

COURSE SYLLABUS

Spring, 2009

**EDI 600-2 PSYCHOLOGICAL PERSPECTIVES:
TEACHING AND LEARNING**

M 7:00 PM- 8:50 PM

*[Long Island University](#)
[School of Education](#)
[C.W. Post Campus](#)*



[Aristotle with the Bust of Homer, Rembrandt, 1653](#)

Instructor: [Dr. Joseph Piro](#)
Office: Room 40- B. Davis Schwartz Library
Office Hours: Monday 6:00PM- 7:00 PM
Tuesday 3:30PM- 4:30 PM
Thursday 3:30 PM- 4:30 PM
E-mail: joseph.piro@liu.edu
Phone: 516-299-3823

I am still learning.
Michelangelo

COURSE RATIONALE

What is it that could have prompted one of the most accomplished artists in history to make this remark late in his celebrated career? When we think of such an accomplished person, we imagine his learning to have been completed relatively easily and swiftly during his life. But learning, and the teaching that accompanies it, is an extended, intricate process that, one hopes, will be lifelong. This course will probe the many pieces that fit into the teaching and learning mosaic. It is an overview course and, thus, its scope will be broad. It will cover topics including cognitive development, individual learning differences, effective learning environments, and teaching for optimum learning. It will do this by presenting a variety of readings, research studies, and audio-visual presentations. Most importantly, it will encourage you to think critically and reflectively on the processes of teaching and learning and how to transform this thinking into effective teaching practice.

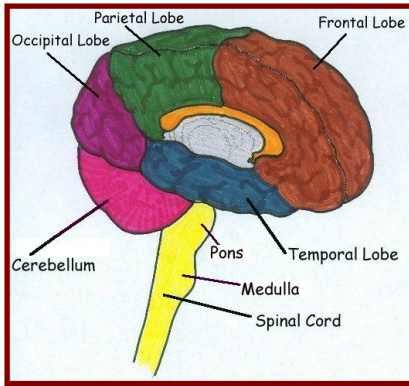
COURSE ESSENTIAL QUESTIONS

- Why do we behave the way we behave?
- How can knowing and understanding research help shape effective teaching practice?
- Can educational psychology inform teaching?
- What is good teaching and how is it recognized?

**Course Objectives**

To acquire a substantive background on theorists and theories in educational psychology supporting teaching and learning

- To explore psychological and neuropsychological perspectives on teaching and learning integrating this study into a teaching methodology
- To understand the developmental nature of learning including topics in students' emotional, social, and academic growth
- To explore significant issues that relate to teaching and learning including testing, assessment, motivation, intelligence and learning and the brain
- To grasp the connection between empirical research and how it informs effective practice
- To enhance your development as a prospective teacher in applying major theories in educational psychology to teacher practice
- To understand technology and its potential to enhance teaching and learning



PROJECTED TOPIC OULTINE (subject to change)

- The Concept of the Child
- Theories of Cognitive Development: Piaget, Vygotsky, Erikson
- Behavioral Views of Learning: Pavlov, Skinner
- Intelligences: Cognitive, Emotional & Moral: Gardner, Goleman
- The Neuropsychology of Learning: Brain-Based Teaching

REQUIRED COURSE TEXT

1. Zull, James F. (2002). *The art of changing the brain*. Sterling, VA: Stylus Publishing.

2. Internet Websites throughout the course containing hypertexts of various readings in educational psychology.

3. Scientifically-Based Research Practice Guide

<http://ies.ed.gov/ncee/wvc/pdf/practiceguides/20072004.pdf>

RECOMMENDED COURSE TEXT

Perrin, Robert. 2006. *Pocket Guide to APA Style*. Boston: Houghton- Mifflin Co. ISBN: 9780618802050

SUPPLEMENTAL READINGS

Articles and selections from professional books and journals, periodicals, newspapers, and reviews of relevant websites will be discussed throughout the course. Some of these supplemental readings will be distributed in class. Students will also be expected to keep up with education news using *Education Week* at <http://www.edweek.org/>

COURSE APPROACH

This course will vary learning conditions throughout the semester and, most importantly, make extensive use of WebCT for online course delivery. Because of this, sessions will be conducted both in the assigned classroom and in the Computer Lab in the Library. There will be the conventional lecture format and class discussion periods. There will be student presentations as well as (possible) guest speakers, and a variety of films. Some lectures will be augmented by PowerPoint presentations.

