Feuerstein's CS & DS "Instrumental Enrichment" <b>or</b> b) Feuerstein's CC 1 and CC2
Class #7	<u>Meta-Cognitive Testing</u> Thinking Skills training	<b>MIDTERM</b> & Students	a) DeBono's "Six Hats" <b>or</b> b) DeBono's "OPV/PMI
Class #8	<u>Standardized Academic Testing</u> (reading, writing, math) Demonstrations and Critiques)	Dr. Luther & Students	a) Reading Recovery Program Phonics Programs, ('Hooked on Phonics') <b>or</b> Kumon Math
Class #9	<u>Behavioural/Counselling Techniques</u>	Dr. Luther & Students	a) B. Mod. in Classroom (Less theory, more applied) <b>or</b> b) IBI & Autism
Class #10	<u>Holism</u> in Education (Literacy) <u>Course Evaluations</u>	Dr. Luther & Students	a) Rochdale College <b>or</b> Holistic Projects/Lessons (Waldorf Visitation)
Class #11	Special Education & Cognitive Delay	Dr. Luther & Students	a)"Slow Learners" (MID) <b>or</b> b) "Retardation" (DD)
Class #12	Learning Disability	Dr. Luther & Students	a)Verbal Learning Disability <b>or</b> b) Nonverbal L. D. (NLD)

**THERE IS NO GROUP MAKE-UP EXAM IN THIS COURSE!**

**Final course grades may be adjusted to conform to Program or Faculty profiles.**

**Exam format: Both Midterm and Final Exams are Open Book!**

**GOOD LUCK!**

**IMPORTANT:**

**N.B.** Laptops are to be used for ‘notes’ only; anyone found surfing the Internet (e.g. Facebook) or texting on smart –phone or messaging during lectures or seminars will be given a **Failure** grade for Participation. Inappropriate (rude) behavior will also result in **F**.

**There will be no “make-up” assignment unless the request is accompanied by an “Attending Physician’s Statement” (available from the Registrar’s Office). If you are ill, the teaching assistant must be contacted within 48 hours of the test. Therefore, if you do become ill at any point in the term, it is wise to obtain a statement to that effect from your physician. The make-up assignment may consist of essay questions and will only be administered following the second exam. You may have to do a formal APA paper worth 25% if the Course Director decides; you will need a DEF form.**

**STUDENT PRESENTATIONS**

**PRESENTERS' NAMES** \_\_\_\_\_

**TOPIC** \_\_\_\_\_

**DATE** \_\_\_\_\_

Rate the presentation using the following 5 point scale in which 1 represents the lower limit and 5 the upper limit. Space is provided for specific comments, notes, or questions.

Participation	1	2	3	4	5
Application to Topic	1	2	3	4	5
Clarity of Presentation	1	2	3	4	5
Pace/Time	1	2	3	4	5
Use of aids (props, etc.)	1	2	3	4	5
Efforts & Preparation	1	2	3	4	5
Interest	1	2	3	4	5

**Pros** \_\_\_\_\_

---

---

---

---

---

**Cons** \_\_\_\_\_

---

---

---

---

