EDU 215: Educational Psychology

Block 3: October 21 – November 13, 2019

Professor Kerry Bostwick, PhD

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Office Location: College Hall, Room 112

Office Hours: after class each day and happily by appointment

Schedule:

* Please refer to the tentative daily schedule (you will spend one day in an elementary classroom and one day in a secondary classroom).

Required Texts:

1. Sousa, D. A. (2011). *How the Brain Learns.* 5th Edition. Thousand Oaks, CA:Corwin.
2. Online readings – Moodle

Course Description:

Teaching does not cause learning! Learning, thinking and understanding are alive, dynamic and organic processes that can be nurtured and cultivated, but not controlled, measured, forced, or caused! In this course emphasis will be placed on understanding the social, emotional, physical, and intellectual development of children and adolescents. Attention will be directed toward the nature and conditions of learning, including critical aspects of learning, and the problems encountered in fostering and engaging student learning and classroom management. Having an understanding of these theories will provide a foundation for you to engage students in the active process of learning, which is essential to good teaching, parenting and coaching.

Course Goals:

1. Students will become familiar with the key concepts of the behaviorist, cognitive and constructivist theories of learning and thus teaching (InTASC 4) (Knowledge).
2. Students will become familiar with Bandura’s social cognitive theory of learning and analyze how it plays out in classrooms (InTASC 5) (Knowledge, Reasoning).
3. Students will become familiar with personal, social, development theories of Bronfenbrenner (bioecological model of development), Erikson (psychosocial theory of development), and Piaget, by analyzing how these theories play out in classrooms (InTASC 5) (Knowledge, Reasoning).
4. Students will become familiar with Maslow’s hierarchy of needs – a humanistic theory of motivation and analyze how teachers can use this information to support students (InTASC 5) (Knowledge, Reasoning).
5. Students will become familiar with Piaget’s theory of cognitive development and analyze its use in classrooms (InTASC 1) (Knowledge, Reasoning).
6. Students will become familiar with Vygotsky’s sociocultural theory of cognitive development and analyze it use in the classroom (InTASC 1) (Knowledge, Reasoning).
7. Student will develop the ability to examine theories critically in light of prior knowledge and experiences as they specifically relate to how the brain learns (InTASC 3). (Reasoning)
8. Students will analyze potential implications of their own and others’ theories for learning and teaching through discussions, school observations, and assignments as they related to the creation of effective learning environments (InTASC 3) (Inquiry).
9. Students will apply effective discussion skills that enhance the participation and learning of all class members (communication).
10. Professional Commitment and Responsibility: Students will participate in a professional manner in the college and public-school classroom (see the Dispositions document on Moodle) (InTASC 9) (ethical behavior).
11. Students will successfully complete the pre-student teaching field-based experiences in a K-12 public school classroom with fidelity (InTASC 9) (ethical behavior)

Cornell College’s Priorities and Outcomes addressed in this course: knowledge, reasoning, and ethical behavior.

Knowledge: Classroom Observation Paper

Reasoning: Interactive Notebook and Reflection/Analysis Paper

Ethical Behavior: Attend to Education Department’s Dispositions Policy during class and during your school observation days

Accommodations:

If you have special learning needs that require accommodation, please let me know within the first three days of class so that proper accommodations can be made in a timely fashion.

Brief Overview of Expectations:

1. Complete all assigned readings before entering class on the day they are due.
2. Maintain you Interactive Notebook daily for each chapter and online readings. See handouts for more detailed explanations.
3. Attend and participate fully in class daily.
4. Turn off cell phones while in class.
5. Please turn off cell phones while observing in the Mount Vernon schools. If a teacher informs me of your inappropriate cell phone use you will receive an F for the course!
6. *Please leave your computers, cell phones, tablet devices at home if you can’t stay off of FB or other websites during class time! If you do bring your computer, be respectful. Your grade will be reduced one letter grade (e.g. B to B-) each time I observe anyone misusing her/his computer, cell phone, tablet device, etc. during class time.* ***I will not tell you…I will just do it!***
7. Attend school observation days (professional behavior is expected). **Please note, you are NOT to leave the school early for any reason!**
8. If you miss an observation day, you must make it up during block break. **See *Illness Policy* below.**

