

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION FOR PRE-SERVICE TEACHERS – EDCI 4124

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REQUIRED TEXTS:

Woolfolk, A. E. (2001). *Educational Psychology (8th ed.)*. Boston: Allyn and Bacon.
Supplementary readings and handouts distributed in class or via PDF files

COURSE SPECIFICS:

When: Tuesdays and Thursdays; 12:30-1:45 p.m.
Where: 316 McBryde

COURSE DESCRIPTION/GOALS:

The purpose of this course is to engage the student in the study and application of the foundation of the education profession – learning. In order to be a competent teacher, students must have a basic repertoire of knowledge, dispositions, and skills that enable the student to provide the best possible learning environment for his or her own students. In addition, the student must be a life-long learner. New, credible, and helpful knowledge and understandings of children, instruction, curriculum, schools, and communities emerge as a result of rigorous research happening day-to-day in schools. The findings afford us more avenues and opportunities for engaging children in successful learning experiences. The Interstate New Teacher Assessment and Support Consortium (INTASC) standards for beginning teachers have been developed based on these perspectives. Using the INTASC Core Standards¹ as guidelines for this course, the goals for students are to demonstrate a basic understanding of:

1. how children learn and develop, and how the student can provide learning opportunities that support the children's intellectual, social, and personal development.
2. how children differ in their approaches to learning and how the student can create instructional opportunities that are adapted to diverse learners.
3. the central concepts and processes of learning and strategies for teaching across the major academic content areas.
4. how to use a variety of instructional strategies to encourage children's development of critical thinking, problem solving, and performance skills.
5. how to use knowledge of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. how to plan instruction based upon knowledge of subject matter, learners, the community, and curriculum goals.

¹ The Council of Chief State School Officers (2000). *INTASC Core Standards*. <http://www.ccsso.org/intascst.html>

8. how to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. How to be a reflective practitioner who continually evaluates the effects of his or her choices and actions on others.

ELECTRONIC MAIL:

A listserv will be instated for our class. This will be a closed listserve, with access only for our class members. The specific address for it will be circulated during the first week of class once I get the class list finalized. So you will need to have an active PID/Password for this course. I will use the listserv for general announcements, class notes, project updates, feedback about classes, etc. I encourage you to use the listserv for general comments and/or questions, and posing problems for all to read and respond. If you want to address a question or comment to me directly, please remember to use my personal e-mail address (janea@vt.edu).

EVALUATIONS:

Student performance will be evaluated in six ways, weekly on-line quizzes, video-based case studies, reflection papers, a lesson plan project, a teaching/learning philosophy statement, and a comprehensive final exam. The weekly on-line quizzes will be comprehensive, consist of multiple choice questions and/or short answer/essay questions, and will be posted on the professor's web page. The video-based case studies will provide the students with the opportunity to interact with experienced teachers in order to construct deeper understandings of the concepts, principles, and practices of successful teaching related to a variety of key dimensions of the profession. The reflection papers will provide the students with the opportunity to think about and reflect upon their concerns regarding the teaching profession and what prejudices they may have that may act as barriers to their students. The lesson plan assignment will provide students with the experience of creating a full-scale lesson plan. The philosophy statement will require students to write a paper (max. length of 5 pages) illuminating their own personal philosophy of the teaching/learning process based on the empirical evidence discussed in class. The comprehension evaluation will consist of multiple choice, short answer, and essay questions, and will be comprehensive. The exact nature of the various assignments is delineated in the *Video-based Case Studies*, *Reflection Paper*, *Lesson Plan Project*, and *Teaching/Learning Philosophy* handouts.

GRADING:

	Quizzes		260 pts		(13 X 20)			
	Video-based Case Studies		120 pts		(6 X 20)			
	Reflection Papers		100 pts		(2 X 50)			
	Lesson Plan Project		240 pts		(2 X 120)			
	Teaching/Learning Philosophy		200 pts					
	Comprehensive Final Exam		100 pts					
A	1000-980 pts	100-98%	B+	899-870 pts	89-87%	C+	799-770 pts	79-77%
A	989-940	97-94	B	869-840	86-84	C	769-740	76-74
A-	939-900	93-90	B-	839-800	83-80	C-	739-700	73-70
			D+	699-670pts	69-67%	F	< 600 pts	< 60%
			D	669-640	66-64			
			D-	639-600	63-60			

No make-up quizzes or final will be given. Any quiz or final not taken will receive a grade of zero. Submitting the *Video-based Case Studies*, *Reflection Papers*, *Lesson Plan Project*, or *Teaching/Learning Philosophy* late will result in a reduced grade, 50 points per day late. Excessive (> 5) typographical errors, misspellings, or grammatical errors on final versions of submitted work will result in a half to full letter grade deduction on that assignment. If you find it necessary to drop this course, for any reason, you must drop the class by February 23, 2001. Students that are not

officially dropped from the class must be given a grade at the end of the semester. All students are expected to attend class regularly and promptly.

