

## SYLLABUS: EDUC/PSYC 321-01 Educational Psychology [2009aug12]

DATE: Fall 2009

COURSE NUMBER AND TITLE: EDUC/PSYC 321-01 Educational Psychology

CREDIT HOURS: 3

TIME AND PLACE: 10:30 – 11:45 A.M. Tuesdays and Thursdays; room FA 202

PROFESSOR: Rhett Diessner, Ed.D.

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\*A note on emailing Prof. Diessner: Please keep your emails to 3 sentences or less; for longer communication, come to my office hours. The college wishes you to use your warriormail address; it is to everyone's advantage if you do so.

### Course Description/Purpose

From the catalog: PSYC 321 - Educational Psychology (3 cr.) (*Also listed as ED 321*)

Builds on knowledge gained in Developmental Psychology to further the understanding level of various learning, teaching, developmental theories and processes. Not open to students who have successfully completed PSYC 321/PSYC 409 Psychology Applied to Teaching K-8 and 6-12.

**Pre-requisite: Must have already taken PSYC 205 Developmental Psychology.**

In particular, this course addresses Howard Gardner's approach to *teaching for understanding*, Nel Noddings' *caring approach* to teaching, and a *moral beauty* approach to developing the human strengths and virtues (Haidt & Keltner, 2004; Peterson & Seligman, 2004; Popov, 2000). ED/PS 321 also aims to deepen our understanding of cultural issues in education, through readings in *Sources* (Diessner & Simmons, 2000), Gardner (1999), and Witherspoon (1980), and Deschenie & Brave Heart (2006).

Specifically, this course assists in achieving the following goal of the Education Division for education majors: *To prepare caring professionals who teach for understanding in communities of learning.* This goal is addressed in many ways throughout the course, but in particular we draw on the work of Nel Noddings concerning modeling care and teaching students to be caring; Gardner's work on teaching for understanding; and every class period we aim to construct and practice the ethos underlying a community of learners.

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

### Required Texts:

Gardner, H. (2000). *The disciplined mind. What all students should understand.* NY: Penguin.  
ISBN: 0140296247

Noddings, N. (2005). *The challenge to care in schools. An alternative approach to education,* 2<sup>nd</sup> Ed. New York: Teachers College Press.

ISBN: 0-8077-4609-6 [the 1992 first edition is identical and cheaper and you can use it].

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

ISBN: 007 232 334 5

You will need to set aside several hours, EVERY WEEK, to read for this course. Every reading in this class is worthwhile and important – there will be no “busy” work. The readings are an excellent combination of both theory and practice.

### General Course Goals/Objectives of PS 321

#### Core performances:

1. Understanding Level, Multiple Intelligence, Lesson Plan (ULMI-LP). **Demonstrate understanding of the teaching for understanding by creating and designing a lesson plan that would facilitate understanding in each of your future students.** The contents and methodology of the lesson plan needs to be based on integrating Howard Gardner’s TMI with his operational definition of *teaching for understanding*. Each of the eight intelligences identified by Gardner will be “used” at least once in some part of your lesson plan. The lesson plan will demonstrate goals, objectives, methodologies and assessments that are congruent with *teaching for understanding*. The lesson plan will also have a commentary attached to it that will help demonstrate your understanding of Gardner’s approach. (Make use of the Hypothesis-Data-Warrant-Invitation to Inquire (HDWI) process of explanation that will be explained later in this syllabus and practiced repeatedly in our class.) For assessment specifics, see “Advice” and “Assessment Rubric” below.

N.B. Gardner **discourages** teachers from including all 8 intelligences in a single lesson plan – but for our educational purposes, and to be efficient, I require it in this assignment.

2. Moral Beauty Observation & Analysis Paper (MBOA-P). An important foundation for children’s development and education (and for your development, both as a teacher and as a human being) is the development of psychological character strengths, which are sometimes called “virtues.” Focusing on the character strengths of students is also an important foundation for discipline and classroom management.

**Demonstrate understanding of a particular child’s or youth’s moral beauty by identifying five major character strengths/virtues of that child; and then observe and interact with that child in such a way that you can observe at least three of those five strengths expressed in that child’s life. Then write a paper that demonstrates you understand that child’s expression of those three strengths.** (Make use of the Hypothesis-Data-Warrant (HDW) process of explanation that is described in this syllabus and practiced repeatedly in our class.)

3. Fundamental Curriculum Essay

The “Fundamental Curriculum Essay” is intended as a “values clarification” exercise. The goal of the paper is for the student to advocate for what she or he believes is of ultimate or fundamental importance to teach to students.

**Write a brief paper describing the educational goal, or goals, that are of ultimate and fundamental importance for you to teach to your students, and for them to learn.** An “A” paper will include a well-reasoned explanation for “why” you think this is of ultimate and fundamental importance.

