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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Youngstown State University

Course(s) Submitted(Title & Course #) Psychology of Education for
PSYCH 3709

Ohio Articulation Number OED 003

Date 3/13/06

Name and title of individual submitting on behalf of the college/university

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Credit Hours 3 qtr _____ sem x

Lecture Hours 3

Laboratory Hours _____ (if applicable)

Pre-Requisites(s) Course work (if applicable)

Psychology 1560 General Psychology

Placement Score (if applicable)

(Name of test) _____

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

PSYCH 3709 Psychology of Education. Principles of psychology as applied to the educational process, including characteristics of the individual learner, the classroom, the instructor, methods and techniques and other factors in the learning process. Prereq: PSYCH 1560

Texts/Outside Readings/Ancillary Materials

Woolfolk, Educational Psychology

Course Objectives and/or Plan of Work

Knowledge: Candidates will demonstrate knowledge of

- Major psychological theories of growth and development, learning, motivation, and moral reasoning (INTASC Standards 2, 4, 6)\
- Research related to growth and development, learning, motivation and moral reasoning as it applies to education (INTASC Standards 2, 3)
- Cognitive, affective and cultural diversity in student learners and learning styles, including an understanding of exceptionality in student learning (INTASC Standards 2, 3, 5)
- Environmental influences on development, learning and motivation including variables related to school, home, community and culture (INTASC Standards 2, 8)
- Instructional and assessment principles and strategies (INTASC Standard 8)

Skills: Candidates will demonstrate ability to

- Write about topics related to education
- Apply critical thinking processes to the course content and summarize educational research articles and internet sources (INTASC Standard 9)
- Identify and apply knowledge of psychological theories of growth and development, learning, motivation and moral reasoning to case studies (INTASC Standards 2, 6)

Dispositions: Candidates will

- Develop an appreciation and understanding of diversity while teaching (INTASC Standard 3)
- Develop the belief that all students are capable of learning (INTASC Standards 3, 4)

Description of Assessment and/or Evaluation of Student Learning

examinations (objective & essay); case studies; journal article reviews

Master Syllabi and Working Syllabi (if both are used)

Educational Psychology
PSYCH 3709
Youngstown State University

Credit hours: 3 s.h.

Prerequisite: General Psychology

Required materials

- Woolfolk, A.E. (2004) Educational Psychology (9th edition), Boston, Allyn & Bacon (With accompanying CD-R)M).
- Johnson, E.W. (2004) Study guide for Woolfolk, Educational Psychology (9th edition)

- O'Kelly, J.B. (2004) Praxis Guide, Boston, Allyn & Bacon
- Study guide for principles of teaching and learning (2003) Princeton, NJ; Educational Testing Service

Course description

Principles of psychology as applied to the educational process including major theories of development, learning and motivation, characteristics of individual learners and environmental factors affecting them, instructional and assessment strategies, classroom characteristics and management.

Relationship of this course to Praxis and INTASC

YSU's Beeghly College of Education and the State of Ohio have adopted ten Model Standards for Beginning Teacher Licensing and Development as developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). These are aligned with the Praxis II Principles of Learning and Teaching. While many of these principles are taught in Educational Psychology, the following are given particular emphasis in this course:

INTASC Standard 2/ Student Learning

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

INTASC Standard 3/ Diversity of Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

INTASC Standard 5/ Instructional Strategies

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.

INTASC Standard 6/ Learning Environment

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

INTASC Standard 8/ Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical

development of the learner.

