Your competence will be assessed as you complete the Fundamentals of Educational Psychology objective assessment for this course of study. This course of study may take up to 6 weeks to complete.

Introduction

Overview

This course will take you through a variety of classical learning theories, and examine the application of those theories in classroom strategies and practices. You will analyze those theories and compare them to more contemporary theories about learning, as well as your own thoughts and ideas. You will also learn about atypical development, theories of motivation and student engagement, and theories that address learners’ skills and abilities.

This Educational Psychology course examines theories of cognitive and physical development, as well as the application of those theories in the classroom.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as": download video.

Competencies

This course provides guidance to help you demonstrate the following 7 competencies:

- **Competency 641.1.1 Classic Theories of Development**
  The graduate analyzes how classic theories of development and learning can be applied in an educational situation.

- **Competency 641.1.2: Contemporary and Emerging Research**
  The graduate analyzes contemporary and emerging research on the development and learning of individuals.

- **Competency 641.1.3: Typical and Atypical Development**
  The graduate recommends strategies for supporting the needs of students with typical and atypical development.

- **Competency 641.1.4: Differences in Learning**
  The graduate analyzes the various influences and contexts that inform students' individual approaches to learning.

- **Competency 641.1.5: Cognition and Metacognition**
  The graduate analyzes the relationships between cognition and metacognition as they pertain to the construction of knowledge, thinking skills, and problem-solving strategies.

- **Competency 641.1.6: Motivation and Engagement**
  The graduate analyzes the relationships among motivation, engagement, and cognition as they pertain to the design and selection of instructional materials and approaches.

- **Competency 641.1.7: Supporting Learning and Development with Technology**
The graduate evaluates the appropriateness and effectiveness of various technology tools in supporting development and learning

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

There may be some references to No Child Left Behind (NCLB) in the learning resources used with this course. Please be aware that, in December 2015, President Barack Obama signed the Every Student Succeeds Act, or ESSA. This new act replaced NCLB and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA). For more information:

- [Fact sheet on ESEA](#)
- [ESEA now referred to as the ESSA](#)
- [Webinar recording](#)
- [Transcript of Webinar Recording](#)
- [Transition Letter](#)

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided.
throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Educational Impact**
Educational Impact is an online resource of video training and related worksheets. You will be directly linked to the specific videos required within the activities that follow. Educational Impact’s videos and worksheets provide you with an opportunity for learning about several important facets of modern education and observing classrooms where specific practices are implemented and problems are addressed. You will be linked to specific modules within the activities that follow.

**Additional Preparations**

**Study Notes**
Write responses to the questions and prompts throughout the course in your study notes. In addition to those responses, you may want to include more of your own thoughts and feelings. Think about

- your progress through the course, including any personal misconceptions you discover and correct through your studies,
- ways the activities and projects enhance your learning,
- your reactions to or reflections on the activities in the course, and
- notes on topics that you want to remember and refer back to as you prepare for the assessments or begin your future teaching activities.

You can also use your notebook as a place to review the material from each chapter of the textbook and answer chapter review questions. Your notebook will be a great help to you as you study for the objective assessment.

As a teacher-in-training, you could consider this note-taking process as a way to begin modeling good study habits for your future students. Your experiences here will help you to become a well-prepared teacher and a reflective educator.

**Glossary**
You must have an understanding of academic and research terms as they relate to the theories and strategies you will be studying. As you work through each section of this course, create an
ongoing glossary of terms and definitions as you learn new material. Be prepared to use your new terminology in the activities throughout the course, and in the assessments that you complete at the end of the course.

**Professional Studies: Educational Psychology Learning Community**

You will need to access the Professional Studies: Educational Psychology Learning Community. You can access it through the grey tabs to the right in this study plan. Click on Course Tips, Course Announcements, Course Chatter and Course Search to see the resources available to you in each section. Some activities in this study plan will ask you to post a response in the Chatter.

**Cohorts**

Please join us for our cohort offerings! A Cohort is an interactive, live event held over multiple sessions and hosted by a course instructor. It delves more deeply into the content of the course than a webinar can. For this to be most beneficial, please come prepared to discuss the material for each session. If you sign up ahead of time you will receive an email with preparation materials for each session.

- [Educational Psychology Cohort Schedule and Sign-up form](#)

**Educational Psychology Calendar**

This calendar includes all of our live cohort and webinar offerings for Educational Psychology. Students can view schedules, and find links to sign-up for each cohort. Webinars do not require any sign-up—just drop in when you are able to attend. Please click on any of the individual offerings to learn more about them. The schedule rotates monthly.

- [Educational Psychology Calendar](#)

**Contact a Mentor**

Use our booking page to find time to meet with a course instructor. Course instructors work varied schedules, and there are appointments available 7 days a week.

Schedule an appointment with a course instructor using the link below.

- [Schedule an appointment](#)

**Contemporary and Emerging Research**

This section introduces educational research; and particularly, educational psychology; as a tool to understand students, their development, their culture, and their educational needs.

**Role of Research in Education**

You will examine the role of research in education. You will focus on how research can impact instruction by reading about and then designing potential research projects that can help teachers learn how to be more effective in the classroom.

Learning objectives in this topic:

- Recognize the impact and value of research on educational practice.
• Explain the role of research in educational psychology.

This topic addresses the following competency:

• Competency 641.1.2: Contemporary and Emerging Research
  The graduate analyzes contemporary and emerging research on the development and learning of individuals.

Introduction to Educational Research

Read the following chapter in *Educational Psychology: Theory and Practice*, and take notes on various types and uses of research in an educational setting.