4. Quizzes. Complete brief multiple-choice quizzes indicating knowledge of the main points of the reading assignments in Gardner (1999), Noddings (1992), and the *Sources* text (Diessner and Simmons, 2000). In general an “A” = 90% correct; B = 70-89%; B- = 50-69%; C = 35-49%. Note that you will outline a summary of one chapter from Noddings (1992); this will be worth the equivalent of two quizzes.

Studying for quizzes: An efficient and effective way to study for the quizzes is to carefully read the assigned chapter, and outline the main points of the chapter. Then re-study the outline you have made before the quiz.

5. Knowledge Level Vocabulary Final. This will be a straight forward, recall memory, final based on the important terms and concepts used in the course.

6. Knowledge of your own moral beauty. Log on to <http://www.authentic happiness.org/>, and register yourself there, and then complete the *VIA Signature Strengths Survey*. This adult version of the questionnaire has 240 questions, so be patient and expect to use an hour to complete it. After you click the final “submit” button, your five greatest character strengths (virtues) will appear on the screen. Print that page out, and turn it in with your name on it, and write the 5 strengths on your class name card, in LARGE print, for 10 points.

\* \* \*

**STRATEGIC RULE: Do not give a peer or a professor any kind of paper unless you have kept a copy!** The professor reserves the right to ask for a second copy of anything you have handed in.

**As a general rule, all papers and exercises must be keyboarded.**

#### Course Grade Criteria

Based on 1010 points:

1. Understanding Level, Multiple Intelligence, Lesson Plan = 400
2. Moral Beauty Observation & Analysis Paper = 300
3. Fundamental Curriculum Essay = 100
4. Quizzes = 100 (many quizzes, and Noddings’ chapter outline, averaged and pro-rated to 100 possible pts.)
5. Knowledge Level Vocabulary Final = 100
6. Complete the VIA (Values in Actions) Questionnaire = 10
7. Read the Syllabus Form = 5

Distinguished, A, or Excellent	= 950
Superior, B, or Very Good	= 850 - 949
Average, C, or Marginally Acceptable	= 750-849
Below Average, D, or Unsatisfactory	= 650-749

**Note:** course grades in this class take into account both quantity and quality. To earn an “A” for this course, it is required that, besides a 950 point total, the student earn an “A” on at least two of these three assignments: the ULMI Lesson Plan, the Fundamental Curriculum Essay and the MBOA paper.

The Professor may add plusses and minuses to final course grades in an effort to be flexibly fair. An education major is required to attain at least a “B-“ in this course. I will take it as my personal responsibility to see that every education major in this class can achieve that grade. Of course, it will require cooperation from you.

Optional Credit:

Demography form +10

Complete the form. Even if you have completed one of these in one of my previous classes, no doubt you have updated information, so submit a different photo and re-complete the form. If the form is not attached to this syllabus, remind me to distribute the form early in the semester. It is due the 4<sup>th</sup> week of the semester (see calendar).

Work Load and Description of Activities

The State Board of Education expects you to be in class approximately 45 hours, and to work about 90 hours outside class, for a standard 3-credit college class. Although "time" spent often correlates with "effort", actual accomplishments (performances, outcomes) are critically important. In a performance outcome model, time is not as important as demonstration of skills. Some of you will need more than 135 hours to accomplish the outcome performances described above; others of you will need less. My best guess is that it will take most of you about that much time-effort to accomplish these outcomes.

Methods of Instruction and Learning

Lecturing. I will lecture on topics related to the main course goal repeatedly. Research indicates that lecturing is about as good as anything else as an aid to gaining "factual information," and that most students prefer some lecturing to no lecturing.

Discussion and Cooperative Learning and Case Studies. Research shows that discussion encourages the higher thinking skills of application, analysis, and evaluation (Bloom et al., 1956) much better than lecturing. Research also indicates that cooperative learning (Johnson and Johnson 1987; Slavin, 1990, 1991) and peer teaching (Goldschmidt & Goldschmidt, 1976) are not only morally preferable, they also are effective learning methods.

Frequent Quizzing. Summaries of the research indicate that frequent quizzing increased student retention of subject matter.

Critical Thinking. There are many forms of critical thinking. The types we will aim for are:

A. Understanding. "Taking information and skills learned in school" and applying "them flexibly and appropriately in a new and at least somewhat unanticipated situation" (Gardner, 1991, p. 9).

B. Reflective thinking. The reflective thinking elements of analysis and synthesis will be emphasized, as summarized by John Dewey, in *How We Think*, the "intimate interaction between selective emphasis and interpretation of what is selected is found wherever reflection proceeds normally" (1910/1991, p. 115).

C. Interpretation. As emphasized from post-modern philosophy of science, to hermeneutics in literature, "all knowledge is constructed, and the knower is an intimate part of the known" (Belenky, et al., 1986, p. 137). Psychological interpretation involves trying to be "in the shoes" of another, and relating that understanding in a meaningful way to yourself and others.