**Attendance and Punctuality**: **If you absolutely must miss class, email me *before class*.** Take responsibility for finding out from classmates what you missed and for making an appointment with me if you have further questions. Because we will cover a lot of territory in every class session it is important that you arrive and are ready to begin on time. **More than two absences, even for a very good reason, will reduce final points by 10 for each additional absence. The only exception is sporting events as a team member.** Please don’t ask if it’s “all right” for you to miss class. You have to make that decision yourself.

If you become ill and must miss a day of class or a school observation day, do the following:

1. Make several phone calls:
   * On an ordinary class day, please email me **before** class.
   * On a school observation day email the school secretary, a classmate who is going to the same school, and me.
2. If a school observation day is missed, it must be made up during block break. **You** must reschedule with the school secretary. You will receive an F for the course if a missed observation day is not made up…during block break. Email me to let me know the make-up date(s) and when you have completed the make-up day.

**Useful Information**

**APA**: see APA handout on Moodle

**The Writing Studio** – If you are not familiar with the workings of the Writing Studio, please become familiar with these wonderful people!

**General Information:**

**Professional Demeanor:** Professional demeanor is expected in the college classroom as well as in the public-school classroom. For example, in the public-school classroom you are expected to dress professionally. Additionally, unprofessional behavior includes: wearing a hat throughout the school observation, leaving early, rudeness, gum chewing, lack of attention to task, lack of engagement, texting, using your laptop computer, using your phone in any way at any time, visible body piercing and visible tattoos, *leaving the elementary or secondary school at any time during the school day*, and expressions of boredom. Unprofessional behavior will result in one grade deduction for the course. Each day will be long! Be rested and enthusiastic! You must meet the Education Department’s Dispositions Policy in all education classes.

* If you have any questions regarding the assignments, class readings, or how your work will be assessed please ask them in class. I prefer to answer all questions in class so that all may benefit. Note that all assignments in this course have a rubric, which will guide your thinking as you work through each assignment.

**Grading Issues:** If you have questions about the grade you receive for any assignment, you are required to follow these guidelines:

* 1. In writing, clearly articulate your concern(s)/question(s).
  2. Also, discuss in writing, why you have these concern(s)/questions(s).
  3. Lastly, note your goal for or the outcome of the meeting.
  4. Once your document has been written send it to me via email.
  5. Lastly, once I have had time to review your document, we will find time to discuss your points.
  6. The tone of this document must be professional.
  7. Prepare your written paper within 2 days after an assignment has been returned to you.

**Professor Preview of Assignments:** While I will not preview assignments before the due date, I will gladly answer questions about any assignment for this course during class in addition to the workshop sessions.

* All assignments must be turned in on the day and time they are due. No late work will be accepted without prior permission.
* When appropriate to do so, all papers should be word-processed (typed) or if handwritten in your notebook, your handwriting must be legible.
* Be knowledgeable about plagiarism – read the Compass.

*HONESTY IN ACADEMIC WORK*

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”*

*STUDENTS WITH DISABILITIES*

*Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see cornellcollege.edu/disabilities/documentation/index.shtml Students requesting services may schedule a meeting with Brooke Paulsen as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations* needed *for the duration of the course.*

* **FYI:** 14 weeks of student teaching is required of all elementary and secondary students.
* **FYI:** All elementary education majors should consider adding additional subject matter endorsements to their regular K-6 classroom license and when humanly possible, or a second major. We offer endorsements in history, social studies, science, English/language arts, etc. Each endorsement requires the completion of 6-courses. Consult with your advisor or the Department Chair for specific information.