• chapter 1 ("Educational Psychology: A Foundation for Teaching")

View this video on the Role of Research in Education

Impact and Value of Research in Education

Respond to the following questions in the Course Chatter. Title your post "The value of research in education." Respond to at least one other student posting, and respond to the following:

• Write a short paragraph explaining what value you see in using research in educational practice.
• What is the role of research in educational psychology?

The Role of Research in Educational Psychology

Read the following scenario, and then answer the accompanying questions.

Scenario: You are a teacher in an 8th grade science class. You see that students seem to be struggling with learning the concepts of the scientific method, as you evaluate their mid-semester test. Your lessons have included lecture, videos, and some hands-on activities.

• What kind of research project could you design to help you learn more about why students are struggling, and/or what possible strategies could you use to improve student performance?
• What could you learn from conducting research on this classroom situation?

After you have created your response to the questions, click here.

Cognitive, Language, and Literacy Development

Begin learning about specific research results by reading the results of some pioneers in the field. Jean Piaget and Lev Vygotsky conducted educational research, and their work forms the basis of classical theories of Educational Psychology. Piaget's research focused on the individual’s cognitive development, and Vygotsky studied the social aspects of learning.
This topic addresses the following competency:

- **Competency 641.1.2: Contemporary and Emerging Research**
  The graduate analyzes contemporary and emerging research on the development and learning of individuals.

**Cognitive, Language, and Literacy Development**

Read the following chapter in *Educational Psychology: Theory and Practice*:

- chapter 2 ("Cognitive, Language, and Literacy")

Answer the following questions:

- What research results from this chapter differ from your previous beliefs about cognitive development?
- How might you integrate this new knowledge into your beliefs about teaching?

**Cognitive Development**

So far in this course you have investigated social and physical development, as well as behavioral learning theories. Recall the cognitive development theories of Piaget and Vygotsky from chapter 2. In this section, you will investigate how to specifically apply these classical theories in educational settings.

**Cognitive Development**

Jean Piaget and Lev Vygotsky are foundational theorists of cognitive development. This section focuses primarily on building an understanding of the two theories, and how they can be applied to classroom situations. In addition, there is some emphasis on other theories, such as constructivist approaches, social learning theory, and student-centered approaches to learning.

Learning objectives in this topic:

- Recognize educational applications of Piaget's theory.
- Recognize educational applications of Vygotsky’s theory.
- Differentiate among various cognitive developmentalists’ theories.
- Analyze criticisms and revisions of Piaget and Vygotsky’s theories in light of current research in cognitive science.
- Analyze instructional strategies in terms of student-centered or constructivist perspectives.

This topic addresses the following competency:

- **Competency 641.1.1: Classic Theories of Development**
  The graduate analyzes how classic theories of development and learning can be applied in an educational situation.

**Piaget's Theory of Cognitive Development**
Review the following pages of *Educational Psychology: Theory and Practice*:

- pages 29–40 of *chapter 2 (“Cognitive, Language, and Literacy”)*

Make a list of key terms relevant to Piaget’s theory (e.g., schema, assimilation, accommodation, and so forth).

**Vygotsky’s Theory of Cognitive Development**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 41–49 of *chapter 2 (“Cognitive, Language, and Literacy”)*

Make a list of key terms relevant to Vygotsky’s theory (e.g., scaffolding, private speech, ZPD).

View this video on Cognitive Development Theories

### Theories in Practice

In the Educational Impact Program Library, go to the following program:

- Charlotte Danielson’s Teaching Framework

Complete the following clip:

- [Module 2 Topic C, clip 6](#)

Respond to the following questions:

- Which aspects of Piaget’s theory did you see being used in the classroom situation?
- Which aspects of Vygotsky’s theory did you see being utilized?

### Analysis of the Theories

In your journal, write your own criticisms of Piaget and Vygotsky’s theories, as they relate to current research in cognitive science. Use the critique in the textbook on pages 39–40 as a reference point, and answer the following questions:

- What is missing from Piaget and Vygotsky’s theories?
- What should be changed?

Consider what you have learned about these and other theories, and what you believe about how children learn and develop.

Include some rationale to support your thoughts and ideas. Share some of your analysis in the Course Chatter. Title your post "Analysis of Theories."

**Compare and Contrast the Theories**
Use this chart format to begin building a table of the primary theorists in this course. You will gradually complete the chart as you work through each section in the study plan. For this topic, complete the sections on Piaget and Vygotsky.

Write a brief description of your analysis, using appropriate academic language.

**Student-Centered and Constructivist Perspectives**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 218–229 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

Add to your glossary of academic and research terms as you are reading. Make notes on the constructivist perspective and some of the instructional strategies that are associated with this perspective.

**Cooperative Learning and Critical Thinking**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 230–242 of chapter 8 ("Student-Centered and Constructivist Approaches to Instruction")

Add to your glossary of terms. Make notes of strategies used in cooperative learning, and problem solving and thinking skills.

**Student-Centered and Constructivist Perspectives**

Make a list of instructional strategies that are based on constructivist and student-centered perspectives (Use chapter 8 of *Educational Psychology: Theory and Practice* as a guide.)

Create a graphic organizer that analyzes those instructional strategies as student-centered and constructivist perspectives.

Write a short essay to explain your analysis.

**Social and Emotional Development**

This section delves into psychosocial development, or the development of individual self-concept; teachers can use this theory to help students build a positive self-concept.

**Social and Emotional Development**

This topic focuses on gaining an understanding of Erik Erikson's theory of psychosocial development, the development of a positive self-concept, and the application of those theories and concepts to students and classroom settings.

Learning objectives in this topic:

- Recognize examples of various stages of Erikson’s theory of psychosocial
development.
- Identify applications and criticisms of Erikson’s theory of psychosocial development.
- Select strategies to support the development of a positive self-concept.
- Analyze how principles of social or emotional development can be applied in educational settings.