The course will be make extensive use of the Internet with a good portion of the reading assignments able to be accessed online. In addition, students are expected to infuse as much technology-informed strategies possible in both learning the course material and developing the assignments that are part of the course. For each week's assignments, you will see a variety of websites, some required, some recommended. The fact that most of the readings in the course are web-based should add to their ease of access and availability. Throughout the course, I welcome your input on the effectiveness and usefulness of this approach.

Note on E-Mail: The preferred method of communication to me is through e-mail. This includes both WebCT and LIUNET. If you e-mail me through LIUNET using the joseph.piro@liu.edu address, please make certain your name is in the subject line of the mail so that it may be identified as sent from a student in the class.

COURSE WEBSITE

This course will make use of a website uploaded to LIU’s webct address that will contain a variety of information related to the course. It is important that you check into the website at least once a day to keep up with any news, announcements, messages etc. related to the course. You should also check you WebCT e-mail from the course for any other updates I will provide.

Course Requirements and Grading Policy

Student involvement in the course will take the following six forms:

- Attendance, Class Participation, and Course Professionalism- e.g. engagement in learning, punctuality, participating in class, coming to office hours when needed, making measurable progress toward course learning goals etc.
- Reading Matrix
- Response Paper
- Observational Fieldwork and Portfolio
- Synthesis Project

<i>ASSIGNMENT</i>	<i>PERCENT</i>	<i>DUE DATE(S)</i>
<i>1. Attendance, Class Participation, & Course Professionalism</i>	<i>10%</i>	<i>January 15, 2009- April 27, 2009</i>
<i>2. Readings Matrix</i>	<i>15%</i>	<i>April 27, 2009</i>
<i>3. Position Paper</i>	<i>20%</i>	<i>March 6, 2009</i>
<i>4. Synthesis Project</i>	<i>40%</i>	<i>Ongoing during course</i>
<i>5. Observational Fieldwork & Reflections</i>	<i>15%</i>	<i>April 27, 2009</i>

Course grades will be accumulation of points over the semester calculated as follows:

Grade Scale Used in Course*			
95-100	A	77-79	C+
90-94	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	65-69	D
80-82	B-	Below 65	F

***NOTE:** No INC grades will be given

• **ATTENDANCE AND CLASS PARTICIPATION**



Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. As prospective teachers you may know there are certain markers to indicate students are learning. Among these markers, I believe, are engagement in discussion, the posing of interesting questions, and demonstrating a connection with course content. This course will use similar markers to assess student engagement level. Participation in large and small group form discussions is also required. Participation does not just mean talking in class. Its components include careful listening, meaningful attempts to interpret what is being discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation.

Excessive absence (generally, two or more class sessions) and lateness, especially if unexplained, will result in reduction of grade. Thus, please make every effort to notify the instructor of any impending absence. All work missed through any absences must be made up pending discussion between student and instructor.

Class Participation Rubrics

One strategy of effective teaching, you may know, is to inform students of expectation levels by sharing performance rubrics with them. The performance rubrics for class participation are as follows:

Excellent Contributor	Contributions reflect outstanding thought and thorough preparation. Substantive ideas offered and frequent references made to assigned readings to support points of view. Offers exciting direction for the class.
Good Contributor	Contributions reflect meaningful thought processes and preparation. Usually provides substantive ideas with occasional references made to assigned readings to support points of view. Offers good direction for the class.
Fair Contributor	Contributions reflect adequate thought and preparation. Some references made to assigned readings but these are generally vague and random. Offers adequate direction for the class.
Non-Contributor	Contributions to the class are non-existent.
Unsatisfactory Contributor	Contributions reflect inadequate preparation. Ideas are not substantive and usually off topic. Offers no direction for the class.