INTASC Standards:

- Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Assessment: Lesson Plan Project, Video Case Studies, Quizzes, Final Exam
- Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
Assessment: Lesson Plan Project, Video Case Studies, Quizzes, Final Exam
- Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Assessment: Lesson Plan Project, Video Case Studies, Quizzes, Final Exam
- Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Assessment: Lesson Plan Project, Video Case Studies, Quizzes, Final Exam
- Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Assessment: Lesson Plan Project, Teaching / Learning Philosophy
- Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Assessment: Lesson Plan Project
- Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Assessment: Lesson Plan Project, Teaching / Learning Philosophy
- Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Assessment: Lesson Plan Project, Video Case Studies, Quizzes, Final Exam
- Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
Assessment: Reflection Papers, Teaching / Learning Philosophy
- Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community support students' learning and well-being.
Assessment: Video Case Studies
-

HONOR CODE:

The Honor Code will be strictly enforced in this course. All assignments submitted shall be considered graded work, unless otherwise noted. All aspects of your coursework are covered by the Honor System. Any suspected violations of the Honor Code will be promptly reported to the Honor System. According to the Constitution of the Virginia Tech Honor System "The fundamental beliefs underlying and reflected in the Honor Code are: (1) that trust in a person is a positive force in making that person worthy of trust, (2) that every student has the right to live in an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and (3) that the honesty and integrity of all members of the university community contribute to its quest for Truth. " (see <http://www.honorsystem.vt.edu/index.html>).

The following is the Honor Code transcribed verbatim from the VT Honor System Constitution:

The Honor Code is the University policy that expressly forbids the following academic violations:

1. Cheating -- Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work, or attempts thereof.
2. Plagiarism -- Plagiarism includes the copying of the language, structure, ideas and/or thoughts of another and passing off same as one's own, original work, or attempts thereof.
3. Falsification -- Falsification includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work, or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures, tampering with official records, fraudulently adding or deleting information on academic documents such as add/drop requests, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment.

DISABILITIES:

Any student that is in need of special accommodations due to a disability, as recognized by the Americans with Disabilities Act, should contact the Services for Students with Disabilities (SSD) in the Dean of Students Office. "Students with disabilities are responsible for self-identification....To be eligible for services, documentation of the disability from a qualified professional must be presented to SSD upon request. Academic adjustments may include, but are not limited to: priority registration, auxiliary aids, program and course adjustment, exam modifications, oral or sign language interpreters, cassette taping of text/materials, notetakers/readers, or assistive technology" (see <http://filebox.vt.edu/admin/eoaa/ada.html>).

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION FOR PRE-SERVICE TEACHERS - EDCI 4124 THE TEACHING/LEARNING PHILOSOPHY



Purpose: The purpose of this assignment is to provide students with the opportunity to clarify and make tangible their personal philosophy and theory of teaching and learning. This assignment is designed to allow students to reflect on the knowledge base of educational research, their own knowledge base, beliefs, thoughts, and experiences, and to set forth, in writing, their view of the teaching/learning process.



Rationale: The rationale for this assignment is three-fold, employment, graduation, and professional focus. A recent trend in educational hiring (e.g., teachers, aides, administrators, specialists) is an emphasis on personal models or philosophies of teaching and learning. A frequent question asked during interviews with county administrators, principals, and school board personnel is "What is your philosophy of learning" and/or "What is your philosophy of teaching?" A well-constructed and integrated answer to these questions allows students to present, in a professional manner, the essence of their belief structure, based on supportable research, concerning teaching and learning.

In addition, a teaching/learning philosophy is currently required in several professional education programs, including the Early Childhood Education Elementary Teacher Education Initial Preparation Program, Post-Baccalaureate Initial Elementary Education Teacher Preparation Program and the Post-Baccalaureate Secondary Education Teacher Preparation Program. Each of these programs has instituted a student portfolio graduation requirement that includes a teaching/learning philosophy.

