

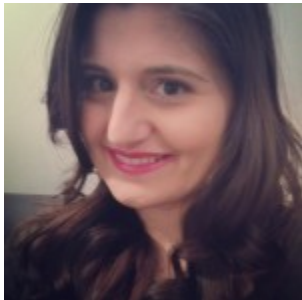
Psychology 3410M 3.0 - Educational Psychology

General Description

The purpose of the course is to develop an understanding of psychological concepts and psychological research relevant to education, as well as to consider the application of these to educational practice. Psychological constructs such as learning, motivation, experience, cognitive processing, social construction, and self-regulation will be used as bases from which to examine contemporary educational practice. The theoretical and practical ideas of John Dewey are given special attention, particularly as they relate to current *constructivist approaches to education*. The material considered is relevant to the education of both children and adults (including oneself) in a wide variety of settings.

Course Director

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Discussion Facilitator

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Required Reading

Bickmore, K., & Parker, C. (2014). [Constructive Conflict Talk in Classrooms: Divergent Approaches to Addressing Divergent Perspectives](#).

Theory & Research in Social Education, 42(3), 291-335.

Dewey, J. (1916). [Democracy and Education](#). New York: Macmillan.

Kuhn, D. (2005). *Education for Thinking*. Cambridge, MA: Harvard University Press.

Stokas, A. G. (2015). [A genealogy of grit: Education in the new gilded age](#). *Educational Theory*, 65, 513-528.

Vassallo, S. (2013). [Critical pedagogy and neoliberalism: Concerns with teaching self-regulated learning](#). *Studies in Philosophy and Education*, 32, 563-580.

Optional Reading

Banks, J. (2008). [Diversity, group identity, and citizenship education in a global age](#).

Educational Researcher, 37, 129-139.

Brown, A. L. (1997). [Transforming schools into communities of thinking and learning about serious matters](#). *American Psychologist*, 52, 399-413.

Cobb, P. & Yackel, E. (1996). [Constructivist, emergent, and sociocultural perspectives in the context of developmental research](#), *Educational Psychologist*, 31, 175-190.

Crawford, M. B. (2006). [Shop Class as Soulcraft](#), *The New Atlantis*, 13, 7-24.

Hanson, C. (2014). [Changing How We Think About the Goals of Higher Education](#). In C. Hanson (Ed.), *In Search of Self: Exploring Student Identity Development*. San Francisco: Jossey-Bass.

Howell, T., & Luksic, N. (Producers). (March 21, 2014). [Ideas from the trenches – The education gap](#) [Radio series episode]. In G. Kelly (Executive Producer), *Ideas with Paul Kennedy*. Toronto, ON: CBC Radio.

Kagitcibasi, C., Sunar, D., Bekman, S., Baydar, N., & Cemalcilar, Z. (2009). [Continuing effects of early enrichment in adult life: The Turkish Early Enrichment Project 22 years later](#). *Journal of Applied Developmental Psychology* 30(6), 764-779.

Miller, J. (September, 2008). [Tyranny of the test: One year as a Kaplan coach in the public schools](#). *Harper's Magazine*, 317, 35-46.

Reay, D. (2006). ["I'm not seen as one of the clever children": Consulting primary school pupils about the social conditions of learning](#). *Educational Review*, 58, 171-181.

Optional Reading (continued)

Rogoff, B., Paradise, R., Mejía Arauz, R., Correa-Chávez, M. & Angelillo, C. (2003). [Firsthand learning through intent participation](#). *Annual Review of Psychology*, 54, 175-203.

Sayers, D. L. (1948). [The Lost Tools of Learning](#). London: Methuen.

Slouka, M. (September, 2009). [Dehumanized: When math and science rule the school](#). *Harper's Magazine*, 319, 32-40.

Trosset, C. (1998). [Obstacles to open discussion and critical thinking: The Grinnell College study](#). *Change*, 30(5), 44-49.

Wien, C. A. & Dudley-Marling, C. (1998). [Limited vision: The Ontario curriculum and outcomes-based learning](#). *Canadian Journal of Education*, 23, 405-420.

Zine, J. (2007). [Safe havens or religious 'ghettos'?: Narratives of Islamic schooling in Canada](#). *Race, Ethnicity and Education*, 10, 71-92.

Course Format

Although the course is scheduled for three hours per week (Tue 8:30, Tue 9:30, and Thu 8:30), students are actually expected to attend only one of the two hours scheduled for Tuesday each week. During the first class, students will be assigned to one of the two Tuesday times, and they will attend at that assigned time throughout the remainder of the term. Online material will be assigned in lieu of the missing hour.

Students are expected to attend classes regularly, to complete the assigned readings for each week before coming to class, to participate in small-group discussions of the readings and exercises during class meetings and online, and to work consistently through the term towards completion of an interview project related to the readings.

Course Activities

Discussion groups. A central feature of the course is the small-group discussion that takes place in the Tuesday class meetings. In groups of four, students discuss questions and issues based on the assigned reading. The purpose of this discussion is collaborative development of the group's understanding of the authors' concepts. Each group is asked to document their discussion, typically by keeping minutes of the discussion. These minutes are handed in to the Course Director immediately after the discussion. Following the class, each student will post an individual reflection on at least one of the items from the small-group discussion on the Psychology Dialogue Forum.

Preparation for discussion. Discussion of assigned material is most productive when the participants read and review the material prior to the discussion. Therefore, students are expected to study each assigned chapter before the relevant class meeting. To assist students in self-assessing their understanding of the material prior to the discussion, online quizzes are provided for each week on the sidebar of the course website. Online lectures commenting on each week's material are also available on the website sidebar.

Examinations. A midterm examination will be held on February 9th, and a comprehensive, three-hour final examination will be held during the April examination period. The purpose of the examinations is to allow students to demonstrate their understanding of course concepts and ability to make connections among them, integrating them into meaningful patterns. The examinations are composed of short-answer and essay questions.

Project. The purpose of the project is to allow students to elaborate the course concepts in a more practical setting. The project will involve formulating a question or issue about some psychological aspect of education and investigating it as thoroughly as possible within the constraints of the course. Various assignments and class activities will be given to assist students both in formulating a question and in investigating it. Students will prepare a report of their investigations in essay form. The primary component of the project is an interview with a person professionally engaged in education. Locating relevant psychological material and observing appropriate educational situations will also be components of the project. At a few points in the course students will be required to submit reports of their progress to that point. The expectations for these stage reports will be circulated in the early weeks of the class. Feedback will be provided on the stage reports, but no grade will be recorded. The completed project will be due on April 14.

Evaluation

The course is designed to facilitate basic comprehension of the readings and to encourage elaboration and integration of the concepts in those readings. Achievement of these outcomes is evaluated by means of the activities described above. These activities are weighted as follows in the computation of a final grade:

- 15% Participation [class attendance (5%) & online reflections (10%)]
- 25% Midterm Exam (February 9)
- 25% Course Project (April 14)
- 35% Final Exam (April 7, 2:00pm, 109ACW)

Course Websites

- <http://www.yorku.ca/rsheese/3410>
- <http://3410-sheese.forumatic.com>