### IMPORTANT NOTE

The LCSC *Cultural Diversity Campus Action Plan*, August 2000, states:

**“2.7 To ensure the pedagogy in all curricular areas is sensitive to and appropriately addresses diverse student clientele.**

“A. Divisions and faculty members should develop pedagogical practices appropriate for their curricula and specific courses, and share their successes with each other at division meetings.”

This is a critically important aspect of authentic educational psychology. It is addressed in this course by aiming to understand and practice the use of Gardner’s TMI, as this allows persons from all cultures to express themselves through the particular intelligences that have been emphasized in their particular culture. It is also addressed through focusing understanding on the eternal and cross-cultural fundamental principles of truth, beauty and goodness – principles that are dear to all cultures on our planet (Gardner, 1999; Shweder, 2003). The expression of these three fundamental principles differs across cultures, and it is hoped that some of that diverse expression will be celebrated by the student products and performances in this course. Likewise, understanding the moral beauty of children and youth are based on strengths of character, or virtues, which are found in all cultures, although their expression and relative importance vary according to particular cultures (Peterson & Seligman, 2004; Popov, 2000).

Also we have some excellent “cultural” readings:

Gardner, H. (1999). *The disciplined mind. What all students should understand*. NY: Simon & Schuster; Chapter Five, “How Cultures Educate.”

Scherer, M., & Kozol, J. (1993). On savage inequalities: A conversation with Jonathan Kozol. *Educational Leadership*, 50(4) in Diessner, R., & Simmons, S. (2000). *Sources: Notable selections in educational psychology*. Guilford, CT: Dushkin/McGraw-Hill.

Ogbu, J. H. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21(8) in Diessner, R., & Simmons, S. (2000). *Sources: Notable selections in educational psychology*. Guilford, CT: Dushkin/McGraw-Hill.

We will also address issues concerning moral education and beauty from a Navajo point of view, including reading:

Witherspoon, G. (1980). Beautifying the World through Art (from *Language and Art in the Navajo Universe, 1977* [Ann Arbor: University of Michigan Press]. In L. Evers (Ed.), *The South Corner of Time*, p. 98. Tucson: The University of Arizona Press.

### ATTENDANCE

I expect that you will attend every session punctually. If you miss a class, I assume that you had an emergency or a significant priority. I consider it courteous to inform a professor as much in advance as possible if you are going to miss class, and to inform them as soon as possible after an emergency. If you are an education major and you miss several classes, or have a pattern of lateness, consider changing majors.

Please drop or withdraw from this class if you can’t attend nearly every session.

### Family Educational Rights and Privacy Act

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In

essence, the act states that 1) students must be permitted to inspect their own “education records” and 2) “school officials” may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit [www.lcsc.edu/registrar](http://www.lcsc.edu/registrar) or call 208-792-2223.

### Consultation and Cooperative Learning

We will frequently work in small groups in our class. The critical aspect of consultation is that everyone offers their opinion, knowledge or decision. If you are a talkative person, use your assertiveness to draw others out; if you are a quiet person, be sure you speak up. Feel free to offer advice, to disagree, or inquire; feel free to do so in a spirit of friendliness.

### A Note on Academic Integrity and Honesty:

I encourage cooperative learning, but quizzes must be done from your own memory; and your major “papers,” The Lesson Plan, and the Beauty Observation, must represent mainly your work (but feel free to use as many advisors, editors, and proofreaders as you can). You are also welcome to **adapt** lesson plans from the Internet or education texts. In your Lesson Plans, when you use any sources (books, articles, professionals, etc.), you must cite them as a reference, otherwise it may be plagiarism. Never resubmit work in one class that you did for another class or simultaneously submit the same work for two classes, without the professors' knowledge. Never submit work for which you were not the main creator. *Violations of these principles of integrity and honesty can forfeit your entire course credit.*

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding."

If I suspect a student has committed an act of academic dishonesty, I am supposed to document the incident and notify the Judicial Affairs Officer in Reid Hall 111, phone 2211.

### Timeliness

If you miss a quiz or exam, or hope to turn in an assignment "late", you are completely at the professor's "mercy". I realize that different cultures and different people relate to time in different ways than I do. Because I have hundreds of students, however, and handle thousands of pieces of paper every semester, I need to be organized by my own functional system. If you know you will miss something, contact the professor early, **preferably both verbally and by email**. If you miss class, or are late on an assignment, due to an emergency, explain to the professor ASAP, and/or leave a message on his office phone. *If you ever turn a paper in late, ALWAYS attach a note explaining why it's late. Even if you told the professor in class, or on the phone, don't assume he remembers: attach a note!*

If you notice any typos, grammos, spellos, or awkward sentences in this syllabus, please bring it to my attention after class, or in a note. Thanks.

## Advice for Completing the Fundamental Curriculum Essay

Goal: Demonstrate understanding of what is fundamentally important to teach students.

Demonstrate intrapersonal and interpersonal intelligence (and “existential” intelligence; see Gardner, 1999b) in the writing of a **brief** paper (1 to 2 pages).

