

**YORK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
FACULTY OF HEALTH
EDUCATIONAL PSYCHOLOGY
PSYC 3410 3.0A
Fall, 2013**

Course Director: Dr. Michael Luther – mluther@yorku.ca

Office: 277 BSB

Day: Mondays – 2:30 to 5:20 p.m.

Lectures: 2:30 a.m. – 3:45 p.m.

Seminars: 4:00 – 5:20 p.m.

Secretary: Agnes Levstik – 281 BSB – 416-736-5125 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: Mondays 1:30 p.m. – 2:30 p.m. at Vari Hall ‘C’

Room V.H. ‘C’

SCHEDULE:

Lecture: Mondays: 2:30 p.m. – 3:45 p.m.

Seminars: Mondays: 4:00 p.m. – 5:20 p.m.

Drop Date: **FRIDAY NOVEMBER , 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.C., Luther, J.E., & Gerber, J. (2013 Revised Edition). Meeting the Human Challenge: Transformation, Healing, and Recognizing the Zombies Living Amongst Us. Concord, ON: Captus Press.

Materials:

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

Assignments:

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

Assignments and Other Items:

- a) **Attendance and 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 seminar: therefore, **PLEASE DO NOT BE LATE**. Attendance will be checked weekly in seminars. **Students must attend all seminars/lectures!** Do **not** use electronic devices during SEMINARS!

Weight 10%

- b) **Seminar 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. (USE BOOKS AND ARTICLES).

Weight 30%

- c) **Midterm Test: Class # 6**

A multiple choice (**open book**) 1 1/2 hr. exam on selected chapters and lectures will be given before the drop date. (“Theory of Mind”, “Childrens’ Drawings”, “Follow-up 6/7 (VLBW) Year Study”, “A History of” “Lessons of Reading Clinic”, “IBI”, and “Significance”.

Weight 30% (October, 2013)

- d) **Final Exam: (Exam Period)**

A multiple-choice (**open-book**) 1 1/2 hr. exam will be done after the end of the course, based on selected content of the **lectures** and chapters in the text. (“Teaching Number Concepts”, “Naturalistic/Biocentric Psychology”, “Evolution”, “Family Therapy: Essentials”, “Internet Education” and “Emily’s Story”.

Weight 30% of Grade (December, 2013)

Schedule

<u>Dates</u>	<u>Topics/Lectures</u> <u>Goals of Course</u>	<u>Presenters</u>	<u>Seminars/*Student Lead</u>
Class #1	INTRODUCTIONS The <u>Role</u> of Psychology and school Psychologist in Education and <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 & IEP's</u> "Gifted" Mainstreaming <u>vs.</u> Special Education	Dr. Luther & Students	Gifted Debate on real factual research (<u>not</u> based on just emotions) a) Pro's of or b) Con's of...
Class #5	<u>Developmental Tests (Piaget)</u>	Students	*a) Piaget Demos (Conservation) or b) Mt. Task demo's/teaching Piaget morals in classroom
Class #6	<u>Piaget & Cognitive Training</u>	Dr. Luther & Students	<u>TEACHING COGNITION</u> *a) Feuerstein's (IE) OD & OS or b) CC #1 and CC #2 (Clear Communications)

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Class #7	<u>Meta-Cognitive Training</u> (Thinking Skills)	Dr. Luther & Students	*a) DeBono's "Six Hats" DeBono's "OPV/PMI or b) Gamlin's "Similarity Reasoning"
Class #8	<u>Standardized Academic Testing</u> (reading, writing, math) Demonstrations and Critiques	Dr. Luther & Students	*a) Reading Recovery Program or Phonics Programs 'Hooked on Phonics' or b) Kumon Math (Read Chapter)
Class #9	<u>Behavioural/Counselling Techniques</u>	Dr. Luther & Students	*a) B. Mod. in Classroom (Less theory, more applied..) or b) IBI & Autism

Class #10	Special Education & Cognitive Delay/Deficiency	Dr. Luther & Students	*a)“Slow Learners” (MID) or b) Moderate “Retardation” (DD)
Class #11	Learning Disability	Dr. Luther & Students	*a)Verbal Disability LD or b) Non-Verbal (NLD) Disability (Read Chapter)
Class #12	<u>Holism</u> in Education (Literacy) <u>Course Evaluations</u>	Dr. Luther & Students	*a) Rochdale College or Holistic Projects/Lessons (Waldorf Visitation)
<u>Exam Period:</u> (Final) Exam is Open Book!			(*A-L Groups) a) (M-Z Groups) b)

GOOD LUCK!

ADDENDUM

N.B. Laptops are to used for lecture ‘notes’ only; anyone found surfing the Internet (e.g. Facebook) or text messaging during lectures or seminars will be given a **failure** (F) grade (%) for overall Participation.

There will be no “make-up” test 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 clear statement to that effect from your physician. A make-up test may consist of essay questions and will only be administered following the Final exam; you will need DEF form signed!

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 _____