- **READINGS MATRIX**

Specific required course readings noted with an asterisk will be required to be part of the ongoing Reading Matrix for the course. In order to help you make meaning of these readings this matrix will ask that you briefly summarize your understandings of the content presented in the readings by completing the matrix.

- **COURSE POSITION (POV) PAPER**

We will be discussing a number of issues related to educational psychology. Among these are the theory of Multiple Intelligences and its use, standards and accountability, the brain and learning, globalization and learning, as well as others. Your Point of View (POV) paper should take a position on one of these issues and discuss your impressions about them. Why are they issues related to education? What, exactly, are the differing viewpoints? How do they relate to educational psychology? What are their implications in everyday classroom practice?

You may select any topical issue around which to write your position paper. Make sure you connect this issue both to educational psychology as well as classroom practice. More information will be given regarding this assignment during the course.

This position paper should be 5-6 pages in length (stapled, double-spaced, one-sided, numbered pages, using 1" margins with legible 12 point font, *e.g.* Times Roman, Garamond) following the [5th Edition of the APA Publication](#) manual *including* references and excluding cover page. Note the length requirement *excludes* a title page but *includes* a reference page

- **SYNTHESIS PROJECT**

The final *Synthesis Project* is a significant part of the course requirement. It should synthesize much of what you have learned during the course. It may take one of three forms.

- **Option 1**

This option will be a cooperative project completed individually **or** in class dyads or teams of **two** students. The project should begin with a specific, course-related question that speaks to a topic, issue, concept *etc.* on teaching and learning that we have discussed (but not exhaustively) during the course. Students should take this idea and develop it using their own thoughts, impressions, and experiences, viewing it from multiple perspectives. This should include your observational fieldwork. You should also cite from the literature, *e.g.*, books, professional journals and magazines, and websites, to help clarify and broaden your product. For example, you may wish to analyze various theories of learning, *e.g.*, Piaget or Vygotsky, and what you feel are their implications for teaching and learning. Or you can talk about how enhancing emotional intelligence can serve to maximize learning and give first-hand accounts of this based upon your own personal and observational experiences. Perhaps you may wish to delve into the psychology of standardized testing and the impact it is having on the motivational levels of teachers and students. Whatever your topic, make sure that it intrigues and excites you, has some kind of educational psychology perspective and supports your growth and progress as a teacher. The Synthesis Project can take the form of:

1. PowerPoint presentation with an accompanying 1-2 page explication of the project including its major points as well as elaboration on information found in the PowerPoint.
2. Original Student Website- A computer program/web page may be written by a student that either demonstrates/simulates some aspect of the psychology of

learning. The computer project must be of sufficient magnitude to deserve being considered a project. The instructor will work with those choosing to write a computer program or web page to ensure that the magnitude of the project is sufficient. An example can be found at:

<http://xruffrydr9.tripod.com/>

<http://myweb.cwpost.liu.edu/jpiro/stefweb/index.html>

3. Original project suggested by student or learning dyad.

- **Option 2: Ed Psych Experiment: Case Study**

The purpose of this option is to acquaint you with hands-on research practice in psychology known as the case study. For this option, you should select one student from the pre-K to high school levels for this study and develop an in-depth observational profile based upon a variety of measures you have pre-constructed that are administered using multiple observations. You should develop an action plan that will allow you to determine the level of functioning of the subject in his/her environment(s) using variety of educational (s) psychology measures. The purpose of this option is to acquaint you with hands-on research practice in psychology known as the case study. For this option, you should select one student from the pre-K to high school levels for this study and develop an in-depth observational profile based upon a variety of measures you have pre-constructed that are administered using multiple observations. You should develop an action plan that will allow you to determine the level of functioning of the subject in his/her environment(s) using variety of educational (s) psychology measures. These include:

- Cognitive-* tasks based on Piaget's or Vygotsky's stage theory of learning
- Social-* observations/questionnaires based on Erikson's psychosocial stage theory
- Behavioral-* observations based on Skinner's operant conditioning theory
- Academic-* inventories and behaviors based on Gardner's Multiple Intelligences theory

During the course of the case study, you are to record your observations of the subject's responses/behaviors in these five areas and evaluate these observations using your knowledge of educational psychology. You can present a summary of your major findings and evaluations, organizing and discussing them. You should state the major findings in a portfolio-type product and indicate how well theories educational psychology explain the results you found with the subject.. **More information on Case Studies will be available on the course website.**

- **Option Three- A Ed Psych Experiment: Empirical Investigation and Data Collection**

A small empirical study may be conducted by students with results presented either in a report format or a classroom presentation. The nature of the experiment (e.g., experimental, ethnographic, correlational) is variable. This must be presented in an interactive media form. SMore information will be available on the web site.

- **OBSERVATIONAL FIELDWORK & LOG**

Ten hours of observational fieldwork are required for the course together with a record of your reflections on the experience. These observations may be accomplished in a state-certified public or non-public school of your choice in a variety of grade levels (from pre-K- 12). It may occur in either special (*e.g.*, physical or learning disabilities, inclusion classrooms, gifted) or general education settings-- preferably a combination of both. Please plan this beforehand by discussing with



your cooperating classroom teacher about your classroom visits: why you are there and what you hope to accomplish. The cooperating teacher must certify your ten hours of observation at the end of the semester. This fieldwork is counted as part of your course grade. If this fieldwork is not completed during the semester, a final grade will not be issued.

Please keep a record of your school visits in which you will record your responses, interactions, and reflections of each experience. In general, talk about what was taught when you

observed, how the material was presented, the engagement level of the students, and your own reflections and observations about what you remembered most. Try to connect what we discuss about learning theories with authentic classroom practice. This will help guide you in discussions that will occur throughout the course. This record will be submitted as part of your course portfolio.

Guide to Fieldwork Experience at C.W. Post: <http://myweb.cwpost.liu.edu/mszpara/>

List of schools on Long Island:

<http://www.nassauboces.org/links/districts.asp>

<http://www.esboces.org/compsd.cfm>

<http://www.wsboces.org/aboutus/partic.cfm>

<http://www.nysed.gov/admin/admindex.html>

If you have contacted 6 schools on your own, with no success, you should contact Dr. Michelle Szpara, Fieldwork Coordinator, directly at michelle.szpara@liu.edu. She will assist you in finding appropriate fieldwork placements.

MISCELLANEOUS COURSE ITEMS

Computer Lab Protocol: Acceptable Use Policy

We will be spending a considerable amount of time in the Computer Lab located in the Library. It is expected that students understand and follow the appropriate procedures when participating in those classes. Remaining on-task and focused on the activities happening in the lab is a good way for future teachers to understand the self-discipline and commitment required when classes are held in a variety of learning environments. As per University rules, no food or drink is allowed in the labs.



Film Presentations

Throughout the course, we will be viewing several films in excerpted as well as full-length format. The films selected all have narratives that relate to some aspect of learning behavior and help extend and enrich topics we will be exploring in class.

INTASC Standards

The Interstate New Teacher Assessment and Support Consortium ([INTASC](#)) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels. INTASC has developed *model "core" standards* for what all beginning teachers should know and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught. C.W. Post encourages its students to become aware of the standards and prepare at least two pieces of "evidence" indicating that they have met each of the 10 Core Standards. Typically, many of these artifacts are created in courses taken during undergraduate training including this one.