Course Objectives and Outcomes as aligned with INTASC Standards

Knowledge: Students will demonstrate knowledge of

- Major psychological theories of growth and development, learning, motivation and moral reasoning (Standards 2,4,6)
- Research related to growth and development, learning, motivation and moral reasoning as it applies to education (Standards 2,3)
- Cognitive, affective and cultural diversity in student learners and learning styles, including an understanding of exceptionality in student learning (Standards 2,3,5)
- Environmental influences on development, learning and motivation including variables related to school, home, community and culture (Standards 2,8)
- Instructional and assessment principles and strategies (Standard 8)

Skills: Students will demonstrate ability to

- Write about topics related to education
- Apply critical thinking processes to the course content and summarize educational research articles and internet sources. (Standards 9)
- Identify and apply knowledge of psychological theories of growth and development, learning, motivation and moral reasoning to case studies (Standards 2,6)

Dispositions: Students will

- Develop an appreciation and understanding of diversity while teaching (Standard 3)
- Develop the belief that all students are capable of learning (Standards 3,4)

Course Outline and Key Topics

Week 1: Introduction to Educational Psychology and the profession of educator

- Professional literature
- Professional organization
- Praxis /INTASC

Week 2: Major theories of cognitive and language development

- Piaget's cognitive developmental theory
- Vygotsky's theory/ role of language

- comparison and contrast of theories

Week 3: Continuation of cognitive and language development

Week 4: Major theories of personal & social development

- Erikson's 8 stages of development
- Kohlberg's theory of moral development
- Gilligan's response to Kohlberg
- related environmental & genetic issues

Week 5: Continuation of personal and social development

Week 6: Historical and contemporary theories of intelligence

- Psychometrics
- Gardner & multiple intelligences
- Sternberg's triarchic theory
- Nature vs. nurture
- cultural definition of intelligence

Week 7: Diversity in the classroom

- Ethnicity
- Race
- Social class
- Gender

Week 8: Exceptionality in the classroom

- Defining exceptionalty
- Legislation related to exceptionalty
- Impact of legislation on educators

Week 9: Major approaches to

- Behavioral (classical conditioning and operant conditioning)/ Pavlov, Skinner
- Social cognitive (Bandura)
- Cognitive processes including memory and metacognition
- Impact of individual differences in learning on instruction & assessment

Week 10: Theories of motivation

- Behavioral
- Social cognitive,
- Humanistic (Maslow)
- The role of affect and culture on motivation

Week 11: Applications of major theories of learning and motivation to the design and management of classroom instruction

- Constructing learning environment, curricular and physical design
- Constructing environments to promote motivation and nurture self-motivation

Week 13: Varieties of instructional strategies

- Cooperative learning
- Direct instruction
- Concept mapping
- Interdisciplinary instruction
- Inquiry learning
- Instructional resources
 - Internet
 - Journals
 - CDs
 - Field experiences

Week 14: Concepts related to assessment

- Validity
- Reliability
- Standardization
- Norm vs. criterion referencing
- Types and characteristics of assessment techniques
- Relative usefulness of assessment tools

Week 15: Classroom management and discipline techniques; education & the community

- application of theories of development, learning and motivation
- interacting with parents and the community

Assignments:

- **Article review:** Read and critically interpret an article from the *Journal of Educational Psychology*. Write a paper that includes: an overview of the methodology used in the research, the results and conclusions of the research and the potential implications of the results. Relate the article and its findings to at least one topic discussed in class. (20 points possible)
- **Take home case study assignments:** Students will receive 4 case study take-home assignments. They will be asked to describe and apply relevant concepts and theories from educational psychology. (20 points each possible)

Examinations: There will be four exams through out the course. Each will be a combination of objective (multiple choice, matching, true and false) and essay questions. Essay questions will include the identification and application of knowledge and theories to case studies provided. (50 points each possible)

Grade assignment: Final grades will be based upon the total number of points earned on all assignments and examinations. There is a maximum of 300 points available. Grades will be assigned as follows:

A = A minimum of 270 points earned

B = 240 – 269 points earned

C = 210 – 239 points earned

D = 180 – 209 points earned

F = less than 180 points earned.

Additional Documentation

Common Syllabus Guidelines

Educational Psychology

Reviewed by Patricia Hart, University of Dayton, for use by West/Southwest Region

Credit Hours 3

Prerequisite: Introduction to Psychology

Description

Major theories of human development and learning, motivation, instructional strategies, assessment, and similarities and differences in learners are examined. The role of factors in the students' environment that influence students' learning and development are considered.