After careful reflection and contemplation, select an educational goal/objective that is of ultimate or fundamental importance for your future students to learn. This should be what you think and believe is the most important “thing” that can be taught to children (that is, children or youth of the age group that you plan to teach). A well-reasoned explanation for “why” you think this is of ultimate or fundamental importance should be included in this paper. For inspiration, pay particular attention to Chapter One in Gardner (1999a). Note that he selects teaching for Truth, Beauty, and Goodness as “very important.” This does not mean you should select those three fundamental principles, unless he has convinced you personally that they are the ultimate educational goals. Also, as another example, it is quite clear that Nel Noddings (1992) has made a poignant argument that “caring” is the most fundamental aspect of the curriculum.

The “Fundamental Curriculum Essay” is primarily an activity of “values clarification.” It is to help the student focus on the critical fundamentals of teaching. It is assumed that our answers to these questions change, as we develop. The professor does not assume, however, value relativism, or a purely subjective viewpoint. Rather, I think that there are objective answers, or “true” answers, to these questions, but as they are so difficult and deep, it is particularly important to assume a “humble” attitude toward them, and a *caring* attitude towards others trying to answer them. The grading of the essay will thus mainly be aimed at the quality of the reasons that you use to explain “why” the curriculum you selected is of great importance.

Rubric:

A = clear thesis statement supported by a well-reasoned warrant (an explanation)

B = clear thesis statement, but the explanation is lacking in logic

B- = a thesis statement that is not clear; or somewhat clear, but the reasons of support for it are not explained well.

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### **Knowledge versus Understanding**

For the purposes of this class “knowledge” is defined as information, data, facts, and memorizations (Bloom’s first level). “Understanding,” however, shows that one actually comprehends the meaning of that information, those data, facts and memorizations. For the purposes of assessment, Howard Gardner states that for a teacher to know whether students understand the knowledge they have gained, they must be able to apply that knowledge to a new situation. Here is the test: could the student pass the test, or create their performance, just by repeating what they have memorized? If so, then we do NOT know if they actually understand the information. They must be able to apply it in a flexible and significantly different situation for the teacher to know that the student actually understands!

“An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation. An individual with a keen memory might well understand the topic; however, it is also plausible that he or she merely remembers the information and has not a clue about how to use it appropriately in an unfamiliar circumstance. (Gardner, 1999, p. 119).”

## EXPLANATION DESCRIBED

Note: to be successful in this course, it is critical to understand “explanation.” We will practice several concrete examples of making explanations, in class, to help make it understandable.

1. **The Hypothesis:** An explanation, that demonstrates *understanding*, begins with an assertion, an advocacy, a claim, or a hypothesis.
2. **The Data.** Next, an explanation presents the evidence or data that led to the hypothesis.
3. **The Warrant. (The Reason.)** Next, an explanation provides a warrant that connects the hypothesis to the data. That is, it “explains” *why* those particular data do support and make sense of the hypothesis. 3a. To do this, one utilizes the definition(s) of the crucial term(s) in the hypothesis to show how the evidence articulates with that definition.
4. **Inviting Inquiry.** Finally, a non-static, open-minded and evolving explanation asks the listener or reader to critique the hypothesis, the data, and/or the warrant.

“Understanding is the goal of explanation and the end-product of successful explanation (Peter Winch, 1990. *The idea of a social science and its relation to philosophy*, 2ed. Atlantic Highlands, NJ: Humanities Press International, p. x).”

“An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation (Gardner, 1999, p. 119).”

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### Teaching for Understanding

There are many ways to teach students to understand material. Described below is one of the simplest ways to do so, and is the way we will focus upon in this class. (Note that the “discovery approach” methodology [viz. Bruner in Diessner & Simmons, 2000] could take the place of steps 1-3 below, but step 4 would still be necessary.)

1. Present information to students. This is sometimes called “direct instruction.” The information that you present must be information that is necessary for the students to “know” in order to later develop “understanding.” This is typically what most teachers consider a “lesson.”
2. Demonstrate to students how to apply that information. The teacher is modeling “understanding” of the information by applying it to a situation that was not used in the direct instruction segment of this lesson or unit. (“Work through a problem on the board; show them an example; work through a case study while they follow along, etc.)
3. Provide a teaching-learning situation in which the students now practice applying that information to a somewhat new and unfamiliar situation. This can be viewed as guided practice. It takes place in what Vygotsky calls the “zone of proximal development.”  
[Under some circumstances #2 and #3 can be integrated.]
4. Then assess whether or not an INDIVIDUAL **understands** what has been taught and practiced. Test the students by designing an evaluation (a test, an assessment) in which the students attempt to demonstrate their understanding by applying their new knowledge to an unfamiliar problem or new and significantly different situation. To “check” whether it is a good test of “understanding,” ask yourself whether or not a student with a good memory, but lacking understanding, could still pass the test. If so, it’s an ineffective assessment to evaluate whether or not understanding has been reached.