This topic addresses the following competency:

- **Competency 641.1.1: Classic Theories of Development**
  The graduate analyzes how classic theories of development and learning can be applied in an educational situation.

**Erikson’s Theory of Psychosocial Development**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 52–56 of chapter 3 (“Social, Moral, and Emotional Development”)

Take notes on Erikson’s theory. Complete the section on Erikson in the Theorist Chart you started with Chapter 2.

Review the examples in the following document:

- **Erikson's Theory Activity**

Identify which stages of Erikson’s theory are present in each example.

When you have completed this exercise, view the following document:

- **Erikson's Theory Activity Answers**

Consider Erikson’s theory, and the implications and criticisms of the theory from the textbook. Write 2–3 paragraphs critiquing Erikson’s theory from your perspective—do you agree or disagree with those criticisms? Why or why not? Post your response to the Course Chatter. Title your post "Critiquing Erikson’s Theory."

**Development of a Positive Self-Concept**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 57–73 of chapter 3 (“Social, Moral, and Emotional Development”)

Take notes on various strategies that support the development of a positive self-concept. Continue to expand your glossary of terms. Complete the section on Kohlberg in the Theorists chart.

**Self-Concept**

In the Educational Impact Program Library, go to the following program:
• Designing Lessons to Inspire Thinking and Learning

Complete the following clip:

• Module 1 Topic C, clip 7

Answer the following questions:

• What strategies did you see in the video that support the development of a positive self-concept?
• What other strategies would you apply to assist students?

Application to the Classroom

How might you use these theories in your own classroom? Create some sample activities for students that address concerns with the following:

• developing peer relationships and acceptance
• identity development
• self-concept/self-esteem

Post two of your activities to the learning community in the Course Chatter. Title your post "Classroom application—social or emotional development link."

Respond to at least one other student post.

Physical and Social Development

This section covers typical patterns of physical, social, and cognitive development from birth through adolescence. You will learn how to identify typical patterns of development and explain the relationships among the various stages of development.

Typical Development
You will learn to create charts and graphic organizers to organize and analyze aspects of development and to help identify relationships between them.

Learning objectives in this topic:

• Identify typical patterns of physical development for children from birth through childhood.
• Identify typical patterns of social development for children from birth through adolescence.
• Identify typical patterns of cognitive development for children from birth through adolescence.
• Explain the relationships among stages of physical, social, and cognitive development.

This topic addresses the following competency:
Competency 641.1.3: Typical and Atypical Development
The graduate recommends strategies for supporting the needs of students with typical and atypical development.

Physical and Social Development

Go to the following web page:

- "Ages and Stages"

Read the article, clicking on all the sub-topics to fully cover all areas of physical development.

View this video on Social, Emotional and Physical Development

Review the following pages in Educational Psychology: Theory and Practice:

- pages 53–71 of chapter 3 ("Social, Moral, and Emotional Development")

Patterns of Physical and Social Development

Go to the following web page:

- Raising Children Network

Create a chart or table that lists typical physical and social development for children. List general stages by age. List primary characteristics and events that take place in each stage from birth through adolescence.

Leave space to add cognitive development after the next activity.

Identifying Typical Patterns of Cognitive Development

Review your notes and charts from prior activities related to cognitive development. Add cognitive development information to the chart on physical and social development.

Relationships Among Stages of Development

Choose a graphic organizer template from the following web page:

- "Holt Interactive Graphic Organizers"

Create a graphic organizer that shows the relationships between physical, social, and cognitive development. Describe your understanding of those relationships in a 3–4 paragraph essay. Post a description of your organizer in the Course Chatter. Title your post "Physical, social and cognitive development."

Mental Health Training for Educators

The state of Texas (as part of Senate Bill 460) requires teacher candidates to be trained in the area of mental health. To fulfill this requirement, please complete the reading and review the
materials on the three websites below. To navigate through the required materials, click on each of the topics in the sidebar on the right side of each website. To meet this requirement you must read through each section of the three websites.

Substance abuse

Suicide prevention

Mental health

Note: The mandated review of mental health, substance abuse and suicide prevention material is required for students seeking Texas licensure; it is relevant and strongly recommended for everyone. Students who complete the module should print out and/or save the completion certificate, which may be required at the time of application for licensure in the state of Texas.

Supporting Learning for All Students

This section focuses on how to adapt instruction to support students with various disabilities as well as those students who are gifted and talented. You will identify potential strategies to address students with varying needs, and identify ways to differentiate instruction to meet those needs.

Learning objectives in this topic:

- Recommend instructional adaptations that support students with various disabilities in general education classes for a given scenario.
- Recommend instructional adaptations in general education classes that support students who are gifted and talented for a given scenario.
- Recommend instructional adaptations or differentiation that support students of varying levels of achievement for a given scenario.
- Select multiple ways to differentiate instruction for various desired learning outcomes for a given scenario.

This topic addresses the following competency:

- Competency 641.1.3: Typical and Atypical Development
  The graduate recommends strategies for supporting the needs of students with typical and atypical development.

Response to Intervention

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 379–390 of chapter 12 ("Learners with Exceptionalities")

Continue to expand your glossary of academic terms. Take notes on the reading.
Reflection on Working With Gifted and Talented Students

Consider how you as an instructor would work with gifted and talented students. Review the following website:

- National Association for Gifted Children

Look at the "Tools for Educators" tab. Examine the articles about best practices for working with gifted and talented students.

- What are some of the challenges associated with working with gifted and talented students?
- How would you keep such students motivated to learn, and engaged in the classroom?
- How would you work with them and stay connected to the other students with varying abilities?

Write 2–3 paragraphs on these reflection questions and post some of your comments in the Course Chatter. Title your post "Gifted and talented students."