CLASS POLICIES

1. All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases, websites etc.) must be properly documented. Please see me if you have any questions about your use of sources. **Also, you may wish to check this [website](#) on the Post Library web page.**
2. All assignments are subject to change as announced in class. Please be sure to back up all of your computer files. Please do not turn in your only copy of assignments.
3. **Make-Up Assignments-** There will be no makeup assignments for unexcused absences. To be considered, acceptable excuses (*e.g.* medical or personal emergencies and/or college related business) must be provided to the instructor in writing. Students who are unable to complete an assignment for legitimate reasons that do not qualify as excused absences and who notify the instructor before the assignment is due may, at the discretion of the instructor, turn in late assignments for partial credit.
4. **No beepers or cell phones.** If you have these items turn them off or to vibrate/quiet mode, so as to not disrupt other students during class.
5. **Students with disabilities:** In accordance with the Americans with Disabilities Act of 1990 and in order to facilitate learning for all students, students with disabilities or those requiring special arrangements should speak directly with the professor at the beginning of the semester. Further, please contact the Academic Resource Center (516-299- 2937) so that steps can be taken to develop an appropriate education plan.
6. This syllabus is only a guide, and as such, it is subject at any time to change by the instructor. Any changes will be announced in class and/ or on WebCT, and it is your responsibility to be aware of all such changes.
7. This course will encourage a high level of professionalism to prepare you for entry into the field of education as a professional. All students are expected to conduct themselves within the bounds of accepted social behavior and submit work that is appropriate to students planning to enter the teaching profession.

* Indicates reading must be included on the Reading Matrix

WEEK ONE
January 26

**INTRODUCTION AND REVIEW OF COURSE SYLLABUS,
COURSE EXPECTATIONS; WEB CT REVIEW**

Required

[Dewey, John. *My Pedagogic Creed*](#)

*Dewey, J. (1944). *Democracy and education*. New York: The Free Press. (pp. 41-53, "Education as growth," pp. 81-99 "The democratic conception in education")

Recommended (some of the following pertain to this week's topics while others span the semester)

[The Center for Dewey Studies](#)

[The John Dewey Society](#)

[John Dewey: Philosophy of Education](#)

[Aristotle: An Overview](#)

[Classic Texts and Manuscripts in Education](#)

[A Lexicon of Learning](#)

WEEK TWO
FEBRUARY 2

**THE CONCEPT OF THE CHILD;
"WHY DO WE BEHAVE THE WAY WE BEHAVE?"**

Required

*Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press. (pp 253- 262 , "The exploration of new objects and phenomena and the 'derived' secondary reactions")

Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books (pp 1-25, “The development of object concept”)

*Piaget, J. (1962), The stages of the intellectual development of the child. *Bulletin of the Menninger Clinic*, 26, 120- 128.

[Website of the Jean Piaget Society](#)

[Cognitive Development](#)

WEEK THREE FEBRUARY 9

THE CONCEPT OF THE CHILD; THEORIES OF COGNITIVE DEVELOPMENT: JEAN PIAGET AND THE IDEA OF DISEQUILIBRIUM

*Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press. (pp 253- 262 , “The exploration of new objects and phenomena and the ‘derived’ secondary reactions”)

*Piaget, J. (1962), The stages of the intellectual development of the child. *Bulletin of the Menninger Clinic*, 26, 120- 128.

Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books (pp 1-25, “The development of object concept”)

[Website of the Jean Piaget Society](#)

[Cognitive Development](#)

WEEK FOUR February 17 (Note this is a Tuesday)

THEORIES OF COGNITIVE DEVELOPMENT: LEV VYGOTSKY AND THE ROLE OF LANGUAGE

Required

Scientifically-Based Research Practice Guide

<http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20072004.pdf>

*Vygotsky, L. (1986). *Thought and language*. Cambridge, MA; The MIT Press. (pp 210- 256, “Thought and word”)

Bruner, J. “The act of discovery,” pp. 216-227 in Diessner, R., & Simmons, S. *Notable selections in educational psychology*. 2000. Guilford, CT: Dushkin/McGraw-Hill

[Website of Resources on Vygotsky](#)

[Online Vygotsky Archive](#)

[Bloom’s Taxonomy](#)

**WEEK FIVE
FEBRUARY 23**

**THEORIES OF COGNITIVE DEVELOPMENT:
LEV VYGOTSKY AND THE ROLE OF LANGUAGE**

*Vygotsky, L. (1986). *Thought and language*. Cambridge, MA; The MIT Press. (pp 210- 256, “Thought and word”)