**Assignments – See Specific Handouts and Rubrics on Moodle**

**Interactive Notebook and Self-Analysis 50x2=100**

**Your notebook & Self-reflection Due Dates:**

* Friday, October 25, 2019 – 50 points
  + Friday, November 8, 2019 -- 50 points

**Classroom Observation Paper (COP) – 100 Total Points**

* + Due: Wednesday, November 13, 2019 in my office by **11:00** **AM – paper copy only!**

Assignments Total Points

Reflections on the Interactive Notebook Assignment 100

Week One 50 Points

Week Three 50 Points

Classroom Observation Paper 100

Total Course Points 200

|  |  |
| --- | --- |
| 186 – 200 A | 154 – 159 C+ |
| 180 – 185 A- | 146 – 153 C |
| 174 – 179 B+ | 140 – 145 C- |
| 166 – 173 B | 120 – 139 D |
| 160 – 165 B- | 119 – below Bummer! F |

(Tentative) Schedule

**WEEK ONE**

**Monday, October 21 – 9:00 – 11:00 and 1:00 – 3:00**

* Introductions: Who are we as learners? NSEW – learning preference activity
* Questions:
  + What makes learning and remembering natural? Unnatural?
  + What is learning? How do you know you have learned? How can you become a better learner?
* Review syllabus, and assignments

PM – **1:00 – 3:00 PM**

* A challenge – batteries and bulbs
* Video: Minds of Our Own (part I)
  + After watching the video, we’ll revisit your (morning) responses about learning.
* What questions do you have regarding the syllabus and assignments?

**How to Prepare for Class Tomorrow:**

**METACOGNITION**

* Construct your own personal definition of metacognition (in your Interactive Notebook).
* Also note its importance to the learning process.
* Complete the Metacognitive Awareness Inventory (on Moodle) and analyze the results (in your Interactive Notebook). Lastly, note how you might go about shoring up areas of weakness as well as how you will use areas of strength to your advantage.

**READING COMPREHENSION**

* + Complete the Survey of Reading
  + Note what you found out about yourself as a reader.
  + Note what surprised you? What didn’t surprise you?
  + Note what strategies might you try to mediate reading comprehension weaknesses?

**Tuesday, October 22 -- 9:00 – 11:00 and 1:00 – 3:00**

REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK in preparation for today’s discussion

* **METACOGNITION:** 
  + Bring your own definition of Metacognition (look at more than one website). Also, note its importance to the learning process (write your definition, etc. in your notebook and come prepared to share).
  + Are you a metacognitive thinker/learner? If so, how? If not, why?
  + Discuss new revelations after defining metacognition and taking the Metacognitive Awareness Inventory.
  + Discuss how you will begin mediating your metacognitive awareness issues via **learning** **goals** throughout the block in your Interactive Notebook!
    - Remember, you will be reflecting on your metacognitive and reading goals each day. Then you will write up an analysis of your successes and failures in the essay titled, **Analysis of Metacognitive and Reading Goals** as part of your Interactive Notebook Self-Reflection Essay.
* **SURVEY OF READING:**
  + What did you find out about yourself as a reader? What surprised you? What didn’t surprise you?
  + What strategies might you try to mediate reading comprehension weaknesses?
* Discuss *How the Brain Learns* – Chapter 7: Thinking Skills and Learning
  + What did you find surprising in chapter 7?
  + What did you write/draw/doodle, etc. in your notebook?
  + List the questions you have about Bloom’s Taxonomy (revised version).
  + How does a complex question differ from a difficult question? How does the revised version of Bloom’s Taxonomy help you to construct a complex question or learning activity?
  + Identify 3 important ideas you will take away from this chapter.
  + Create an analogy or metaphor for this chapter.
  + Using the rubric, what have you added to your notebook today while in class?