Differentiated Learning

Read the following pages in Educational Psychology: Theory and Practice:

- pages 78–93 of chapter 4 ("Student Diversity")

Take notes on your reading and continue to expand your glossary.

Working With Students of Varying Levels of Achievement

What impact does a classroom with students of very different levels of achievement have on learning?

- How can you work with students who have very different levels of achievement?
- What activities could you introduce to help promote learning with a diverse group of students?

Write 2–3 paragraphs on this reflection.

Adaptations for Students With Varying Abilities

Using your readings from the Slavin text and other resources in this course to make a list of possible instructional adaptations for students with disabilities, and for gifted students.

Students With Varying Levels of Achievement

Read the following pages in Educational Psychology: Theory and Practice:
Designing Instructional Adaptations for Students of Varying Disabilities and Levels of Achievement

Assume you are a teacher in an elementary classroom with a widely varied group of students. Several students are English Language Learners with limited understanding of English. Many of the students are from families living in poverty.

You have five gifted and talented students in the class, but also three special needs students whose reading and math abilities are below grade level. You also have one student who is visually impaired and has a classroom aid. The rest of the class is generally performing at average ability levels.

You are teaching a science lesson on photosynthesis and had planned to use plants and trees as part of your lesson.

First, design a classroom activity that could be done with students who are meeting grade level standards.

Then, recommend adaptations that could be made for your ELL students, your gifted and talented students, and your visually impaired students.

Differentiated Instruction for Various Desired Learning Outcomes

Using the scenario from the above exercise, take the activity you originally designed, and create adaptations that would allow for two different desired learning outcomes—one more advanced than the other. First, create a plan for the basic level of learning you might expect, and then discuss an adaptation that would allow for additional learning using the same general activity as a base.

Behavioral Learning Theories

This section delves into classical behavioral learning theories from researches such as Skinner, Pavlov, Bandura, and Michenbaum.

Behavioral Learning Theories

You will focus on how certain behavioral learning theories and concepts can be applied in the classroom.

Learning objectives in this topic:

- Identify the philosophies, assumptions, and conclusions/aspects of various behavioral learning theories.
- Define important academic and research terms associated with major theories of development and learning.
• Compare aspects of classical and operant conditioning.
• Identify appropriate usage of academic language associated with major theories of development and learning in a given scenario.
• Determine appropriate educational applications of behavioral learning theory.
• Use academic language appropriately in the review and analysis of research.

This topic addresses the following competencies:

• **Competency 641.1.1: Classic Theories of Development**
  The graduate analyzes how classic theories of development and learning can be applied in an educational situation.

**Introduction to Behavioral Learning Theories**

Read the following pages in *Educational Psychology: Theory and Practice*:

• pages 115–131 of [chapter 5 ("Behavioral Theories of Learning")](#)

Take notes on the various theories described in the chapter. Continue to expand your glossary of academic and research terms.

View this video on Behavioral Learning Theories

**Understanding Behavioral Learning Theories**

Complete the Theorists Chart you are working on to include the behavioral learning theories of Pavlov and Skinner.

What kind of activities would behavioral theorists use to promote student learning?

Provide examples of how these theories might be applied in a classroom setting.

**Introduction to Social Learning Theories**

Read the following pages in *Educational Psychology: Theory and Practice*:

• pages 132–140 of [chapter 5 ("Behavioral Theories of Learning")](#)

Take notes on major concepts and points of Bandura and Michenbaum’s theories. Continue to expand your glossary of academic and research terms.

**Understanding Social Learning Theories**

Fill in the Theorist Chart for the behavioral learning theories of Bandura and Michenbaum.

What kind of activities would social learning theorists use to promote student learning?

Provide examples of how these theories might be applied in a classroom setting.
Compare and Contrast Behavioral Learning Theories

Use your charts to compare various aspects of classical and operant conditioning theories.

Include descriptions of key aspects such as consequences, reinforcers, punishers, extinction, schedules of reinforcement, etc.

Then, create a graphic organizer that compares and contrasts the theories of Pavlov, Skinner, Bandura, and Michenbaum.

**Cognition and Metacognition**

This section focuses on cognition and metacognition, or how one thinks about and organizes one’s knowledge to solve problems, and how that relates to how knowledge is constructed.

**Cognition**

You will focus on the processes involved in cognition, and how to enhance those processes.

Learning objectives in this topic:

- Identify key processes involved in cognition.
- Select appropriate strategies to enhance cognitive processes in a given scenario.

This topic addresses the following competency:

- **Competency 641.1.5: Cognition and Metacognition**
  The graduate analyzes the relationships between cognition and metacognition as they pertain to the construction of knowledge, thinking skills, and problem-solving strategies.

**Key Processes in Cognition**

What are the key components in the process of cognition?

Review and consider what you have already learned about cognitive development theory from Chapter 2.

- What is necessary for students to learn?
- What thinking processes must be in place?
- How does language, attention, and memory influence cognition?

View this video on Cognition

**Cognitive Development**

Read the following article:

- "Cognitive Development"
Use what you have learned from the various cognitive development theories you have studied, to respond to the following scenario:

- Three teachers are meeting together in the teacher’s lounge. One is an elementary 2nd grade teacher, one is a middle school math teacher, and the third is a 10th grade history teacher. What strategies would be appropriate for each of the teachers working with their students, to enhance the cognitive processes of their students? Consider the age and development of the different classes, and suggest 2 or 3 strategies to help those students to succeed.

**Memory**

Information processing and memory are integral to the learning process. This section covers information processing models, how to promote retention, and the development of long-term memory.

Learning objectives in this topic:

- Identify various components of information processing models.
- Identify factors that promote retention.
- Select instructional strategies to enhance long-term memory in a given scenario.