Bruner, J. “The act of discovery,” pp. 216-227 in Diessner, R., & Simmons, S. *Notable selections in educational psychology*. 2000. Guilford, CT: Dushkin/McGraw-Hill

**WEEK SIX
March 2**

PSYCHOSOCIAL DEVELOPMENT: THE WORK OF ERIK ERIKSON

Required

[Shakespeare, Seven ages of man](#)

*Erikson, E. (1963). *Childhood and society*- 2nd Edition. New York: W.W. Norton & Co. (pp. 247- 274, “Eight ages of man”)

Erikson, E. (1963). *Childhood and society*- 2nd Edition. New York: W.W. Norton & Co. (pp. 285- 325, “Reflections on the American identity”)

Recommended

[Website for Resources on Erik Erikson](#)

Sigmund Freud

<http://webpace.ship.edu/cgboer/freud.html>

WEEK SEVEN
March 9

Spring Break

WEEK EIGHT
March 16

**EXAMINING CLASSROOM MANAGEMENT:
CLASSICAL CONDITIONING, BEHAVIORIST PERSPECTIVES, AND B.F. SKINNER**

Required

Case Study: *The Red Dot*

*Skinner, B.F. (1953) Shaping and maintaining operant behavior. In *Science and human behavior*. New York: Macmillan.

Ivan Pavlov- [Website of Nobel Prize Laureates](#)

[Website of the B.F. Skinner Foundation](#)

[B.F. Skinner-Biography](#)

Recommended

[Classical Conditioning](#)

WEEK NINE
MARCH 23

**LEARNER DIFFERENCES: WHAT IS INTELLIGENCE?
GARDNER'S MULTIPLE INTELLIGENCES "THEORY"**

Required

*Gardner, H. (1983). *Frames of mind*. New York: Basic Books (pp. 59- 70, "What is intelligence?")

*Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st Century*. New York: Basic Books (pp. 79- 92; "Myths and realities about multiple intelligences")

[Walter McKenzie's Multiple Intelligences Pages](#)

[Bloom's Taxonomy](#)

Recommended

Video-Howard Gardner Interview

<http://tinyurl.com/383t9m>

[Multiple Intelligence after Twenty Years: An Address by Howard Gardner](#)

[Human Intelligence](#)

<http://www.howardgardner.com/>

**WEEK TEN
March 30**

THEORIES INTO PRACTICE

Case Studies in Multiple Intelligences

**WEEK ELEVEN
April 6**

LEARNING AND THE BRAIN

Required

[The Secret Life of the Brain](#) (This site is for ongoing use.)

Zull, pp. 1-29

Recommended

Serendip web site

<http://serendip.brynmawr.edu/bb/kinser/Home1.html>

Neuroscience for Kids

<http://faculty.washington.edu/chudler/neurok.html>

The Website of the Dana Foundation

www.dana.org

Harvard Brain Atlas

<http://www.med.harvard.edu/AANLIB/home.html>

WEEK TWELVE
APRIL 13

THE READING BRAIN

Required

<http://www.psychologymatters.org/brainread.html>

<http://www.sedl.org/reading/topics/brainreading.pdf>

Zull, pp. 177- 201

Piro, J.M. & Ortiz, C. (2009). The role of music training on the vocabulary and verbal sequencing skills of elementary school students. *Psychology of Music* (in press).

*Goswami, U. (2006). Neuroscience in education: from research to practice? *Nature Reviews Neuroscience* published online 12 April 2006.

Recommended

Willis, J. (2007). The neuroscience of joyful education. *Educational Leadership*, 64,

The Science of the Reading Brain: Radio Interview with Maryanne Wolf
<http://www.wnyc.org/shows/lopate/episodes/2007/09/25/segments/86021>

WEEK THIRTEEN
APRIL 20

THE NEUROPSYCHOLOGY OF SLEEP

Required

Zull, pp. 69- 110

*Healy, D. & Runco, M.A. (2006) Could creativity be associated with insomnia? *Creativity Research Journal*, 18, 39-43.