**Wednesday, October 23** -- **12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss:**

* Article on Moodle: *From Harmony to “Certainty” by Sherri Reynolds*
* Interactive Notebook:
  + Note what struck you about *From Harmony to “Certainty”*.
  + Create a “visual” of how learning has been perceived from pre-modern thought to the beginnings of post-modern thought.
    - Look up behaviorism – what did you find?
    - Pay close attention to Frederick Taylor’s Scientific Management Theory (you may want to Google this theory).
    - Pay close attention to Maslow’s Hierarchy of Needs
    - Pay close attention to Tolman and how he challenged a basic tenet of behaviorism?
    - Pay close attention to Bruner and his colleagues whose work represented another step to elevate the importance of mental processes not just observable behaviors.
      * One goal of the cognitive revolution is to focus on the construction of meaning. How did you experience K-12 schooling?
  + Note what you will “take-away” from this chapter.

**Discuss:**

* Article on Moodle**:** *Post-Modernism: Order Out of Chaos by Sherri Reynolds*
  + What is the “butterfly effect” and how does it apply to learning, teaching, parenting and/or coaching?
  + How does this section titled, From Analysis of Parts to Study of Wholes connect to behaviorism? Constructivism?
  + What does the section titled, Shift to a Focus on Relationships mean to you as a potential teacher, parent or coach?
  + What do you think about Reynolds statement, teaching does not cause learning? How does this connect to constructivism (a theory of learning)?

**Discuss:**

* Article on Moodle: Kohn, *Skinner-Boxed: The Legacy of Behaviorism*
* Interactive Notebook:
  + How are we all living with the legacy of behaviorism – in and out of classrooms?
  + Why does Kohn have such distain for behaviorism – pop-behaviorism—in learning environments?
  + Respond creatively to Alfie Kohn’s distain for “pop” behaviorism.
  + Check out Alfie Kohn’s website! <https://www.alfiekohn.org/>

**Thursday, October 24 -- 12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss**

* Children’s book on Moodle: *Your Fantastic Elastic Brain: Stretch It Shape It by JoAnn Deak, Ph.D.*
  + How does knowing about the function of the brain change the way you make decisions or choices in your life?
  + Does your understanding of the brain affect your courage to try something new?  Why or why not?
  + How might your outlook change when you are faced with a challenge that feels impossible?
  + **Discuss each part of the brain and its function** by creating a catchy tune, poem, story, etc. –YOU WILL DO THIS IN CLASS, BUT YOU CAN BEGIN PLANNING BEFORE CLASS ☺. You may want to also consult chapter 1 in the Sousa text.
* *How the Brain Learns: Chapter 1* 
  + What have you added to your notebook when thinking about the section titled, *Windows of Opportunity* (pages 26 – 30)?
  + What have you added to your notebook about the sections titled, *The Brain As a Novelty Seeker* and *Environmental Factors That Enhance Novelty (*pages 30 – 32)?
  + What have you added to your notebook about technology and its effect on attention, multitasking (what surprised you here).
  + What should we as potential teachers, parents and/or coaches do with this “new” brain?
  + Write an effective newspaper headline that captures the essence of pages 15-26 in chapter 1 – *How the Brain Learns* and put it in your notebook and be prepared to share*.*
* As a Class: We’ll begin planning for your first Self-Reflection of your Interactive Notebook.

**TONIGHT: Using the assignment handout and rubric, finalize your self-reflection of your Interactive Notebook. Bring this draft to class, as we will workshop it Friday morning. It is due Friday afternoon by 3:00 – my office (College Hall 112) hard copy only!**

**Friday, October 25 -- 9:00 – 11:30**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss**

* Children’s book on Moodle: *What Do You Do With A Problem?* By Kobi Yamada
  + What is the message of this book?
  + How does the message of this book connect with Carol Dweck’s theory?
  + What is your opinion of this children’s book? Explain.
  + How might you use this book as a teacher, parent or coach?
* (Article on Moodle) *Boosting Achievement with Messages that Motivate*, by Carol S. Dweck
* (Link on Moodle) How Praise Became a Consolation, by Carol S. Dweck