This topic addresses the following competency:

- **Competency 641.1.5: Cognition and Metacognition**
  The graduate analyzes the relationships between cognition and metacognition as they pertain to the construction of knowledge, thinking skills, and problem-solving strategies.

**Information Processing Models**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 144–153 of chapter 6 ("Information Processing and Cognitive Theories of Learning")
- pages 158–164 of chapter 6 ("Information Processing and Cognitive Theories of Learning")

Continue to expand your glossary of academic and research terms. Complete the Theorist Chart for the Atkinson-Shiffrin model of Information Processing.

View this video on Memory

**Information Processing and Retention**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 204–207 of chapter 7 ("The Effective Lesson")
Create a graphic organizer that incorporates what you have learned about information processing from both chapters 6 and 7.

**Strategies to Enhance Long-Term Memory**

Scenario: You are working with middle-school students in a history class, and you are planning a lesson on the Civil War. Your instructional goal is for them to remember 8–10 major facts about the war.

Respond to the following items:

- What strategies could you use in your lesson to help students to remember the names of battles, dates of important events, and the names of the major historical figures from this point in history?
- List 3 strategies that would help students with long-term memory.

**Metacognition**

Metacognitive skills support learning. You will learn about strategies that can be used to support metacognition.

Learning objectives in this topic:

- Determine possible ways that metacognitive skills support learning.
- Compare cognitive and metacognitive strategies designed to help students learn.
- Differentiate given strategies used to enhance cognition and metacognition.

This topic addresses the following competency:

- **Competency 641.1.5: Cognition and Metacognition**
  The graduate analyzes the relationships between cognition and metacognition as they pertain to the construction of knowledge, thinking skills, and problem-solving strategies.

**How Metacognitive Skills Support Learning**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 165–177 of chapter 6 ("Information Processing and Cognitive Theories of Learning")

Take notes on metacognition and strategies used to enhance cognition and metacognition.

Continue to expand the glossary of terms.

View this video on Metacognition

**Cognitive and Metacognitive Strategies**
Write out the steps included in the PQR4 method. How might the PQR4 method be used in a classroom situation, to help students with long-term memory?

What are some other cognitive and metacognitive strategies that can be used to help students learn? Create a graphic organizer to compare and contrast various strategies, and ways they could be employed in the classroom.

Which of the following strategies are metacognitive strategies, and which are cognitive strategies? What makes a strategy a metacognitive strategy?

- note-taking
- underlining
- self-questioning
- drawing a particular problem
- tying new learning into prior learning
- creating mnemonics to remember important facts
- predicting the context or meaning of new words or phrases

Student-Centered and Constructivist Perspectives

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 218–229 of chapter 8 (“Student-Centered and Constructivist Approaches to Instruction”)

Add to your glossary of academic and research terms as you are reading. Make notes on the constructivist perspective and some of the instructional strategies that are associated with this perspective.

Cooperative Learning and Critical Thinking

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 230–242 of chapter 8 (“Student-Centered and Constructivist Approaches to Instruction”)

Add to your glossary of terms. Make notes of strategies used in cooperative learning, and problem solving and thinking skills.

Student-Centered and Constructivist Perspectives

Make a list of instructional strategies that are based on constructivist and student-centered perspectives (Use chapter 8 of *Educational Psychology: Theory and Practice* as a guide.)

What strategies might you use that would enhance the learning opportunities for students using either approach? Identify 2 Student-Centered and 2 Constructivist approaches to instruction. Post one or more of your ideas in the Course Chatter. Title your post “Student-Centered Approach” or “Constructivist Approach”.
Create a graphic organizer that analyzes those instructional strategies as student-centered and constructivist perspectives.

**Differences in Learning**

This section covers differences in how students learn. You will learn about multiple intelligences, different learning styles and how to accommodate them, and emotional intelligence.

You will identify ways to differentiate instruction for all learners.

**Intelligence and Learning Styles**

This section covers some theories of intelligence and some learning styles. You will apply different instructional strategies to support diverse learning styles and to support multiple intelligences.

Learning objectives in this topic:

- Identify key components of theories of intelligence and learning styles.
- Select appropriate instructional strategies to support multiple intelligences in a given scenario.
- Select appropriate instructional strategies to support diverse learning styles in a given scenario.
- Differentiate among given instructional strategies according to support for diverse learning styles.

This topic addresses the following competency:

- **Competency 641.1.4: Differences in Learning**
  The graduate analyzes the various influences and contexts that inform students' individual approaches to learning.

**Theories of Intelligence and Learning Styles**

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 103–108 of chapter 4 (“Student Diversity”)
- pages 250–259 of chapter 9 (“Grouping, Differentiation, and Technology”)

Add to your glossary of academic and research terms.

**Understanding Theories of Intelligence**

List the theories of intelligence and learning styles from your reading.

- What are the key components of these theories?
- How can understanding these theories help you to be a better teacher?

**Using Instructional Strategies to Support Diverse Learning Styles**

Review the sample class activities example on page 106 of the *Educational Psychology: Theory*
and Practice text. The exercise gives examples of how to teach the lesson on Boyle’s law using different “intelligences” based on Howard Gardner’s theory. What are some other possible strategies or activities you could use to teach this lesson, to cover spatial, linguistic, and logical “intelligences”?

Below is a list of instructional strategies. For each one, identify the learning style or styles that appear to be targeted for the activity.

- video simulation
- lab exercise with hands-on activities
- reading aloud in pairs
- playing a game to learn math facts
- using iPods to practice new vocabulary words

Choosing Appropriate Instructional Strategies

Scenario: You are teaching an elementary class a lesson on fractions. What instructional strategies could you use to accommodate visual, auditory and kinesthetic learning styles?