Finally, and perhaps most importantly, what a teacher does in the classroom should be a direct result of the teacher's teaching/learning philosophy. Unfortunately, a teacher's pedagogy is often more influenced by time constraints, administrative dictates, and resource limitations than the teacher's teaching/learning philosophy. An explicitly stated teaching/learning philosophy that is based on empirical evidence will provide the teacher with a reminder and focus of what the teacher values and the types of activities that should be present in the classroom.



Format: The learning philosophy assignment should result in a clear, concise, and coherently organized paper, not to exceed five pages. The basic format of the paper should conform to the guidelines set forth in the American Psychological Association (APA) Publication Manual (4th edition). Those students that are not familiar with the APA guidelines may wish to consult the

American Psychological Association Publication Manual Short Form, which is available on the course web page.

In addition to being written in APA format, the paper should contain two main sections, Principles and Narrative. The first section, the Principles, should include a series of declarative statements that reflect the essential learning principles that comprise the individual's teaching/learning philosophy. This list should be numbered or bulleted, should not include any explanations, and should not include more than 10 principles. The purpose of this list is to encourage students to commit to a discrete, concise, and core set of principles.

These principles should be written in a format that includes three components, a psychological factor, an effect that results from the application of the psychological factor, and how the factor and effect are related. For example,

Elaboration of information leads to increased memory retention.
factor **effect**

In this example the psychological factor of elaboration has the effect of increasing memory retention. Each principle must have these three components, although the components could be in a different order. For example,

An increase in desired behaviors results from reinforcing desired behaviors consistently.
effect **factor**

The second section, the Narrative, should include an explanation of these principles. This explanation should include how these principles impact classroom teaching and learning. That is, the Narrative should expand on the basic principles, providing concrete examples and making clear the relationship between the factors and the effects. This narrative is also where students should add their own personality and character.



Grading: The philosophy paper is worth 200 points. Students will have the opportunity to re-write their papers, after the original submission and grading, and recoup half of the points lost during the first grading. Each philosophy paper will be graded using the following criteria:

- | | |
|--|--------|
| 1. Principles | 50 pts |
| a. are the principles clear and concise | |
| b. are the principles coherent and well-written | |
| c. do the principles follow the “factor” and “effect” format | |
| d. are the number of principles reasonable (no more than 10) | |
| 2. Organization (Narrative Only) | 50 pts |
| a. does the introduction set forth the organization of the narrative | |
| b. does the conclusion bring closure to the narrative | |
| c. are headers used effectively | |
| d. do the expressed ideas follow a logical progression | |
| 3. Clarity of Thought (Narrative Only) | 50 pts |
| a. are the ideas expressed in the narrative well thought out | |
| b. are there major gaps in the logical progression of ideas | |
| c. are ideas integrated and investigated to a significant depth | |
| d. do the ideas reflect the knowledge base of learning research | |
| 4. Clarity of Expression (Narrative Only) | 50 pts |
| a. is the narrative easy to follow, conceptually | |
| b. are ideas expressed well | |

- c. does word choice facilitate understanding
- d. are transitions used effectively





Timeline:

See Syllabus.



Pragmatics:

1. The purpose of this assignment *is not* “Which learning theory do you support?” That is, do not state that you are a social constructivist and then spend four pages writing a social constructivist literature review.
2. Think, before you write. This assignment should involve a large degree of synthesis. A synthesis of your experience, your beliefs, and your technical knowledge base.
3. Use concrete, explanatory examples to clarify ideas.
4. Be creative! ☺



Honor Code: The Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the nature of this assignment, the general nature of the principles he or she is including, and the general concepts he or she will be discussing in the Narrative. In addition, students are allowed to read and review philosophy papers written and submitted in previous semesters. Students are not allowed to provide other students in the class with copies of his or her paper, nor should students discuss the specifics of what he or she intends to include in his or her paper. In addition to the above statements, the Honor Code general principles of cheating, plagiarism, and falsification are still applicable (see <http://filebox.vt.edu/studentinfo/ugradhonor/>).