## Advice for Completing ULMI-LP Understanding Level, Multiple Intelligence -- Lesson Plan [rev. 2007-11-13]

Goal: Understand how to create Lesson Plans, appropriate to the grade level you plan to teach, that *teach for understanding*

1. The Lesson Plan should be developmentally appropriate for the age level that you plan to teach. The Lesson should be on a topic that is meaningful, important, and something you really hope and plan to teach.
2. The lesson plan will be completed in the lesson plan format that is described in this syllabus (see one of the last pages of this syllabus, entitled, "Lesson Plan Format for ED/PS 321")
3. The lesson plan must have at least one goal, two objectives and two assessments.
  - 3a. The goal should relate, in some way, to the fundamental curriculum that you identified in an essay earlier in the semester (see 5c below).
  - 3b. The first objective will be at the knowledge level. The knowledge level objective should be based on information that is necessary to know in order to achieve the understanding level objective.
  - 3c. The second objective will be at understanding level, and will be based on the knowledge gained in completing the knowledge level objective.
  - 3d. The assessment section of the Lesson Plan will **detail** the criteria for passing (achieving) the two objectives.
    - \*Be sure that the assessments of your objectives evaluate **individual** achievement, and not group achievement. Group assessment is useful as a procedure, but it will not let you know which students have actually achieved the objectives, or not.
4. Each of the eight intelligences must have a substantial and significant presence in the LP (although Gardner warns *against* trying to put all intelligences into each lesson plan, we will do so for efficiency on this assignment).
5. The student will also write a commentary on their Lesson Plan (Note that the commentary is very important, and is very useful for demonstrating your understanding of the assignment. Also note that the commentary "counts" nearly as much for your grade as the lesson plan itself.) The commentary will consist of the following:
  - a. an explanation\* for why your Lesson Plan teaches for "understanding."
  - b. an explanation\* of how the TMI has been incorporated in the Lesson Plan. Explain how each of the eight intelligences is used at some point in your Lesson Plan.
  - c. an explanation\* that describes how the goal of your lesson plan is related to the fundamental curriculum that you identified in your Fundamental Curriculum Essay.
    - \* See in this syllabus, "Explanation Described," for the necessary criteria of an *explanation*.
    - \*\*Place this commentary after your lesson plan. In the commentary first address why the lesson plan teaches for understanding, then address how the MIs are included in the LP; lastly, address how the goal of your LP relates to your fundamental curriculum (in at least one full paragraph of explanation).

Details:

1. Make a cover page.
2. Double space everything.
3. Simply staple the final product (*NO binders, folders, etc.*)
4. Number ALL the pages.

Ask the professor to copy and hand-out an example "A" paper. Make use of it. However you can not use objectives in your lesson plan that are similar to the objectives in the example Lesson Plan.

## Assessment of the Lesson Plan based on Gardner's TMI &amp; Teaching for Understanding [rev26Dec2006]

Student's Name:

I. Goal: Understand how to create Lesson Plans, appropriate to the grade level you plan to teach, that *teach for understanding*. **“An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation. An individual with a keen memory might well understand the topic; however, if it also plausible that he or she merely remembers the information and has not a clue about how to use it appropriately in an unfamiliar circumstance (Gardner, 1999, p. 119).”**

Proficient: The methodologies in your lesson plan would prepare your future students to apply the knowledge in a new situation and, especially, your assessment sections meet Gardner's definition of reaching understanding.

- a) Knowledge objective is knowledge level, and is necessary to know to complete understanding level objective
- b) Understanding level objective is understanding level
- c) Methodologies use
  1. direct instruction for knowledge level;
  2. demonstration by the teacher of how to *apply* the knowledge in an act of understanding;
  3. guided practice for achieving understanding is provided;
- d) An assessment that is
  1. an *application* of knowledge;
  2. in a significantly different setting, and with substantially different problems than practiced in class; and
  3. could not be achieved simply with a great memory.
  4. Assessment is based on an objective of a 'behavioral act' with detailed *criteria*

Adequate: The methodologies and assessment would help a student reach and demonstrate understanding, but some of the Proficient criteria are missing or are poor quality.

Not Adequate: the methodologies and assessment aspects don't lead the students to demonstrate *understanding*.

The Commentary on the Lesson Plan

IIa. an explanation for why your Lesson Plan teaches for “understanding”

Proficient: uses Gardner's complete definition of assessing understanding and connects it to the content of the Lesson Plan.

Adequate: uses Gardner's definition of assessing understanding and connects it to the content of the Lesson Plan, but does not elucidate all the aspects of the definition

Not Adequate: does not *use* Gardner's definition to prove the Lesson Plan teaches for understanding

IIb. an explanation of how the TMI has been incorporated in the Lesson Plan. Explain how each of the eight intelligences is used at some point in your lesson plan.

Proficient: actually *explains* (gives reasons for) how each of the 8 intelligences was used.

Adequate: indicates where each of the 8 intelligences were used, but without a reasoned explanation.

Not Adequate: doesn't indicate all 8, or makes errors in so doing.