Supporting Learning and Development with Technology

This section explores various applications of technology that can be used in the classroom.

Using Technology to Support Development and Learning

This section explores various strategies for using technology in the classroom and how to use technology to adapt lessons for a diverse student population.

Learning objectives in this topic:

- Identify developmentally appropriate uses of technology for various purposes and developmental levels.
- Compare various technology tools and their appropriate uses in supporting development and learning.
- Select appropriate applications of technology in accommodating special academic or physical needs in a given scenario.
- Differentiate uses of technology that enhance development and learning from uses that are designed to assist with physical, developmental, or academic disabilities.
- Evaluate the appropriateness of specified technologies for a given purpose.
- Evaluate the potential effectiveness of specified technologies in a given situation.

This topic addresses the following competency:

- Competency 641.1.7: Supporting Learning and Development with Technology
  The graduate evaluates the appropriateness and effectiveness of various technology tools in supporting development and learning.

Using Technology in the Classroom

Read the following pages in Educational Psychology: Theory and Practice:
Read the following article:

- "Using the Technology of Today, in the Classroom Today"

Take notes on strategies that utilize technology to enhance instruction, and continue to expand your glossary of terms.

**Identifying Appropriate Technology Tools for Use in the Classroom**

In the Educational Impact Program Library, go to the following program:

- Teaching Strategies to SuperCharge Your College Classroom

Complete the following clip:

- Module 1 Topic B, clip 5

Read the following article:

- "How the Use of Technology Enhances Children's Development"

Create a matrix that lists various technology tools that teachers can use. For each tool, identify one or two specific examples that enhance or support learning in the classroom.

Assume you have a student in your classroom with reading difficulties. She is not reading at her grade level, which is impacting her ability to keep up in all her classes.

Create an activity that would include the use of technology to enhance and support learning for this student.

Provide a rationale for why this is a good strategy.

Post your activity and description to the Course Chatter. Title your post "Integrating technology for students with special needs."

**Using Technology for Students with Special Needs**

Expand your matrix from the above activity. Include sections for students with physical, developmental, and academic disabilities.

Choose two or more examples of how you could incorporate technology into the classroom to enhance or support learning for students in each category. Evaluate the effectiveness of each technology that you identify.

**Motivation and Engagement**
Motivation to learn is a vital component to student success. This section focuses on learning theories of motivation.

Theories of Motivation
This section covers various theories of motivation. Students will compare and contrast behavioral and humanistic approaches to motivation, and identify the key components of each.

Learning objectives in this topic:

- Recognize various definitions of motivation and their relevance to education and learning.
- Identify key components of specific motivational theories.
- Contrast Behavioral versus Humanistic approaches to motivation.

This topic addresses the following competency:

- Competency 641.1.6: Motivation and Engagement
  The graduate analyzes the relationships among motivation, engagement, and cognition as they pertain to the design and selection of instructional materials and approaches.

Definition of Motivation

Read the following pages in *Educational Psychology: Theory and Practice*:

- pages 286–294 of chapter 10 ("Motivating Students to Learn").

Go to the following web page:

- "Motivation"

Read the definition of motivation found in the article. Take notes on the definitions of motivation.

View this video on Theories of Motivation

- What are some of the theories of motivation?
- How does motivation impact the learning process?

Theories of Motivation

Using the information in chapter 10, the Theories of Motivation video, and the "Motivation" web page, respond to the following:

- List the theories of motivation and their key components.
- What theory of motivation do you most agree with? Why?
- Share your comments in the discussion thread "Theories of Motivation."

Behavioral and Humanistic Approaches to Motivation
Review the key components of the Behavioral and Humanistic approaches to motivation from chapter 10 and the following web page:

- "Motivation"

How are they similar? How are they different? Give some examples of strategies that could be used in both approaches.

Create a graphic organizer of the similarities and differences, and include your strategy examples.

Enhancing Motivation and Engagement to Support Student Achievement

This section focuses on strategies to motivate students, including locus of control, intrinsic and extrinsic motivation, and strategies to address motivational concerns.

Learning objectives in this topic:

- Identify the impact of teacher expectations on student engagement and achievement.
- Recognize the connection between motivation and goal orientation.
- Recognize examples of internal and external locus of control.
- Select appropriate motivational strategies for specific behavioral and academic situations.
- Select appropriate uses of praise or other motivational feedback for a specific situation.
- Contrast implications of intrinsic and extrinsic motivational strategies.
- Analyze instructional or learning activities for their ability to promote student voice and active student engagement.

This topic addresses the following competency:

- **Competency 641.1.6: Motivation and Engagement**
  The graduate analyzes the relationships among motivation, engagement, and cognition as they pertain to the design and selection of instructional materials and approaches.

Teacher Expectations and Student Engagement

Read the following pages in Educational Psychology: Theory and Practice:

- pages 295–299 of chapter 10 ("Motivating Students to Learn")

Continue to expand your glossary of academic terms. Complete the Theorist Chart for Chapter 10 theorists.

View this video on Enhancing Motivation

- How can teacher expectations impact student engagement and achievement?
- How does motivation relate to goal orientation?
- What is the difference between learning goals and performance goals?
- Why is it important for teachers to understand these concepts?

**Internal and External Locus of Control**

Read the following pages in Educational Psychology: Theory and Practice:

- pages 300–309 of [chapter 10 ("Motivating Students to Learn")](#)

Take notes and add to your glossary of academic terms.

Review the list below and identify whether the statements represent internal or external locus of control:

- I’m always late—there’s nothing I can do. Something always happens.
- I’m not going to be successful in this class unless I stay on track with my assignments.
- If I work hard, I can get what I want.
- The teacher has favorites in class—I’m not one of them, so I’m not going to get an A.