Bódizs, R. ,Kis, ., Lázár, A.S. , Havrán,L. ,Rigó, P, Clemns, Z. & Halász, P. (2005). Prediction of general mental ability based on neural oscillation measures of sleep. *Journal of Sleep Research*, 14, 285.

The Garfield Star Sleeper Website
<http://www.nhlbi.nih.gov/health/public/sleep/starslp/>

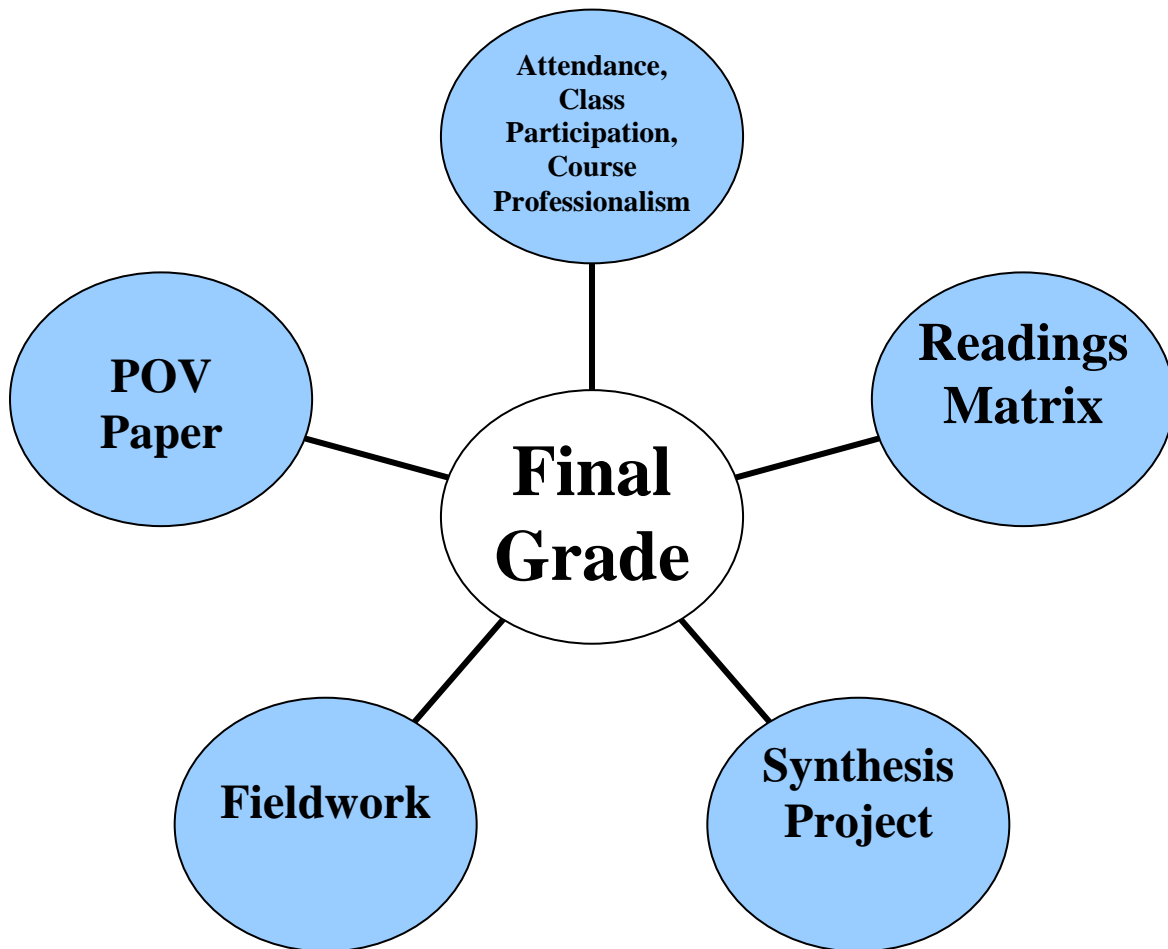
NASA Website on the Neurosciences
<http://neurolab.jsc.nasa.gov/timeline.htm>