PSYCHOLOGICAL FOUNDATIONS OF EDUCATION FOR PRE-SERVICE TEACHERS - EDCI 4124 TEACHING AND LEARNING PHILOSOPHY

Name: _____ Total Score: _____/200

1. Principles _____/50 pts

- _____ a. are the principles clear and concise
- _____ b. are the principles coherent and well-written
- _____ c. do the principles follow the “factor” and “effect” format
- _____ d. are the number of principles reasonable (no more than 10)

2. Organization (Narrative Only) _____/50 pts

- _____ a. does the introduction set forth the organization of the narrative
- _____ b. does the conclusion bring closure to the narrative
- _____ c. are headers used effectively
- _____ d. do the expressed ideas follow a logical progression

3. Clarity of Thought (Narrative Only) _____/50 pts

- _____ a. are the ideas expressed in the narrative well thought out
- _____ b. are there major gaps in the logical progression of ideas
- _____ c. are ideas integrated and investigated to a significant depth
- _____ d. do the ideas reflect the knowledge base of learning research

4. Clarity of Expression (Narrative Only) _____/50 pts

- _____ a. is the narrative easy to follow, conceptually
- _____ b. are ideas expressed well
- _____ c. does word choice facilitate understanding
- _____ d. are transitions used effectively

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION FOR PRE-SERVICE TEACHERS - EDCI 4124 THE LESSON PLAN PROJECT



Purpose: The purpose of this project is to provide students with the experience of creating two full-scale lesson plans. While students may not have the time and resources to develop full-scale lesson plans when teaching full-time, the knowledge of how and why to create full-scale lesson plans is essential to creating thoughtful, effective, and efficient lessons.



Rationale: The rationale for this assignment is three-fold, increasing instructional effectiveness, fostering metacognitive skills relative to instruction, and satisfying state certification. There is sufficient research to support the idea that structured planning for instruction increases (a) the effectiveness of the teacher's teaching, (b) the depth and breadth of students' learning, and (c) the validity of the assessment. These three effects of lesson planning are essential to a quality educational experience.

In addition to increasing the efficacy of teaching/learning experience, knowledge of structured planning also increases the teacher's metacognitive skills relative to teaching and learning. Metacognition is the awareness and knowledge of one's own learning and thought processes, and the regulation of those processes. Specifically, metacognition consists of the *knowledge of cognition*, knowing what one knows, knowing what one is capable of doing, and knowing what to do and when to do it, and the *regulation of cognition*, the on-going task of planning, monitoring, and evaluating one's own learning and cognition. Creating full-scale lesson plans increases the student's knowledge of the components inherent in any lesson, and fosters the ability to mentally plan an effective lesson, identifying potential problems, and anticipating students' responses.

Finally, in many states part of the teacher certification requirements includes the ability to write and implement full-scale lesson plans. The format of these lesson plans may differ in specific from this project, however, the essential components are similar.



Format: The lesson plan project should result in two clear, concise, and coherently organized lesson plans. A lesson plan is a form of communication to both you and other education professionals. While the exact nature of the format of a lesson plan will vary from school to school, the essential components are included in the following format.

It is essential that the following lesson plan format be followed explicitly. All aspects of the lesson plan will be discussed in class and several components will be investigated in detail in class (e.g., instructional objectives, teaching strategies, formative and summative assessment).

Students should feel free to be creative with the activities that they design for their lesson, but they should *not* be creative with the format of their lesson plans.

An example of this format is provided in the *Sample Lesson Plan* handout. This sample lesson plan should be used as a guide and not as a template. That is, while the 11 sections in the sample lesson should be addressed, the exact wording and form of the sections should not be mimicked.



Lesson Plan Format

I. General Information

- A. Subject
- B. Grade Level
- C. Unit Name
- D. Lesson Topic
- E. Lesson Goal
- F. Teacher's Name
- G. Number of Students

The General Information section is designed to provide a broad context for the lesson. This section should be very short with no explanations.

II. Lesson Objectives

- A. Objective
 - 1. See Writing Instructional Objectives handout
- B. Level of Bloom's Taxonomy

The Lesson Objectives section is designed to explicitly state the formal objectives of the lesson. The objectives should follow the format delineated in the Writing Instructional Objectives handout. Following each objective, students should write the level of Bloom's taxonomy addressed by the objective in parentheses. In addition, to the left of the first objective the student should write Obj₁, to the left of the second objective the student should write Obj₂, and so forth for each objective. These markers (i.e., Obj₁, Obj₂, etc) will be used to assure alignment of the objectives, instruction, and assessment.

