

Psychology of Instruction

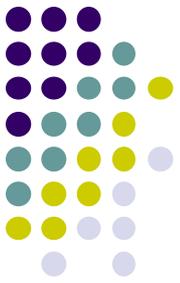
Agenda – January 27, 2010

8:30 – 12:00



- 1. Intros**
- 2. Class Overview**
- 3. Syllabus & Assignment Details**
- 4. Education Philosophy Survey**
- 5. Small group activity**
- 6. Essential Questions for Reading**

What this class is about . . .



1. Applying sound educational psychology principles to real-life classroom teaching
2. Creating a dynamic unit using these principles and “backwards designing”
3. Integrating differentiation strategies supported by best practices and sound research



Textbooks

- *Essentials of Educational Psychology, 2nd Edition* (2009). Jeanne Ellis Ormrod
- *Handouts, including:*
- *Teaching the Science Class You Never Had*, by David Jelinek, Ph.D., is available electronically with the understanding that you will only download and print one copy for yourself.
 - This is the PDF version of the textbook that will be published by Allyn & Bacon in 2011. All legal copyright issues apply.
 - The link to this textbook is provided on the course website and requires a password (which I will provide)

David Jelinek, Ph.D.



- COURSES
- COURSES
- EDTE 116 Psychology of Instruction
- EDTE 226 Online C & I
- EDTE 373B PACT Support
- EDTE 226 Folsom NB Cohort(Summer 09)
- EDTE 227 Folsom NB Cohort



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Psychology of Instruction EDTE 116

Spring 2010

- [Syllabus](#)
- Templates**
- [Unit Design Template \(WORD\)](#)
- [Lesson Plan Template\(WORD\)](#)
- [Sample Unit Plans](#)
- Assignments**
- [Signature Assignment](#)
- [Case Study Assignment](#)
- Handouts**
- [Designing Units \(Jelinek\)](#)
- [Inquiry & the 5 Es \(Jelinek\)](#)
- [Models of Instruction \(Jelinek\)](#)
- [Writing Learning Objectives](#)
- [Cognitive Neuroscience Discoveries \(Sylvester\)](#)
- [A Praiseworthy Brain \(Sylvester\)](#)

Catalog Description:

Introduction to professional pedagogy, including a thorough analysis of the Teaching Performance Expectations. Information, strategies, and practical experience in designing, assessing, and reflecting on lesson and unit plans emphasis on strategies for contextualizing teaching and learning. At the conclusion of this course and its linked courses, candidates are expected to be sufficiently prepared to design and implement lesson and unit plans in the of student teaching. Enrollment in Semester 1. **Prerequisite:** Admission to the Single Subject Credential Program. **Graded:** Graded Student. **Units:** 4.0.

Tentative Spring 2010 Schedule (Subject to Change so check regularly):

PowerPoints will be made available shortly after the scheduled class session.

Date	Topic	Reading Due	Assignments Due/Class Activities
Jan 27	<p><u>Click on the underlined topic to open the Powerpoint.</u> Overview & Preview of Educational Psychology</p>		<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Philosophy of Education Self-Assessment
Feb 3	Lesson Planning 101	<ul style="list-style-type: none"> • Ormrod, pp 281-287; • "Designing Units that Work": Read Phase 3, Attachment 4: "Lesson Plans" • "Writing Learning Objectives" handout 	<p><u>In Class:</u></p> <ul style="list-style-type: none"> • Zigsaw activities related to lesson planning
Feb 10	Inquiry and the 5 Es	<ul style="list-style-type: none"> • Jelinek handout: "Inquiry and the 5 Es" 	<p><u>Online Quiz #1:</u></p> <ul style="list-style-type: none"> • Tues, Feb 9, 7-8pm (covers this week's Jelinek reading) <p><u>In Class:</u></p> <ul style="list-style-type: none"> • Zigsaw activities related to inquiry & lesson planning <p><u>Due:</u></p> <ul style="list-style-type: none"> • Electronically submit Lesson Plan by Sun night, 2/14



Getting into SacCT

- SacLink account is needed. If you do not have this go to go to <http://www.csus.edu/webct/student/> and click on the “SacLink Account” link.
- Other SacCT info and tutorials are also available at this link.
- You can access SacCT from www.csus.edu/indiv/j/jelinekd

**SacCT****Faculty Resources**

[Faculty FAQs](#)
[Forms](#)
[Handouts](#)

Student Resources

[Student FAQs](#)
[Guide \(PDF\)](#)
[Tutorials](#)

Related

[Active Course List](#)
[My Sac State](#)
[Tools](#)

Forms

[Faculty Problems](#)
[Student Problems](#)
[Request a Feature](#)

Help

[Faculty & Staff](#)

SacCT Login

[Browser Check](#) | [Get Help](#) | [SacCT Home](#)

SacLink Username:

Password:

Login Trouble?

If you are having problems logging into SacCT and you see "You have entered an incorrect user name or password." Retry by entering SacCT using this homepage, <https://online.csus.edu> or by clicking the SacCT link at <http://www.csus.edu>. Do not bypass the SacCT homepage.

General Resources**New Student to SacCT?**

You will be able to log into your SacCT course(s), provided that:

1. You have a [SacLink Account](#) AND
2. You are officially [registered](#) for the course AND
3. Your instructor has requested that students be placed in their SacCT course, see [Active Course List](#).

System Status and Issues**Server Maintenance - Wednesday Morning (12am to 6:30am)**

We perform routine maintenance and updates on the server every Wednesday. All users should schedule and plan assessments, assignments, and other coursework accordingly.