IIc. Relates that which is of fundamental importance in teaching to the Lesson Plan

Proficient: Uses the definition of your fundamental curriculum (from your essay) and explains why your goal in the Lesson Plan is derived from it.

Adequate: connects your fundamental curriculum to the goal in the LP, but doesn't use the definition of it

Not Adequate: does not connect your fundamental curriculum to the goal in the LP

Overall Grade =  $[I + (IIa + IIb + IIc)]/3$ ; Proficient = 4; Adequate = 3;

(3.8-4.0 = Proficient = A; 3.5-3.79 = A-; 3.2-3.49 = B+; 2.8-3.19 = Adequate = B; 2.5-2.79 = B-); **Points:** \_\_\_\_\_/400

## Advice for completing the Moral Beauty Observation & Analysis Paper

### Objective:

Demonstrate understanding of a particular child's or youth's moral beauty by identifying five major character strengths/virtues of that child; and then observe and interact with that child in such a way that you can observe at least three of those five strengths expressed in that child's life. Then write a paper that demonstrates you understand that child's expression of those three strengths. (Make use of the Hypothesis-Data-Warrant-Invitation to Inquire (HDWI) process of explanation that will be explained later in this syllabus and practiced repeatedly in our class.)

1. Identify a child or youth that is at least 8 years old, and not yet 18. Ask the parent's, and the child's, permission to administer to them the *VIA Strengths Survey for Children*. If they agree, ask them both to sign both copies of the permission form attached to this syllabus. Leave one copy of the permission form with the parent; attach the other copy of the permission form to the end of your paper.

Then get in front of a computer with internet access with the child. Log on to <http://www.authentic happiness.org/> and have the child complete the questionnaire. The children's version can be found in the middle of the home page for Authentic Happiness; it is below the heading "Engagement Questionnaires" in the middle of the home page. Because the parent has given you explicit written permission to complete this questionnaire with their child, you can register at the site as their guardian (after you click on the VIA for children, then the next page will ask you to register them). You can help the child with vocabulary, but give them no hints about what responses to make. Be patient, as it will take *at least* an hour, and maybe 2 hours to complete this questionnaire (it has 198 + 7 questions; bring them a snack to eat while they take it :). **Be sure to print out the last page, as you need it for this assignment, and should staple it to the end of your paper.**

If you have difficulty finding a child to study, you may contact The Valley Boys and Girls Clubs in the Orchards, Clarkston, or Lapwai. You need to call these places before you go (bring your permission form with you). When performing your observation, dress your best and have your very best manners ☺ I apologize for saying this, but we can lose our privileges if we do not do this. You will be representing LCSC and our class. Please act like the professional teacher or psychologist or social worker that you are going to be.

It is perfectly acceptable to study your own child. The goal of the assignment is not simply "scientific objectivity" but rather to understand the moral development of a child better.

2. Then arrange for one or two meetings with the child, for one or two hours in length. Take a pad of paper with you when interacting with the child. Take "field notes". Your field notes will be in two forms: 1) actual observations you make, and 2) observations reported by informants (parents, child-care workers, siblings, etc.). Observe the child, *and also feel free to talk to and interact with the child, or people that know the child*. Record your questions and the answers for the child or other informants exactly (verbatim). Regarding observations of non-verbal behavior, your field notes do not have to be perfect sentences; but they should be "data rich". **They will be the appendix to your interpretive paper** (that means you will staple them to the end of your paper). The relationship of the field notes to the paper you write is analogous to the relationship between the case studies we read in class and the analyses of those cases. You will quote from your field notes in the body of your analysis, as "data," the same as we quote from the case studies as "data." Write your field notes in "behavioral" style, that is, only write down the exact words spoken by the child, and the behaviors that you have seen the child perform, or behaviors and events that your informants (parents, etc.) describe.

Your goal in observing and interacting with the child, and with your informants, is to identify and understand at least 3 of their top 5 strengths that were listed in the VIA questionnaire. For instance, if fairness was one of their top five, you might ask the child about times that they were fair, or tried to get fairness for someone they know; even better, if you are lucky, you might even observe them doing something fair or sticking up for fairness for someone else while you are with them.

### 3. Writing the paper.

A. Write an introductory paragraph in which you describe the child in general (make up a name for them, a pseudonym); gender, age, grade, economic class, ethnic background, family's religious preference(s), hobbies, family constellation, siblings, relevant relatives, etc.

B. Then you will have 3 more sections to the paper, structured in the H-D-W format we have practiced in class. Each section will begin with a hypothesis, something like, "Christina has a strong sense of fairness, which is an aspect of the virtue of justice," or, "One of Christina's top five character strengths is gratitude, which is a component of the virtue of transcendence." Then you will quote data from your field notes relevant to Christina demonstrating a sense of justice. The more instances of justice data that you have, the better your analysis can be. For instance you might have one actual observation of her being fair, you might have some verbal data from her, telling about a time when she was concerned about justice for others, and you might include some verbal data from a parent describing a time the child "stuck up" for a new kid in class that was being teased. After the data you will have a big healthy warrant, in which you will apply the definition of fairness (or whatever strength you are addressing) to the data, explaining why those data represent the concept of fairness. By turning the paper in, you are inviting inquiry.