WEEK FOURTEEN
APRIL 27

STUDENT PRESENTATIONS

WEEK FIFTEEN
MAY 4

STUDENT PRESENTATIONS



PRIMARY SOURCE REFERENCES FOR EDUCATIONAL PSYCHOLOGY

A Selected Bibliography

Some of these books have been placed on reserve in the library.

Bruner, J.S. (1960). *The process of education*. NY: Vintage Books.

Bruner, J.S. (1966). *Toward a theory of instruction*. NY: Norton.

Bruner, J.S. (1971). *The relevance of education*. NY: Norton

Bruner, J.S. (1973). *Beyond the information given: Studies in the psychology of knowing*. NY: Norton.

Dewey, J. (1910). *How we think*. Boston: D.C. Heath.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. NY: Macmillan.

Diesner, R. & Simmons, S. (2000). *Notable selections in educational psychology*. Guilford, CT: Dushkin/McGraw-Hill.

Erikson, E. (1963). *Childhood and society* (2nd Ed.). NY: Norton.

Erikson, E. (1968). *Identity, youth and crisis*. NY: Norton.

Erikson, E. (1980). *Identity and the life cycle* (2nd ed.) NY: Norton.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. NY: Basic Books.

Gardner, H. (1996). *Intelligence reframed: Multiple intelligences for the 21st century*. NY: Basic Books.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.

Kohlberg, L. (1981). *The philosophy of moral development*. NY: Harper & Row.

- Kohlberg, L. (1984a). *Essays on moral development*. San Francisco: Harper & Row.
- Kohlberg, L. (1984b). *The psychology of moral development.: The nature and validity of moral stages*. San Francisco: Harper & Row.
- Kohn, A. (1993). *Punished by rewards*. New York: Houghton-Mifflin.
- Maslow, A.H. (1968). *Toward a psychology of being* (2nd Ed.) NY: Van Nostrand.
- Maslow, A.H. (1987). *Motivation and personality* (3rd Ed.). NY: Harper & Row.
- Piaget, J. (1954). *The construction of reality in the child*. (M. Cook, trans.) New York: Basic Books.
- Piaget, J. (1963). *Origins of intelligence in children*. New York: Norton.
- Piaget, J. (1965). *The moral judgment of the child*. New York: Free Press.
- Piaget, J. (1969). *The science of education and the psychology of the child*. New York: Viking.
- Piaget, J. (1974). *Understanding causality*. (D. Miles & M. Miles, trans.) New York: Norton.
- Skinner, B.F. (1930). *The behavior of organisms*. NY: Appleton-Century-Crofts.
- Skinner, B.F. (1953). *Science and human behavior*. NY: Macmillan.
- Skinner, B.F. (1974). *About behaviorism*. NY: Knopf.
- Skinner, B.F. (1976) *Walden two*. New York: Prentice-Hall.
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INTASC STANDARDS

Principle #1: The *teacher understands* the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and *can create learning experiences* that make these aspects of subject matter meaningful for students.

Artifact:

Artifact:

Principle #2: The teacher *understands how children learn and develop*, and can *provide learning opportunities* that support their intellectual, social and personal development.

Artifact:

Artifact:

Principle #3: The teacher understands how *students differ in their approaches to learning* and creates instructional opportunities that are adapted to diverse learners.

Artifact:

Artifact:

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage student's *development of critical thinking, problem solving, and performance skills*.

Artifact:

Artifact

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*.

Artifact:

Artifact

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.*

Artifact:

Artifact:

Principle #7: The *teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Artifact:

Artifact:

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.

Artifact:

Artifact:

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 professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Artifact:

Artifact:

Principle #10: The *teacher fosters relationships* with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Artifact:

Artifact:

NOTES