Course Tools

- Course Content
- Assessments
- Chat
- Discussions
- Mail
- Roster
- Who's Online

My Tools

- My Grades
- My Files

Your location: Home Page



[Quiz #1: Inquiry & the 5 Es](#)



[Quiz #4: Ormrod Chapter 5](#)



[Quiz #6: Ormrod Ch 10 \(pp 355-390\)](#)



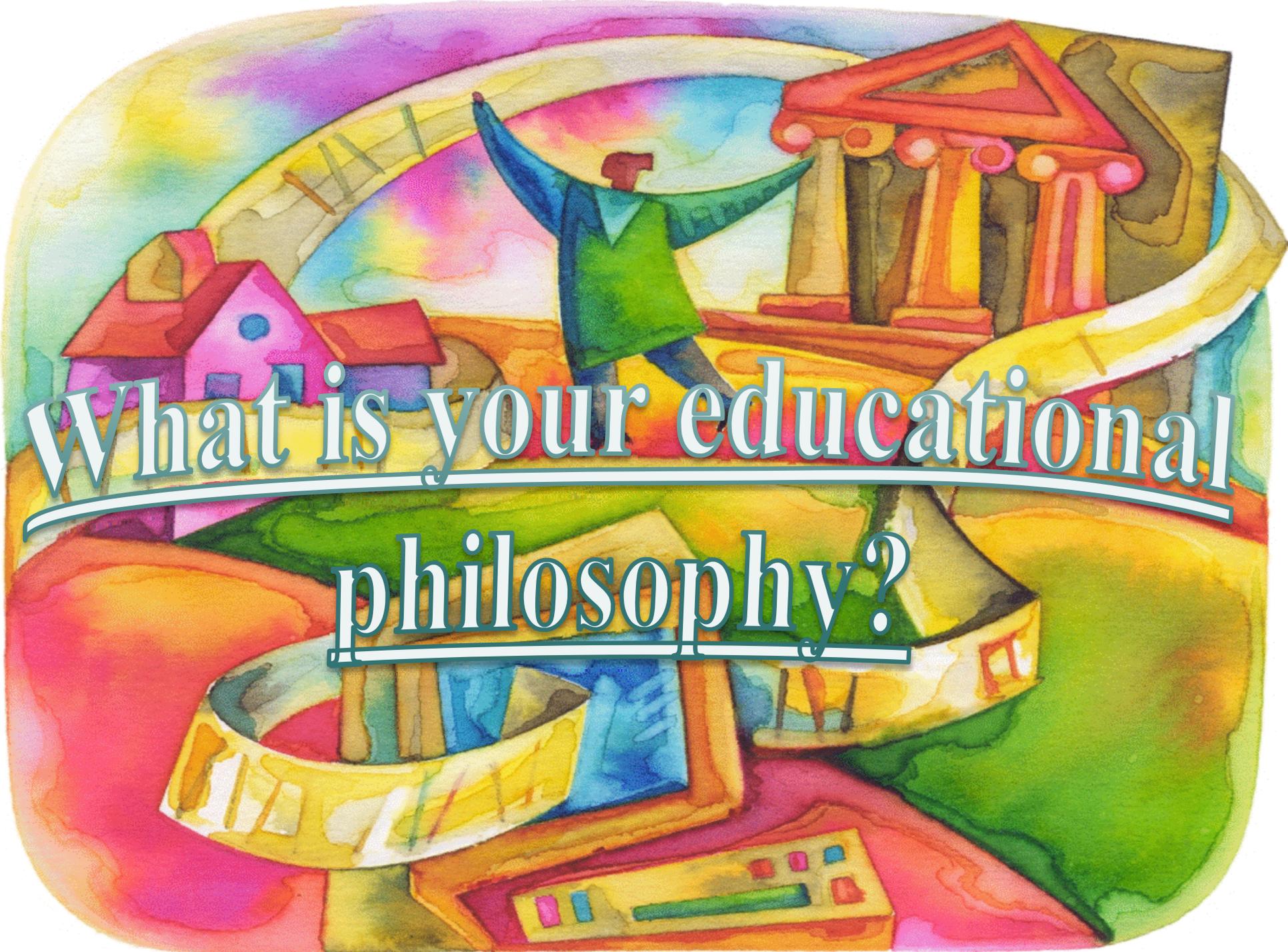
[Quiz #2: Ormrod Ch 2 and Sylwester Articles](#)



[Quiz #3: Ormrod Ch 4](#)



[Quiz #5: Ormrod Ch 6](#)



What is your educational
philosophy?

In small groups . . .

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"They've decided to resolve the department's conflicting educational philosophies."

1. Take 15 minutes to read about the educational philosophy you've been assigned, then discuss what a school based on this perspective might look like in terms of its **curriculum**, **teaching strategies**, and **mood**.
2. Create a simple visual and choose a spokesperson to report back to the rest of us.



For next week . . .

- Read “Cases” assignment details (from website)
- Preview the Ormrod Table of Contents & consider a case (and an alternate) you’d like to do
- Familiarize yourself with the lesson plan template on the web site
- Read Ormrod, pp 281-287; plus
- “*Designing Units that Work*”: Read *Phase 3, Attachment 4: “Lesson Plans”*;
- “*Writing Learning Objectives*” handout

Questions to Ponder as you do the reading for next week . . .



1. What is a lesson plan?
2. What are the 8 components of a lesson plan?
3. What is an *essential question*?
4. What is a *student objective*?
5. What is *formative assessment*?