(Click [here](#) to see possible answers.)

**Examples of Internal and External Locus of Control**

Read the following article on locus of control:

- "Locus of Control"

Take the short quiz to see how you score.

- What did you learn from the locus of control quiz?
- How can you use that information to help students in their motivation to learn?

**Motivational Strategies and Praise**

What are possible motivational strategies for the following situations?

- You want to get students excited about learning math, and they do not seem to be motivated. They do not see how it applies to them—what good will it do them when they are out of school?
- You have a couple of high-achieving students in your class, but they seem to be just coasting. What can you do to get them to work harder?
- You have a student who is working diligently on a big project. She has only completed the first part of the project, but needs a push to keep going. What kind of feedback can you give her to keep her motivated?
- You have a lower achieving student who is struggling, but is improving. While he has not passed his writing test, he has done some of the work correctly. What strategies can you use to give feedback or praise?

**Implications of Intrinsic and Extrinsic Motivational Strategies**
Create a chart that lists the characteristics of intrinsic and extrinsic motivation. List strategies that fit each type of motivation, then list the implications of each strategy. When considering the implications, think about both positive and negative consequences for using that strategy.

How can the strategy help the student? What is the potential downside of using that strategy?

**Learning Activities to Promote Student Engagement**

Read the following article on student engagement:

- "[Strengthening Student Engagement](#)"

Summarize what you have learned about student engagement and motivation.

- What strategies could you use to encourage and/or increase student engagement?
- What strategies seem to be most effective?
- Which strategies might be least effective? Include strategies such as rewards, goal-setting, personalized learning, strategies to build relationships, setting learning goals, and so forth.

**Overcoming Obstacles to Motivation**

This section focuses on obstacles to student motivation, such as learned helplessness and anxiety. You will analyze instructional components and strategies to support motivation.

**Learning objectives in this topic:**

- Recognize indicators of helplessness, anxiety, and other obstacles to motivation and achievement.
- Select strategies to help students overcome obstacles to motivation and engagement in learning activities for a given scenario.
- Analyze instructional components for their potential to support motivation, engagement, and learning in a given scenario.

This topic addresses the following competency:

- **Competency 641.1.6: Motivation and Engagement**
  The graduate analyzes the relationships among motivation, engagement, and cognition as they pertain to the design and selection of instructional materials and approaches.

**Helplessness, Anxiety, and Other Obstacles to Motivation**

What are some examples of indicators of learned helplessness, anxiety, and other obstacles to motivation and achievement? Share your ideas in the Course Chatter. Title your post "Helplessness and Anxiety."

**Strategies to Overcome Obstacles to Motivation**

View this video on Overcoming Obstacles to Motivation
Read the following articles:

- "Using Positive Student Engagement to Increase Student Achievement"
- "Motivating Students"
- "Student Motivation, Engagement, and Achievement"

Scenario: You have a student who has been struggling, and has not been able to successfully complete her homework assignments. She takes a chapter test and fails again. When you meet with her after class, she indicates that she has given up—she says she just cannot do it. She is stressed about her failures, feels stupid, and does not think things will get any better.

- What issues does the student seem to have that is preventing her from being successful?
- What are some strategies you could implement to help motivate her to keep trying? List 2 or 3 strategies.

Analysis of Instructional Components and Their Potential to Support Student Success

Review the following two scenarios at the following link:

- Motivation and Engagement Activity

Analyze the possible/potential strategies for their potential to support motivation, engagement, and learning for each scenario.

- Are these the best strategies to use?
- Are there other strategies you would employ to enhance student motivation and engagement? Why or why not?

Share some of your thoughts in the Course Chatter. Title your post "Strategies to Support Student Success."

Atypical Development

At this point in the course, you have looked at the typical development of an individual from physical, social, cognitive, and behavioral standpoints. Now you will learn how development is sometimes atypical, and how research about atypical development can be applied in educational settings.

Atypical Development

This section examines developmental or learning exceptions and how environmental and genetic factors may contribute to those exceptions.

Learning objectives in this topic:

- Identify various characteristics of development beyond the range of normal variation.
- Recognize symptoms of developmental or learning exceptionalities in given student examples.
Determine how genetic factors may affect student physical, social, and cognitive development.
Determine how environmental factors may affect student physical, social, and cognitive development.

This topic addresses the following competency:

- **Competency 641.1.3: Typical and Atypical Development**
  The graduate recommends strategies for supporting the needs of students with typical and atypical development.

**Characteristics of Development**

Read the following pages in Educational Psychology: Theory and Practice:

- pages 354–368 of *chapter 12* (*Learners with Exceptionalities*)

Take notes as you read, and expand your glossary to include terms related to students with special needs.

**Students With Developmental or Learning Exceptions**

Read the following pages in Educational Psychology: Theory and Practice:

- pages 369–379 of *chapter 12* (*Learners with Exceptionalities*)

Take notes on the reading.

View the video on Typical and Atypical Development.

**Characteristics and Symptoms of Developmental or Learning Exceptions**

Create a chart that lists the different developmental or learning exceptions, and the characteristics and symptoms of each. Leave space for genetic and environmental factors to be added later.

**Genetic and Environmental Factors**

What genetic and/or environmental factors affect student physical, social, and cognitive development? Look at the chart you created, of various developmental or learning exceptions.

Add those factors to your chart, as they might apply to the particular developmental or learning exceptions.

**Educational Research**

Research plays an important role in educational practice. As theories and practices are developed, research in education tests the theories in practice, informs, and can further
enhance the theory development. This helps to ensure that educators have the tools they need to improve their own practice, and ultimately impact student success. This section explores the role of research in educational practice, and how research has impacted the educational system.