III. Prerequisite Skills

- A. Declarative Knowledge: Knowledge
- B. Procedural Knowledge: Skills

The Prerequisite Skills section is designed to indicate the skills and knowledge that students must possess to complete successfully all the lesson activities. Students should address only those prerequisite skills and knowledge that should have been learned just prior to the lesson, or those skills and knowledge that are essential. That is, for a lesson on reading and analyzing Shakespeare's Sonnets it is not necessary to include the prerequisite skills of "The student should be able to read" or "The student should be able to sound out unfamiliar words." It would, however, be appropriate to include "The student should be familiar with the three classical characteristics of sonnets: fourteen lines of iambic pentameter, a fixed rhyme scheme and a central theme." Students should include both prerequisite declarative knowledge (i.e., facts, concepts) and prerequisite procedural knowledge (i.e., skills, processes).

IV. Statement of Lesson Objectives

- A. When will objectives be discussed with students.

The Statement of Lesson Objectives section is simply to remind the student to make clear the lesson objectives to those being taught. In the vast majority of classes the lesson objectives should be explained at the beginning of a lesson. In a few inductive lessons an explanation of the lesson objectives would reveal the ultimate outcome of the lesson and thus in these few cases the lesson objectives should be explained after the lesson. Students should make clear when and how they intend to explain the lesson objectives to the class.

V. Lesson Introduction

- A. Advance Organizer
 - 1. Expository Organizer
 - 2. Comparative Organizer
- B. Introductory Activity
 - 1. Stimulating Activity
 - 2. Interesting or Relevant Story
 - 3. Real-World Example/Application
 - 4. Demonstration
 - 5. Current Event
 - 6. Student Predictions
 - 7. Discussion/Questioning
 - 8. Too many to list! Be creative!!
- C. Review
- D. Approximate Time for Lesson Introduction

The Lesson Introduction section is designed to (a) provide an organizing structure and context to the lesson, (b) motivate and pique the interest of the students, and (c) connect the current lesson with previous learning. All three components of the Lesson Introduction section (i.e., advance organizer, introductory activity, review) may be in any form (e.g., stories, overheads, handouts, or discussions). However, all three components must be explained in the Lesson Introduction section and any materials or handouts should be listed in sections IX or X. If the student is using a discussion or questions as part of the Lesson Introduction, then these questions should be written in the Lesson Introduction. Finally, the order of the components is variable and in some cases two or three of these components may be combined.

VI. Lesson Activities

- A. Title and Number Activity
- B. Identify Objective Addressed by Activity
- C. Activity Procedure
 - 1. Step-by-Step Instructions
 - 2. Relevant Questions to Ask Student
 - 3. Method of Grouping Students
 - 4. Special Instructions
 - 5. In-class Assignments
 - 6. Reference All Handouts
 - 7. 2-3 Activities for a 50-Minute Class
 - 8. Approximate Time for Each Activity
- D. Lesson Modifications
 - 1. For Remedial Students
 - 2. For Accelerated Students
 - 3. For Special Education Students
 - 4. For Second Language Students

The Lesson Activity section is designed to delineate the various activities that will be used to engage the class in the knowledge and skills of the lesson. Students should list each activity separately, with directions on the completion of the activity and the materials needed, including how the materials are to be used. These directions should be complete and clear enough for a substitute teacher to be able to teach the lesson. To the left of each activity title the student should place the objective number (e.g., Obj₁, Obj₂) that is addressed by that activity. In some cases a single activity may address multiply objectives. Following the activity explanation a separate section should be used to address possible modifications to the activity to address exceptional students.

VII. Lesson Closure

- A. Synthesize Lesson
 - 1. Creative Review
 - 2. Questioning/Discussing
 - 3. Summary
 - 4. Concept Map
 - 5. Practice Quiz
 - 6. Too many to list! Be creative!!

The Lesson Closure section is designed to synthesize the lesson and stress the essential aspects of the lesson. The Lesson Closure is not simply reviewing the lesson, but should be used to focus the students on the main themes of the lesson. As part of this focusing, students should include in the Lesson Closure an informal assessment activity that checks for the class's understanding of the lesson.