Interactive Notebook:

* + Discuss which type of learner you are? Then, discuss, if applicable, how you might change from a “fixed mindset” to a “growth mindset”. Or, if you already have a “growth mindset, what might you do to enhance it? What to watch for when in the public schools?
* Workshop your first Interactive Notebook Self-Reflection

**DUE 3:00 PM: Interactive Notebook and your Self-Reflection essay. No late work will be accepted w/o prior permission. Bring to my office (College Hall 112) hard copy only!**

**Week Two: Monday, October 28 --12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss:**

**Piaget**

* *(Article on Moodle) Jean Piaget: Investigating Cognitive Development*
* (Article on Moodle) *Piaget’s Theory of Cognitive Development*
* <http://piaget.weebly.com/educational-implications--activities.html>
* Interactive Notebook:
  + Create an image that depicts Piaget’s theory.
  + What does Piaget mean by schema? How might you help students develop new schemata (plural for schema)?
  + Construct and format a chart of all stages of cognitive development according to Piaget’s theory. Fill each “cell” with information from the text or other **authoritative sources** (for example, watch YouTube videos about how Piaget conducted his research with children). Each “cell” should have a brief description of typical characteristics or landmarks of cognitive development for a particular domain and age period.
  + Why is Piaget’s theory considered to be constructivist in nature? Google this question.
  + Make a list of “things” to look for while observing in the schools related to Piaget’s theory.
  + Make a list of questions or concerns about your observation tomorrow.
  + What else did you add to your Interactive Notebook?

Example chart for Piaget

|  |  |  |  |
| --- | --- | --- | --- |
| Stage | Age | What are children able to do/think? Be **thorough** here! | What might teachers, etc. do to provide support this stage of cognitive development |
| Sensorimotor |  |  |  |
| Preoperational |  |  |  |
| Concrete Operational |  |  |  |
| Formal Operational |  |  |  |

**Discuss**

**Constructivism: Read chapter 2**

[**https://digital.library.unt.edu/ark:/67531/metadc5385/m2/1/high\_res\_d/dissertation.pdf**](https://digital.library.unt.edu/ark:/67531/metadc5385/m2/1/high_res_d/dissertation.pdf)

THE EFFECT OF CONSTRUCTIVIST LEARNING ENVIRONMENTS ON STUDENT

LEARNING IN AN UNDERGRADUATE ART APPRECIATION COURSE

Stephanie Dickson Busbea, B.S., M.A.Ed. (dissertation for Ph.D.)

**NOTE:** Ernst Von Glasersfeld (1990) deemed Jean Piaget as “the great pioneer of the constructivist theory of knowing.” Piaget was an educational philosopher who believed learners create knowledge for themselves by taking a new concept or idea and linking it to something they already know, understand, or believe. The simplest definition of constructivism, which Von Glasersfeld called “trivial” or “personal” constructivism, was that “Knowledge is actively constructed by the learner, not passively received from the environment.” In other words, no matter what is provided to learners in terms of instruction, students must take that input and construct their own meaning for it or it will not be understood, learned or retained.

Interactive Notebook:

* How is a constructivist methodology different from a behaviorist methodology?
* How is our class based on the theory of constructivism? Behaviorism?
* How does this article connect with Alfie Kohn’s article?
* What will you watch for when you go into the schools?

**Tuesday, October 29 -- 12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Vygotsky**

* (Article on Moodle) Lev Vygotsky: Exploring the Social Aspects of Development
* (Article on Moodle) *Vygotsky’s Sociocultural Theory of Cognitive Development*.
* Interactive Notebook:
  + Construct a statement that articulates Vygotsky’s big ideas about his theory of learning.
  + We will construct a chart for the purpose of comparing/contrasting the theories Piaget and Vygotsky in class, so please come prepared!
  + Make a list of “things” to look for while observing in the schools next week related to Vygotsky’s theory.
  + What else have you added to your notebook?
* All Day in the Mount Vernon Schools Tomorrow – plan how you will jot down observations, lunch, behavior expectations, etc.