Course Objectives and Outcomes

Knowledge: Students will demonstrate knowledge of

- Major theories of human growth, development, learning and classroom management (SW)
- Differences in the way students learn
- Role of language in learning and the cultural influences on the development of language
- Areas of exceptionality in students learning
- Major theories and concepts in motivation and their relation to classroom

instruction

- Factors in students' school, home and community and culture that may influence development, learning, and motivation
- Instructional strategies
- Principles of assessment

Skills: Students will demonstrate the following skills:

- Competence in writing about educational psychology topics
- Identification of human development, motivation, learning and instruction principles in case studies.

Dispositions: Each student will

- Appreciate the importance of understanding diversity while teaching
- Believe that all students can learn

Core Topics to Be Addressed:

The list of topics below is central to this course. They are organized in a similar manner to that of most of the popular text books. Topics are categorized as “Primary” if their focus is primary in the course and “Secondary” if their focus is secondary.

Human Development: (Primary)

- Cognitive and linguistic (Piaget and Vygotsky)
- Personal, social, emotional, and moral (Erikson, Kohlberg, Gilligan)
- Interaction of genetic and environment influences including cultural aspects on human development

Intelligence (Primary)

- Psychometric approach
- Multiple dimensions of intelligence: Multiple Intelligences (Gardner) and Triarchic view of intelligence (Sternberg)
- Ways in which intelligence is culturally defined

Students as Diverse Learners (Primary)

- The role of race/ethnic, social class, and gender in learning and development
- Culturally congruent teaching

Exceptionality (Secondary)

- Types of exceptionality
- Legislation relevant to students with exceptionalities (e.g. ADA, IDEA, Public Law 94-142)

Learning (Primary)

- Behaviorist views (Skinner, Pavlov - Classical Conditioning) basic concepts, applications to classroom, limitations
- Social cognitive views
- Learning and cognitive processes
- Knowledge construction and higher level thinking
- Role of individual differences, language, culture, family and community

values on learning

Motivation (Primary)

- Behaviorism
- Social Cognitive views (e.g. Bandura), efficacy, modeling.
- Cognitive views (goal theory, intrinsic-extrinsic motivation, expectancy value theory)
- Humanistic – Maslow’s Hierarchy of Needs
- Role of affect in motivation (e.g. anxiety)
- Applications for designing and supporting classroom instruction

Instructional Strategies (Secondary)

- Major types of instructional strategies and how these are related to human development and theories of learning.

Assessment (Primary)

- Types of assessments
- Characteristics of assessments
- Understanding of measurement theory and assessment-related issues (standardized, norm-referenced, criterion-referenced, achievement and aptitude)

Management and discipline (Secondary)

- Principles of classroom management and their relationship to theories of human development, learning and motivation.

Course Assessments

Most instructors use a variety of types of assessment in this course as that is consistent with recommended practices for K-12 students. Common forms of assessment apart from traditional midterm, final examination, and class participation include:

Case Studies

All instructors should use case studies as part of their assessment because PRAXIS II: PLT is case-based. The majority of the popular text books now include a variety of case studies. Case studies can be used in a variety of ways, e.g.

- *Essay questions.* Students answer take-home or in-class essay questions based case studies. Essays are graded on how well students describe and apply relevant educational psychology concepts.
- *Case study quizzes;* Students complete quizzes bases on case studies. Quizzes may contain multiple choice and/or short constructed responses. The quizzes may be open or closed book.
- *Construction of case studies.* Students, alone or in groups, construct case studies on some assigned part of the textbook or readings. (Construct a case study based on a tutoring relationship with a student. Reference the case study text and have the candidate analyze and present the case study.)

Reaction Papers/Journals

- Students write 3-4 page reaction papers on a subset of the chapters assigned
- Students keep a journal which includes their notes on the readings, notes taken during class, and notes on personal reflections. Instructor periodically reviews and grades journals.