VIII. Lesson Assessment

- A. Formative Assessment
 - 1. General Methods
- B. Summative Assessment
 - 1. Actual Questions
 - 2. Identify Objective Addressed by each Question

The Lesson Assessment section is designed to address the formative assessment of the lesson and to make explicit the summative assessment items to be used to assess understanding and the achievement of the lesson objectives. Formative assessment should be fairly general, "During the first Sonnet activity the teacher will circular through the room checking for understanding." However, where formative assessment questions are used during the lesson, they should be referenced in the Lesson Assessment section. When addressing summative assessment, students should provide 5 - 10 assessment items of any and varying types (e.g., selection items, supply items, portfolio products) - include answers to the summative assessment items. . To the left of each summative assessment item, the student should place the objective number (e.g., O₁, O₂) that is addressed by that item. All objectives must be assessed by at least one summative assessment item.

IX. Materials and Equipment

- A. List of Materials

1. Handouts
 2. Transparencies
 3. Pens, Pencils, Crayons
 4. Maps, Globes, Pictures
 5. "Zip-lock" Bags
- B. List of Equipment
1. Computers
 2. Overhead
 3. Microscopes
 4. DNA Sequencer
 5. Tape/CD Player

The Materials and Equipment section is designed to list the materials and equipment necessary for the successful completion of the lesson. Materials and equipment should be listed and only described when necessary. For example, it is appropriate to simply list pencils, pens, and overheads, but the use of a computer may necessitate explaining which type of computer (i.e., Mac versus PC) and which type/version of software)

X. Handouts and Teaching Materials

- A. Worksheets
- B. Activity Sheets
- C. Maps
- D. Copies of Teacher-Made Materials
- E. Overheads

The Handouts and Teaching Materials section should consist of all handouts, worksheets, activity sheets, maps, etc. that will be used in the lesson. This section should also include any manipulatives that will be used as part of the lesson (i.e., paper strips, laminated paper turtles, pictures). Manipulatives that are bulky or easily explained (e.g., dice, coins, poker chips) need not be included.

XI. Original Content Source

- A. Copy of Chapter
- B. Copy of Diagrams

The Original Content Source section is simply a photocopy of the original text chapter, book section, or skill diagram upon which the lesson is based. Students should copy the entire chapter, section, or diagrams, not just the portion of the chapter, section, or diagrams immediately addressed by the lesson plan. *All lesson plans must be based on an original source and not simply created from the student's experience.*



Grading: The Lesson Plan Project is worth 240 points, 120 points for each of the two lesson plans that each student must complete. Each of the two lesson plans will be graded using the following criteria:

- | | | |
|------|---|--------|
| 0. | Writing Form | 10 pts |
| | a. correct grammar | |
| | b. clear, coherent sentences | |
| I. | General Information | 5 pts |
| | a. all sections completed correctly and appropriately | |
| II. | Lesson Objectives | 15 pts |
| | a. stated in terms of specific learning outcomes (evidence) | |
| | b. accompanied by the appropriate level of Bloom's taxonomy | |
| III. | Prerequisite Skills | 5 pts |
| | a. necessary prerequisite skills are indicated | |
| IV. | Statement of Lesson Objectives | 5 pts |
| | a. when lesson objectives will be addressed is indicated | |
| | b. how lesson objectives will be addressed is indicated | |
| V. | Lesson Introduction | 10 pts |
| | a. all components are appropriate for lesson | |
| | b. all component procedures are clear and comprehensible | |

- VI. **Lesson Activities** 20 pts
- a. all activities are identified with an objective
 - b. activity procedures are clear and comprehensible
 - c. adequate detail is provided for each activity
 - d. appropriate lesson modifications provided
 - e. sufficient number of activities are included
 - f. approximate time for each activity is provided
- VII. **Lesson Closure** 10 pts
- a. closure is more synthesis than review
 - b. closure includes informal assessment
 - c. closure procedures are clear and comprehensible
- VIII. **Lesson Assessment** 20 pts
- a. formative assessment is adequately addressed
 - b. summative assessment includes an adequate number of well-written items
 - c. all summative assessment items are identified with an objective
- IX. **Materials and Equipment** 5 pts
- a. all materials and equipment from lesson are listed
 - b. materials and equipment are described when necessary
- X. **Handouts and Teaching Materials** 10 pts
- a. all handouts and teaching materials from lesson are included
 - b. all handouts and materials are clear and comprehensible
 - c. appropriate teacher made materials are included
- XI. **Original Content Source** 5 pts
- a. a legible copy of the original content source is included



Timeline:

See Syllabus



Honor Code: The Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the general nature of this assignment, including activities, materials, assessment items, and objectives. In addition, students are allowed to read and assess each others instructional objectives. Students are not allowed to provide other students in the class with copies of his or her paper, nor should students discuss the specifics of what he or she intends to include in his or her paper. In addition to the above statements, the Honor Code

general principles of cheating, plagiarism, and falsification are still applicable (see <http://filebox.vt.edu/studentinfo/ugradhonor/>).