**Classroom Observation Information – Ideas to consider**

* Questions about your first classroom observation tomorrow?
* What is confusing about professional behavior when in the schools?
* How and what data to collect during both your observations. We’ll talk about how to add your observational data to your notebook.
* The following readings are related to the classroom observations to date:
  + Reynolds -- chapter 1: From Harmony to “Certainty”
  + Reynolds – chapter 2: Post-Modernism: Order Out of Chaos
  + Pop Behaviorism – Alfie Kohn and the data that show and explain.
  + Constructivism
  + Piaget’s theory and the data that show and explain.
  + Vygotsky’s theory and the data that show and explain.
  + Note 1 “thing” from idea from *How the Brain Learns* (and the data that show and explain) chapters 7 and 1)

**Wednesday, October 30 – ALL DAY IN A MOUNT VERNON PUBLIC SCHOOL CLASSROOM**

**Thursday, October 31--12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your classroom observations related to the readings done so far

Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss**

*How the Brain Learns* – Chapter 2: How the Brain Processes Information

* Interactive Notebook:
  + WOW! What have you learned?
  + What questions do you have?
  + What else did you add to your notebook?
  + What connections can be made from your observations to chapter 3 in the Sousa text?
* In class, we will use this information to see how it relates to planning a lesson
* How to Plan for Friday: Bring a draft of your Classroom Observation Paper – we’ll make a plan.

**Friday, November 1—**9:00-11:30

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Workshop Classroom Observation Paper Draft**

* What is confusing about professional behavior when in the schools?
* How and what data to collect during both your observations. We’ll talk about how to add your observational data to your notebook.
* The following readings are related to the classroom observations
  + Reynolds -- chapter 1: From Harmony to “Certainty”
  + Reynolds – chapter 2: Post-Modernism: Order Out of Chaos
  + Pop Behaviorism – Alfie Kohn and the data that show and explain.
  + Constructivism
  + Piaget’s theory and the data that show and explain.
  + Vygotsky’s theory and the data that show and explain.
  + Dweck – Growth Mindset
  + Note 1 “thing” from idea from *How the Brain Learns* (and the data that show and explain) chapters 7, 1, 2)
* What questions do you have about your classroom observation tomorrow???

**Monday, November 4 -- ALL DAY IN A MOUNT VERNON PUBLIC SCHOOL CLASSROOM**

**Tuesday, November 5 -- 12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:**

* Share your classroom observations related to the readings done so far. What questions do you have? See list of readings below?
* Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss**

* *How the Brain Learns –* Chapter 3: Memory, Retention, and Learning
* Interactive Notebook:
  + Make at least 3 connections or non-connections from this chapter to your classroom observation.
  + List and comment on at least 3 ideas you will take away from this chapter as well as any questions that you have. Be sure you understand the stages and types of memory. In class you will construct a very rough draft of an effective lesson plan by considering the stages and types of memory. ☺
  + Come prepared to discuss pages 147 – 148 in class. You can decide how to include these pages in your notebook. (For example, tear them out or make a copy, write a response etc.).
  + What else have you added to your notebook?

**Wednesday, November 6 --12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion. Warm-Up:** Share your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going? What have you learned? What do you wish you had learned?