**Tools of Research**

This section reviews how to identify relevant research in education.

Learning objectives in this topic:

- Identify common and widely accepted sources of educational research.
- Select appropriate research methods for specific purposes.

This topic addresses the following competency:

- **Competency 641.1.2: Contemporary and Emerging Research**
  The graduate analyzes contemporary and emerging research on the development and learning of individuals.

**Sources of Educational Research**

Review the following pages in Educational Psychology: Theory and Practice:

- pages 13–26 of *Educational Psychology: A Foundation for Teaching*

Identify 3 potential sources for educational research. Consider educational journals, national associations, and other websites. Add the three potential sources to your notebook.

**Applying Research Methods**

Match the purpose of the research studies listed with the appropriate research method.

When finished, go to the following link:

- Research Methods Matching Exercise
- Research Methods Table

**Brain Research**

This section covers contemporary research on the brain and its relation to classical, established theories of cognitive development.

Learning objectives in this topic:

- Determine an appropriate application of a given article on brain research for classroom practice.
- Analyze current brain research in relation to established theories in educational research.
• Determine possible implications of brain research for classroom teaching.

This topic addresses the following competency:

• **Competency 641.1.2: Contemporary and Emerging Research**
  The graduate analyzes contemporary and emerging research on the development and learning of individuals.

**Application of Brain Research Studies**

Read the following pages in Educational Psychology: Theory and Practice:

• pages 153–158 of *chapter 6 ("Information Processing and Cognitive Theories of Learning")*

Continue to expand your glossary of terms. Take notes on the implications of brain research for education.

View this video on Brain Research:

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

**How Current Brain Research Is Related to Established Theory**

Read the following articles about educational applications of current brain research:

• "Neuroscience and Education"
• "Why Don’t Students Like School?"

How might current brain research be related or connected to classical learning theories such as Piaget, Vygotsky, and so forth?

Compare Piaget’s theory to what you have learned in the textbook about brain research.

What are the similarities and differences between Piaget's theory and the newer research?

**Analysis of Articles and Application to Theory**

Go to the e-library, and choose the Federated Database search. Using the basic search feature, search under the topic "Mind, Brain and Education" to find an article on brain research and education.

Analyze the article. Use appropriate academic language in your review and analysis. Summarize the study.

• What conclusions were drawn?
• How does the article relate to one of the established theories you have learned about in
this course?

- What implications are there for the application of this information in classroom teaching?

Provide a rationale for your analysis.

**The Intentional Teacher**

You will apply your understanding of how research in education can be useful to teachers and how research can inform classroom issues and concerns.

Learning objectives covered by this topic:

- Identify ways in which a teacher can use research to inform practice.
- Analyze applications of putting research and/or theory into practice in given scenarios.
- Analyze instances of teaching as informed decision-making in given scenarios.

This topic addresses the following competency:

- **Competency 641.1.2: Contemporary and Emerging Research**
  The graduate analyzes contemporary and emerging research on the development and learning of individuals.

**Using Research to Inform Professional Practice**

Given what you have learned in this course, how can a teacher use research to inform educational practice? List 4–5 ideas for how you might use research to learn more about student learning, and to improve your own teaching. Post at least 2 of your ideas in the Course Chatter. Title your post "Research Into Practice."

View this video on The Intentional Teacher

**Application of Research and Theory Into Classroom Practice**

Scenario: You are a teacher in a 5th grade classroom. Many of your students are falling behind in science. You have been using teaching strategies of lecture, question and answer, and individual hands-on activities. You are concerned that the teaching strategies you are using may not be the best choice for this group of students.

Write out your responses to the following prompts:

- What research strategies might you employ to learn more about this situation?
- How could research help inform your teaching practice in this situation?
- What would you do once you had results?

**Applying Social Learning Theory to Classroom Situations**

Scenario: You have read about social learning theory, and you feel that there might be some benefit to using that theory in your own classroom.
Write your responses to the following questions:

- What aspects of social learning theory could you employ to enhance student learning?
- What activities would you include to use social learning practices in the classroom?
- What potential benefits does social learning theory provide to your students?
- How would you respond if you were not seeing positive results after trying out the new strategies?

**Diversity in Education**

You will compare, contrast, and organize what you have learned about developmental and learning theories, and reflect on the impact an individual’s culture has on each of the applications of these theories.

**Impact of Diversity on Education**

You will review various theories on cognitive, social, and moral development, as well as theories of physical and social development, and begin to compare and contrast the different perspectives on learning and development.

Learning objectives in this topic:

- Recognize various foundational and theoretical perspectives on learning.
- Classify various influences of culture for their impact on development and learning.

This topic addresses the following competency:

- **Competency 641.1.4: Differences in Learning**
  The graduate analyzes the various influences and contexts that inform students' individual approaches to learning.

**Foundational and Theoretical Perspectives on Learning**

Review the graphic organizers and other projects you have already created related to cognitive development theories, psychosocial and moral development, behaviorist and social learning theories, physical and social development, differentiated instruction and students with varying abilities and disabilities, and so forth.

Reflect on the body of knowledge you have amassed and address the following questions:

- What are some of the primary perspectives of learning and the learning process?
- How would you categorize or group the various theorists and their ideas?
- Which theorists or groups of theories have the most in common with each other?
- Which are the most different?
- What theories or perspectives do you feel are most closely aligned with your own beliefs?
- How will that understanding impact your teaching in the future?

**The Impact of Culture on Learning**
Respond to the following questions:

- How has our culture impacted learning?
- What impact do factors such as socio-economic status, racial and ethnic influences, family environment, language, gender, etc., have on student’s ability to learn and develop?

List several cultural factors, and identify some of the influences they have had on the learning process.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.