

CECM 4331-30 Educational Psychology
New Orleans Baptist Theological Seminary
Leavell College – South Florida Center
First Baptist Church Hialeah
631 East 1 Ave.
Hialeah, FL 33010

David A. Escobar Arcay Ph.D.
Office/Room 1
pastor.scholar@gmail.com
Office Hours
Mondays 6:45-7:45pm
Summer 2013 May 28, 2013 – July 23, 2013
Tuesdays & Thursdays 8:00-10:00pm

I. Course Description:

The purpose of this course is to study the application of psychological theories and principles to education and teaching. Among the topic covered are learning, motivation, individual differences, classroom evaluation, and classroom management.

II. Student Objectives:

This course will emphasize competencies in the following areas: reading, writing, computer skills, critical thinking, and interpersonal relationship skills.

- 1) Summarize basic research methods and key theories in education.
- 2) Use basic learning theory / behavior theory to encourage desired behavior from students.
- 3) Identify various learning styles, and differentiate these from various indications of intelligence.
- 4) Facilitate classroom management and climate through effective use of motivation theory and specific intervention strategies and the general classroom context.
- 5) Describe the educational psychology of Jesus, and relate educational psychology to ones' faith commitments.

III. Required Textbook:

Yount, W.R. (1996). *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. Nashville, TN: Broadman and Holman

IV. Course Methodology:

This course will consist of lectures, group discussions, Power Point presentations and group activities. Blackboard will be used as a resource and students will be required to have access to the course via Blackboard.

V. Course Requirements:

- A. *Daily Reading Assignments* 20%
Students will be required to read *Created to Learn: A Christian Teacher's Introduction to Educational Psychology* and complete the discussion identified reflection questions at the end of each chapter. The reflection questions are due and will be collected at the beginning of each class session.
- B. *Interviews:* 20%
Students will be required to conduct and record 8 interviews. Interviews will be conducted with teachers and learners from various age groups (Preschool; Children: Youth; Adults; Senior Adults).
Interviews will be due THURSDAY, JUNE 27TH, 2013.
- C. *Presentation:* 10%
Each student will make a 10-15 minute presentation on a psychological theory or theorist of their choice.
- D. *Integration & Application Paper:* 20%
Students will submit an 8-10 page paper by **TUESDAY, JULY 16TH, 2013.** In this paper, the student will evaluate each interview with regard to course content and classroom experiences. Students should draw connections between interview responses and material covered in this course.
- E. *Participation:* 10%
Students will be expected to come to class prepared to discuss the reading assigned for that class period, and to participate in class activities.
- F. *Final Exam* (Take home portion due **TUESDAY, JULY 23RD, 2013.**)
20%

100%

NOTE: All assignments are to be computer generated in MSWord or Wordperfect and submitted with a coversheet. Assignments will be turned in on Blackboard via the Digital Drop Box. A penalty of 5 points per day will be assessed for all assignments submitted late.

VI. Attendance

Class attendance is essential for effective learning. The student is allowed by NOBTS only 3 excused absences (9 class hours). Also three (3) tardies equals one absence. A grade of "F" will be assigned to students who fail to attend the class. This policy will be strictly enforced. See LC Catalog 08-09 page 51.

VII. Grading Scale

The NOBTS grading scale (pg. 66 undergraduate college catalog) for the undergraduate programs is as follows:

A - 93-100

B - 85-92

C - 77-84

D - 70-76

F - Below 70

Grading Rubric: After all the requirements of the course have been completed, the instructor will use the following rubric for the assignment of grades, based on the overall performance of the class. The grades assigned will represent the instructor's interpretation of the following standard:

A = Outstanding mastery of the subject: excellence is evident in preparation for and attendance in class sessions; unusual ability to retain, analyze and synthesize the material; with a positive attitude making productive contributions to the learning community in the classroom.

B = Superior mastery of the subject: sincere effort in preparation for and attendance in class sessions; ability to master the essential aspects of the material; with a mostly consistent attitude in making contributions to the learning community in the classroom.

