

Meeting Notes: 12.7.18

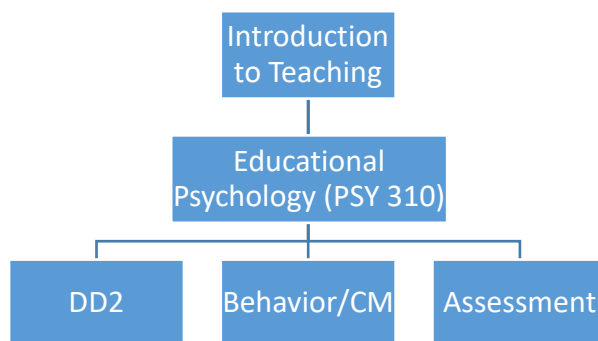
Members Present: Blair Thompson, Toni Szmanski, Martha Day, Lisa Duffin, Jenni Redifer, Qin Zhao, Dan Clark

Chair Elected: Lisa Duffin

Committee reviewed materials from PSY 310 - Educational Psychology: Development and Learning and discussed its objectives and content in light of Teacher Education Initiative. The committee agreed that the PSY 310 course was appropriate for the Core and no new course was needed by the January 18th deadline. However, there was a request for the original PSY 310 course proposal to review (if possible), and the committee wanted to review the objectives, content, and experiences to ensure vertical alignment with the new courses and to maximize students' preparation for the profession and the PLT.

Field hours were discussed and the committee agreed that no field placement should be required in the course. If there are more creative ways students can earn field hours outside of a P-12 placement (e.g., attending related professional development seminar/presentations, completing online PD), then possible required field hours would be considered as a requirement.

Core Structure was discussed and a model was proposed:



The idea here was that PSY 310 would build off of Intro to Teaching and lay foundational work for the subsequent three core courses which could be taken concurrently.

Introduction to Teaching would need to provide the following content/experiences:

- Introduction to pedagogy (e.g., standards, learning objectives, backwards design, differentiation)
- Students are in the field gaining preliminary teaching experiences

Prerequisites: Drop Psychology 100/220. Consider an Introduction to Teaching course as the only course prerequisite provided students gain actual teaching experience in the course. Consider adding a PRAXIS CORE, GPA, and/or ACT requirement for admittance into the course. This request is in response to concern from ed psych faculty who have consistently witnessed students who have GPAs lower than 2.5 cumulative not passing the course with the minimum of C because they struggle with the reading, writing, and critical thinking requirements of the course.

Initial brainstorming for major topics for the course. The list is not exhaustive and will be reviewed/revised in the next committee meeting as we consider/revisit the PSY 310 course objectives.

Major Topics for PSY 310

1. Becoming a critical consumer of information
 - Introduction to the learning sciences (e.g., ed psych, cog psych, neuroscience) and how they influence what we know about how people learn.
 - Introduction to research, research methodology, and why being a good consumer of research is important for effective teaching and learning.
2. Exploring theories of cognition, learning, and development and their application to effective teaching and learning
 - Information processing, constructivism, metacognition (deep exploration)
 - Behaviorism, Social Cognitive Theory (foundational information)
 - cognitive development and the brain, social development, identity development, moral development
3. Exploring theories of motivation and their application to effective teaching and learning (deep exploration)
4. Exploring the basics of assessment as a tool for effective teaching and learning (foundational information)

Discussion of Themes:

- Professionalism: Can be framed around a meta-cognitive element where pre-service teachers are asked to think about themselves as learners and as teachers (dual roles within the program/profession). Professional development opportunities could be a possible supplemental outlet for information/learning.
- Technology and Literacy: Pre-service teachers (PSTs) will be gaining information literacy skills through exploration and evaluation of research and research consumerism in education. Linked to Professionalism, PSTs could also be engaging in PD through online modules developed by other faculty (i.e., “instructional nuggets”).

Next steps:

1. Review existing PSY 310 course proposal if it can be retrieved from the archives.
2. Review content and objectives.

Duffin to call next meeting once grades for the semester have been submitted and other committees have had time to meet.

Current PSY 310 Course Description and Objectives (as listed in original proposal):

COURSE DESCRIPTION: Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

COURSE OBJECTIVES:

By the end of this course, students will be able to:

1. Discuss the nature of effective teaching (Kentucky NTS 5).
2. Explore scientific research methodology and its impact on teaching (Kentucky NTS 5).
3. Distinguish among various forms of development and their impact on teaching and learning (Kentucky NTS 1, 3).
4. Evaluate the influence of individual differences on teaching and learning (Kentucky NTS 2, 3).
5. Apply behavioral theories of learning to the classroom (Kentucky NTS 3).
6. Apply cognitive theories of learning to the classroom (Kentucky NTS 3).
7. Discuss key theories and ideas concerning human motivation (Kentucky NTS 5).
8. Examine and discuss various techniques of classroom management (Kentucky NTS 1, 2, 4).
9. Debate the strengths and weaknesses of standardized testing (Kentucky NTS 4).
10. Discuss key issues related to classroom assessment (Kentucky NTS 4).