**Discuss**

* *How the Brain Learns* – Chapter 4:The Power of Transfer
* Interactive Notebook
  + List and comment on at least 3 ideas you will take away from this chapter (4) as well as any questions that you have.
  + In class you will work with a small group to do Teaching for Transfer: Bridging (page 179) and Teaching for Transfer: Hugging for Accurate (page 181). Come prepared by reviewing the concepts of bridging and hugging.
  + Choose a concept from any of the readings you have done so far and follow the process outlined in the section titled, *Using Metaphors to Enhance Transfer* on page 183 to create a metaphor to enhance transfer ☺. You will share this in class.
  + Discuss briefly how the notebook assignment in this class connects (or not) to the section titled, *Using Journal Writing to Promote Transfer and Retention* on page 185. You will share this in class.
* **Work on a draft of your second self-reflection of your Interactive Notebook and metacognitive and reading goals. We will workshop it tomorrow.**

**Thursday, November 7 -- 12:30 – 3:00**

**REMEMBER, EVERY IDEA GOES IN YOUR INTERACTIVE NOTEBOOK for today’s discussion.**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss**

*How the Brain Learns –* Chapter 5: Brain Organizing and Learning

Interactive Notebook

* + Discuss at least 3 personal experiences, in school, that connect to at least two ideas from this chapter. Also note, knowing what you know now, how might you enhance or remediate successes or problems you identified.
  + How might this chapter help you as a parent, teacher or coach?
  + Make at least 1 connection or non-connection from this chapter to your classroom observation.
  + Review pages 229- 241 and choose 2 activities you’d like to do with others in class.
  + What else have you added to your notebook?

**Discuss**

* (Article on Moodle) Albert Bandura: Developing Social Learning Theory
* (Article on Moodle) *Social Cognitive Theory* (Bandura’s theory)
* Interactive Notebook:
  + Jot down all the ways you have experienced Bandura’s theory in action. BE specific as there are several parts to Bandura’s theory.
  + What else have you added to your notebook?
  + **Workshop: Second Interactive Notebook Self-Assessment! COME PREPARED WITH A DRAFT!!**

**Friday, November 8 – No Class**

**No Class – Second Interactive Self-Reflection Due!**

**DUE 11:00 AM: Interactive Notebook and your Self-Reflection essay. No late work will be accepted w/o prior permission. My office College Hall 112**

**This Weekend: Work on draft of Classroom Observation Paper – we’ll workshop it on Monday and Tuesday**

**WEEK FOUR**

**Monday, November 11 -- 9:00 – 11:30**

**Warm-Up:** Share your reflection of your metacognitive and reading processes from your Interactive Notebook with peers. In short, how’s it going?

**Discuss**

* (Article on Moodle) *Bronfenbrenner’s Bioecological Model of Development*.
* Interactive Notebook:
  + In your own words, explain Bronfenbrenner’s Bioecological Model of Development and how is his theory/model important to teachers, etc.
  + Then, note what you observed during one or both of your observations that relates to his model. Be specific.
  + What else have you added to your notebook?

*How the Brain Learns –* Chapter 6: The Brain and the Arts

* What have you learned?

Classroom Observation Paper – bring draft and questions

**Tuesday, November 12 – 9:00 – 11:30**

**Workshop - Classroom Observation Paper**

* + Reynolds -- chapter 1: From Harmony to “Certainty”
* Reynolds – chapter 2: Post-Modernism: Order Out of Chaos
* Alfie Kohn -- Pop Behaviorism
* Dweck – Growth Mindset
* Piaget’s theory (all parts)
* Vygotsky’s theory (all parts)
* Constructivism
* Bronfenbrenner’s Model
* Bandura’s Social Cognitive Theory
* Note 1 “thing” from 3 of the chapters from *How the Brain Learns:*
* *How the Brain Learns* (and the data that show and explain) chapters 7, 1, 2, *3, 4, 5, 6*

**BRING COMPUTER or Other Device TODAY:**

* **You’ll fill out the application to the department during class (in case you have any questions).** <http://www.cornellcollege.edu/education/resources-student/online-forms/TeacherEducationProgramApplication/>

**Wednesday, November 13**

**No Class**

* **Due by 11:00 AM: Classroom Observation Paper -- No late work will be accepted w/o prior permission.**