**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
FOR PRE-SERVICE TEACHERS - EDCI 4124
LESSON PLAN PROJECT**



Name: _____ Total Score: _____/120

0. **Writing Form** _____/10 pts
c. correct grammar
d. clear, coherent sentences
- I. **General Information** _____/5 pts
b. all sections completed correctly and appropriately
- II. **Lesson Objectives** _____/15 pts
c. stated in terms of specific learning outcomes (evidence)
d. accompanied by the appropriate level of Bloom's taxonomy
- III. **Prerequisite Skills** _____/5 pts
b. necessary prerequisite skills are indicated
- IV. **Statement of Lesson Objectives** _____/5 pts
c. when lesson objectives will be addressed is indicated
d. how lesson objectives will be addressed is indicated
- V. **Lesson Introduction** _____/10 pts
c. all components are appropriate for lesson
d. all component procedures are clear and comprehensible
- VI. **Lesson Activities** _____/20 pts
g. all activities are identified with an objective
h. activity procedures are clear and comprehensible
i. adequate detail is provided for each activity
j. appropriate lesson modifications provided
k. sufficient number of activities are included
l. approximate time for each activity is provided

- VII. **Lesson Closure** _____/10 pts
- d. closure is more synthesis than review
 - e. closure includes informal assessment
 - f. closure procedures are clear and comprehensible
- VIII. **Lesson Assessment** _____/20 pts
- d. formative assessment is adequately addressed
 - e. summative assessment includes an adequate number of well-written items
 - f. all summative assessment items are identified with an objective
- IX. **Materials and Equipment** _____/5 pts
- c. all materials and equipment from lesson are listed
 - d. materials and equipment are described when necessary
- X. **Handouts and Teaching Materials** _____/10 pts
- d. all handouts and teaching materials from lesson are included
 - e. all handouts and materials are clear and comprehensible
 - f. appropriate teacher made materials are included
- XI. **Original Content Source** _____/5 pts
- b. a legible copy of the original content source is included

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION FOR PRE-SERVICE TEACHERS - EDCI 4124 VIDEO CASE STUDY TASKS



Purpose: The purpose of these activities is to help you put knowledge into action with the assistance of practicing K-12 teachers and university faculty. Together, we will construct a deeper understanding of the concepts, principles, and practices of successful teaching related to a variety of key dimensions of the profession.



Rationale: When beginning teachers are first confronted with the realities of their first full-time teaching position, they often do not make the connection between what they learned in their preparation program and the classroom (Veenman, 1984). These video-case simulations provide a bridge between the university and the school context and knowledge.



Format: Across the semester, we will analyze six (6) different video-based case studies. We will focus on a different dimension of teaching for each case. These cases are electronic and we will do these tasks either synchronously in a computer lab or asynchronously in a place of your choosing (e.g., your home, the library, the Educational Technology Lab in 220 War Memorial Hall). The participants will include you, five practicing teachers, and two university faculty. We will view the cases, engage in discussion, and complete individual assignments related to the topic.

While this a required course component, this is also part of a research project. As all good teachers engage in reflection on their own practice, we are studying how to use technology in university coursework, how to help you apply concepts and principles into practice, and, most importantly how to create a learning community among educators of all levels of expertise. The participation and written assignments are required, but inclusion of the information in our study is not – it is voluntary. One the first day that we do the video cases, we will ask you to sign a permission form to use your work in our study. All responses used for the research will be kept confidential. Again this is voluntary and your participation will not influence your grade.



Grading: The video case studies are worth 120 points, 20 points for each case. Each case study assignment is different and, therefore, grading rubrics and point values will vary accordingly. You will receive a task sheet on the day of the video case study that will have all assignment instructions and grading rubrics.



Timeline:

See Syllabus.