Observation Reports

Students report on some field experience. This experience may be arranged by the institution or the student may arrange it on their own following course guidelines. Examples include:

- Identify levels of reasoning of students as preoperational, concrete operational, and formal operational
- Identify and analyze examples of Zone of Proximal development in the classroom
- Report on student-teacher interactions during observation or “mini” teaching experience
- Observe students’ cognitive processes such as attention span, short term and long term memory, metacognitive processes, higher order thinking
- Apply motivation theories and concepts in the classroom e.g., goal theory, learned helplessness.
- Observe behaviorism in everyday life, i.e., analyzing adult-child public interactions (e.g. supermarket, swimming pool, toy store) in behaviorist terms
- Bilingual interview: Students interview a bilingual immigrant in order to understand the challenges of learning a second language and adapting to a new culture.

Article Reviews

Students are either given an article to review or select one with the approval of the instructor. The review should include a description of the study’s purpose, methodology, results, critique and applications for classroom teaching.

INTASC Paper:

Student write a 8-10 page paper summarizing how the information gaining in the course addresses INTASC/Ohio Standard B, i.e., Student learning, and/or Standard F, Learning environment (Note: INTASC- Interstate New Teachers Support Consortium, More details are available from the http://www.ode.state.oh.us/teaching-profession/teacher/certification_licensure/ and <http://www.ccsso.org/> (under “Projects”)

Research paper

Students individually or in small groups address some issue covered in the course syllabus (e.g., uses and misuses of IQ tests). Students must show evidence of research in contemporary journals or books and cite references in APA style.

Presentations

Students present individually or in small groups some part of course content, research article summaries, research papers etc. A rubric for assessing the presentation is often given to the presenting student(s) and their peers who help evaluate the presentation

Reflection Papers

At the end of the course students reflect on what they major ideas, themes they have learned from the course, what else they hope to learn about these ideas/themes, and how plan to acquire this knowledge.

Instructors’ Guide:

**Educational Psychology
Regional Collaboration on Teacher Education**

**Reviewed by Patricia Hart, University of Dayton, for use by West/Southwest
Region
April 2, 2004**

Preservice teachers in Ohio are required to have knowledge typically contained in an introductory educational psychology course. This document summarizes the agreements the instructors in the North East Ohio institutions made about the content and focus of this course.

Summary agreements:

- 3 semester credits
- *Prerequisite:* Introduction to Psychology (The articulation agreement will inform students that Cleveland State University will also require child or adolescent psychology.)
- Core topics are listed in the syllabus guidelines and their relationship to the PRAXIS II: PLT test that all newly licensed teachers must pass is outlined below.
- All instructors will teach students how to read, evaluate, and apply concepts from case studies
- Field experiences will be detailed in the articulation agreement (This is of particular concern to the University of Akron)
- Students in the 2-year institutions will produce an artifact and reflection.

Curriculum Alignment and PRAXIS II: PLT

All newly licensed teachers in Ohio must pass the pencil-and-paper standardized test: PRAXIS II: PLT (Principles of Learning and Teaching). The majority of the content in that test is material traditionally taught in preservice educational psychology courses, so it is important that instructors cover the content outlined in the syllabus section of this document in order to help prepare students thoroughly.

PRAXIS II: PLT is case study based so it is crucial that all instructors teach students how to read, evaluate and apply concepts from case studies. The recommended text books contain case studies and two additional sources of case study books are also listed. Students find learning to read case studies difficult. Some useful information on how to teach using case studies can be found in: Sudzina, M. R. (Ed.), *Case study applications for teacher education: Cases of teaching and learning in the content areas*. Boston: Allyn & Bacon (Available from OHIOLINK)

Much of the writing in the current literature about the power of using case studies in teacher education stresses the importance of students learning to take multiple points of view – this is crucial for beginning teachers but unfortunately there are right answers on PRAXIS II: PLT! To understand the test, instructors new to teaching

Educational Psychology are urged to read the test guides booklets, and also take the PRAXIS II: PLT test (www.ets.org). Institutions are reimbursing instructors for the test fee. Ohio preservice teachers must take one of three versions: PreK-3 (Fall 2004), 4-9 or 9-12.