Include a little summary paragraph at the end of your paper.

C. You will have a short reference page, as you will cite the definitions of the strengths from Peterson & Seligman (2004) IN the paper, and then one full reference at the end of the paper:  
Peterson, C., & Seligman M. E. P. (Eds.) (2004). *Character strengths and virtues. A handbook of classification.*

Oxford:

Oxford University Press, & Washington DC: American Psychological Association.

However, if you use a definition from the website, then you need to cite the website on your reference page, and in your paper:

Seligman, M. (2009). VIA Values in Action Questionnaire. Authentic Happiness website. Retrieved Month, day, year, from <http://www.authentichappiness.sas.upenn.edu/Default.aspx>.

Assessment of Moral Beauty Observation and Analysis Paper [rev.18jan2007]

Student's Name:

- 1. Hypothesis, Data, and Warrant concerning one character strength
  - 20/ /hypothesis mentions a character strength and a virtue from the child's VIA questionnaire
  - 20/ /representative observational data (quoted from attached field notes)
  - 30/ /warrant that explains why the data fit the definition of the character strength

\_\_\_\_\_ Grade for #1 \_\_\_\_\_/70 pts.

\*\*\*\*\*

- 2. Hypothesis, Data, and Warrant concerning another character strength
  - 20/ /hypothesis mentions a character strength and a virtue from the child's VIA questionnaire
  - 20/ /representative observational data (quoted from attached field notes)
  - 30/ /warrant that explains why the data fit the definition of the character strength

\_\_\_\_\_ Grade for #2 \_\_\_\_\_/70 pts.

\*\*\*\*\*

- 3. Hypothesis, Data, and Warrant concerning one more character strength
  - 20/ /hypothesis mentions a character strength and a virtue from the child's VIA questionnaire
  - 20/ /representative observational data (quoted from attached field notes)
  - 30/ /warrant that explains why the data fit the definition of the character strength

\_\_\_\_\_ Grade for #3 \_\_\_\_\_/70 pts.

\*\*\*\*\*

Various Relevant Details

- \_\_\_\_\_ / 20 Introductory paragraph with a range of background info
- \_\_\_\_\_ / 10 Short Reference Page (and definitions cited **in** the paper)
- \_\_\_\_\_ / 10 Permission form attached to paper
- \_\_\_\_\_ / 25 *VIA Signature Strengths Survey* print out of 5 character strengths attached to the paper
- \_\_\_\_\_ / 25 Observations, verbal utterances, fields notes attached to paper (may be hand written)

Overall Grade: \_\_\_\_\_ Total score: \_\_\_\_\_/300

(RE: the margin notes I put on your paper: H+ = Hypothesis; D+ = Representative Data; W+ = Warrant that directly connects the hypothesis to the data, through the USE of the definition of the main concept in the hypothesis)

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## Lesson Plan Format for ED/PS 321

(Please note: your other education professors will require Lesson Plan formats that are different from this one; but they will all have in common: a) goals/objectives, b) methodologies/procedures, and c) evaluation/assessment).

Grade Level:

Content Area:

Time Frame:

How much time do you estimate this lesson will take?

Goal:

What is the purpose of this lesson?

Rationale:

Explain why this lesson is important for your students. (Use reasons; and reasons that are based on your fundamental curriculum essay would be logical for you to consider.)

**Learning Objective(s):**

Concretely state what observable (measurable or assessable) behavior will, at least partially, show that the goal of the lesson has been achieved. Another way of stating this: What are the demonstrable outcomes?

**Assessment:**

How will achievement of the learning objectives be measured? Include a description of the **specific criteria** that you will look for that will demonstrate that the objective has been successfully met. (If you use a grading rubric, this is the place for it.)

**Procedure:**

This is the **method** that will be used to reach the objectives. Break it down into sequential order:

- 1) First thing done (est. amount of time)
- 2) Second thing done (est. amount of time)
- 3) Etc.

(Note that you should estimate the amount of time that each step will take and record that next to each step of the methodology.)

Instructional Resources:

What material resources will be needed for this lesson?

References/Bibliography

What resources did you “borrow” from others in preparing this lesson?

Dear Students from PSYC 321 Educational Psychology:

Please print and sign your name below if you give me permission to use your major assignments (the “Lesson Plan” and the Beauty Observation, Fundamental Curriculum Essay) in this class in up-coming semesters. Whether you do great or so-so, it will still be of help to my future classes. I will use them anonymously (I’ll black out your name). Please feel totally free not to give me permission; but I thank you ahead of time if you do give me permission.