C = Basic mastery of the subject: inconsistent effort in preparation for and attendance in class sessions; engagement with the material but difficulty in grasping some of its aspects; with occasional contributions to the learning community in the classroom.

D = Inadequate mastery of the subject.

F = Failure: course must be repeated.

Warning on Plagiarism: Helpful guidelines on plagiarism can be found on the Indiana University website <http://www.indiana.edu/~wts/plagarism.html>. This document provides very helpful tools to guide you as you prepare for your assignments. If a student is caught plagiarizing, the student will receive the consequences of this act according to the process established by the seminary.

Intellectual Property Rights: To protect the professor's intellectual property rights with regard to classroom content, students are asked to refrain from audio and video recording of classes, as well as audio, video, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings.

Internet Usage: Students are asked to refrain from accessing the Internet at any point during class sessions, unless otherwise instructed by the professor. "Surfing the web," checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.

VIII. Course Schedule: Reading assignments should be completed by the date listed.

CECM433I SUMMER 2013 MAY 28, 2013 – JULY 23, 2013				
CLASS/DATE	TOPIC	READING	ASSIGNMENTS	MISC
1. MAY 28	Introduction/ The Disciplers' Model	Chapter 1	Q 4,5	
2. MAY 30	Historical Back./ Scientific Knowing	Chapter 2	Q 3,4	
3. JUNE 4	Freud/ Erickson Social Theories	Chapter 3	Q 3, 4	
4. JUNE 6	Developmental Theories/ Piaget	Chapter 4	Q 1, 2	
5. JUNE 11	Moral Development Theories/ Kohlberg	Chapter 5	Q 2, 4	
6. JUNE 13	Teaching/Learning Objectives	Chapter 6	Q 1, 2	
7. JUNE 18	Learning Theories	Chapter 7	Q 1, 4	
8. JUNE 20	Teaching for Understanding	Chapter 8	Q 3, 5	
9. JUNE 25	NO CLASSES SPRING BREAK			
10. JUNE 27	Teaching for Understanding 2	Chapter 9	Q 2, 3	Interviews Due
11. JULY 2	Attitudinal Change	Chapter 10	Q 4, 5	
12 JULY 4	Teacher's Triad Model	Chapter 11	Q 1, 3	
13. JULY 9	Motivation and Learning	Chapter 12	Q 2, 3	
14. JULY 11	Environment/Climate	Chapter 13	Q 2, 4	
15. JULY 16	Evaluation	Chapter 14	Q 1, 2	Integration Paper Due
16. JULY 18	Educ Psyc of Jesus	Chapter 15		
17. JULY 23	FINAL EXAM		Turn in Final Exam in Digital Drop Box	

IX. Bibliography

- Freire, P. (1970). *Pedagogy of the Oppressed*. New York, NY: Continuum.
 Gardner, H. (1993). *Multiple Intelligences*. New York, NY: Basic Books.

- Conde-Frazier, E., Kang, S.S., & Parrett, G.A. (2004). *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids, MI: Baker Academic.
- Palmer, P.J. (1983). *To Know as We Are Known: A Spirituality of Education*. New York: Harper & Row.
- Peterson, E.H. (2005). *Christ Plays in Ten Thousand Places*, Grand Rapids, MI: Wm. B. Eerdmans.
- _____. (2006). *Eat This Book*, Grand Rapids, MI: William B. Eerdmans.
- Stanley, P. D. & Clinton, J.R. (1993). *Connecting: The Mentoring Relationships You need to Succeed in Life*, Colorado Springs, CO: NavPress.
- Willard, D. (1998). *The Divine Conspiracy: Rediscovering Our Hidden Life in God*, San Francisco, CA: Harper.
- _____. (2006). *The Great Omission: Reclaiming Jesus's Essential Teachings on Discipleship*, San Francisco, CA: Harper.
- Wright, N. T. (1996). *The Lord and His Prayer*, Grand Rapids: Eerdmans.