I give you permission to use parts or all of my Lesson Plan, Beauty Observation, and Fundamental Curriculum Essay in your future classes:

Print name: \_\_\_\_\_

Sign name: \_\_\_\_\_

Date: \_\_\_\_\_

If you do sign this and give it to me, please also email me your papers. Thanks so much! [diessner@lsc.edu](mailto:diessner@lsc.edu)

## Child/Youth Moral Beauty Study in PSYC 321 Educational Psychology

### Consent Form: *Copy for the Professor* [9sep05]

Course Professor: Dr. Rhett Diessner  
 Work # : 792 2338  
 Home # : 746 0273

I am a member of an Educational Psychology Class that requires me to observe and interact with a child or youth and to write a report concerning the development of the child's strengths.

My name is: \_\_\_\_\_

My phone # is: \_\_\_\_\_

I wish for your child to complete a 205 item questionnaire about their character strengths on the internet; it will take about an hour. You are welcome to be with us while your child completes it. The questionnaire is "all positive," it is only looking for your child's *strengths*. After completing the questionnaire, the internet site will produce a list of your child's top 5 character strengths. (The owner of the site, Dr. Martin Seligman, may use your child's data in his research, but it will be totally anonymous.) I will then schedule one or two meetings with your child, and/or you, to find out the various ways that your child expresses three of those five character strengths. I will ask questions like:

- 1) Tell me about a time you felt very thankful.
- 2) Tell me about a time that you did something that was fair to other people.
- 3) Tell me about a time when you really enjoyed learning something.
- 4) Do you feel hopeful? Tell me about that.

This should not take more than a total of two hours time, and you are welcome to stay with your child the entire time. I will write a report concerning my observation of your child, for class credit, and the only person who will ever see the report is Dr. Diessner, the professor of the course. In the report I will use a made-up name for your child and keep all information in the report as anonymous as possible.

Participation in this child-observation is entirely voluntary on the part of yourself and your child. You are welcome to refuse to participate at any time, and to withdraw from the study at anytime for any reason. If you have any questions regarding your rights, contact Dr. Rhett Diessner at [diessner@lcsc.edu](mailto:diessner@lcsc.edu), or 208 792 2338, Education Division, Lewis-Clark State College. If you have any further questions regarding your rights you may contact the Institutional Review Board at LCSC at 208 792 2225.

**If you have any questions about the study please ask me now.**

*I have read or have had read to me the proceeding information describing the study. All my questions have been answered to my satisfaction and this form is being signed voluntarily by me indicating my desire to participate in the study. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form.*

I give permission to \_\_\_\_\_,  
 (PSYC 321 Educational Psychology student's name)

to observe and interact with my child, \_\_\_\_\_,  
 (child/youth's name)

\_\_\_\_\_  
 Parent's or legal Guardian's signature

\_\_\_\_\_  
 date

**For the Child or Youth:**

*I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.*

\_\_\_\_\_  
 signature of the Child/Youth

\_\_\_\_\_  
 date

## Child/Youth Moral Beauty Study in PSYC 321 Educational Psychology

### Consent Form: *Copy for the Parent* [9sep05]

Course Professor: Dr. Rhett Diessner

Work # : 792 2338

Home # : 746 0273

I am a member of an Educational Psychology Class that requires me to observe and interact with a child or youth and to write a report concerning the development of the child's strengths.

My name is: \_\_\_\_\_

My phone # is: \_\_\_\_\_

I wish for your child to complete a 205 item questionnaire about their character strengths on the internet; it will take about an hour. You are welcome to be with us while your child completes it. The questionnaire is "all positive," it is only looking for your child's *strengths*. After completing the questionnaire, the internet site will produce a list of your child's top 5 character strengths. (The owner of the site, Dr. Martin Seligman, may use your child's data in his research, but it will be totally anonymous.) I will then schedule one or two meetings with your child, and/or you, to find out the various ways that your child expresses three of those five character strengths. I will ask questions like:

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#### **If you have any questions about the study please ask me now.**

*I have read or have had read to me the proceeding information describing the study. All my questions have been answered to my satisfaction and this form is being signed voluntarily by me indicating my desire to participate in the study. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form.*

I give permission to \_\_\_\_\_,  
(PSYC 321 Educational Psychology student's name)

to observe and interact with my child, \_\_\_\_\_,  
(child/youth's name)

\_\_\_\_\_  
Parent's or legal Guardian's signature

\_\_\_\_\_  
date

#### **For the Child or Youth:**

*I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.*

\_\_\_\_\_  
signature of the Child/Youth

\_\_\_\_\_  
date

+5 “Bonus” points for Reading Syllabus PSYC 321

// I certify that I have printed out the PSYC 321 Syllabus and that I plan to bring it to each class session.

// I certify that I have carefully read the entire syllabus.

Or

// I certify that I have carefully read the entire syllabus on a computer screen.

// I certify I have saved it to a computer hard drive, and I will open it and refer to it frequently throughout the semester.

\*If you prefer a hardcopy syllabus, and are unable to print one, come to Prof. Diessner’s office hours and he will provide you with a copy.

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Print name legibly, in the same form as on the class list

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Signature

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Date