Below is a summary of the content of PRAXIS II: PLT (see www.ets.org) and its relationship to the Educational Psychology course. Topics are categorized as having primary, secondary or no focus in the education psychology course. In the Syllabus outline, the topics to be covered are organized in the same way as many of the educational psychology text books.

**Table 1:
Content Guidelines for Educational Psychology Course: Alignment with PRAXIS II: PLT**

PRAXIS II: PLT Category	Topics	Course Focus
<p>I. Students as Learners</p> <p>33% of the PRAXIS II: PLT test</p>	<p>A. Student Development and the Learning Process Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind; Examples of important theorists and Important terms that relate to learning theory</p> <p>B. Students as Diverse Learners</p> <ol style="list-style-type: none"> 1. <i>Differences in the ways students learn and perform</i> Learning styles, Multiple intelligences, Performance modes, Concrete operational, thinkers, Visual and aural learners, Gender differences, Cultural expectations and styles 2. <i>Areas of exceptionality in students' learning</i> Visual and perceptual difficulties, Special physical or sensory challenges, Learning disabilities, Attention Deficit Disorder (ADD); Attention Deficit-Hyperactivity Disorder (ADHD), Functional mental retardation 3. <i>Legislation and institutional responsibilities relating to exceptional students</i> Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), Inclusion, Mainstreaming, and "Least Restrictive Environment", IEP (Individualized Education Plan), including what, by law, must be included in each IEP 4. <i>Approaches for accommodating various learning styles, intelligences, or exceptionalities</i> Differentiated instruction, Alternative assessments, Testing modifications 5. <i>Process of second-language acquisition and strategies to support the learning of students for whom English is not a first language</i> 6. <i>Understanding of influences of individual experiences, talents, and prior learning, as well as language, culture, family and community values on students' learning</i> 	<p>Primary</p> <p>Primary</p> <p>Secondary</p> <p>Secondary</p> <p>Secondary</p> <p>—</p> <p>Secondary</p>

	<p>Multicultural backgrounds, Age-appropriate knowledge and behavior, The student culture at the school ,Family backgrounds, Linguistic patterns and differences, Cognitive patterns and differences, Social and emotional issues</p> <p>C, Student Motivation and the Learning Environment</p> <ol style="list-style-type: none"> <i>Theoretical foundations about human motivation and behavior</i> Important terms that relate to motivation and behavior <i>How knowledge of human motivation and behavior should influence strategies for organizing and supporting individual and group work in the classroom</i> <i>Factors and situations that are likely to promote or diminish student's motivation to learning, and how to help students to become self-motivated</i> <i>Principles of effective classroom management and strategies to promote positive relationships, cooperation, and purposeful learning</i> <p>*SW suggests making #4 (above) a primary course focus, not secondary as it is here.</p>	<p>Primary</p> <p>Primary</p> <p>Primary</p> <p>Secondary</p>
<p>II. Instruction and Assessment</p> <p>33% of the PRAXIS II: PLT test</p>	<p>A. Instructional Strategies</p> <ol style="list-style-type: none"> <i>Major cognitive processes associated with student learning</i> Critical thinking, Creative thinking, Higher-order thinking, Inductive and deductive thinking, Problem-structuring and problem-solving, Invention, Memorization and recall <i>Major categories, advantages, and appropriate uses of instructional strategies</i> Cooperative learning, Direct instruction, Discovery learning Whole-group discussion, Independent study, Interdisciplinary instruction, Concept mapping, Inquiry method, Questioning <i>Principles, techniques, and methods associated with major instructional strategies</i> Direct instruction, student-centered models <p>*SW suggests making #2 & 3 (above) primary course focus, not secondary as it is here.</p> <ol style="list-style-type: none"> <i>Methods for enhancing student learning through the use of a variety of resources and materials</i> Computers, Internet resources, Web pages, email, Audiovisual technologies such as videotapes and compact discs ,Local experts Primary documents and artifacts ,Field trips, Libraries, Service learning <p>B. Planning Instruction</p> <ol style="list-style-type: none"> <i>Techniques for planning instruction to meet curriculum goals, including the incorporation of learning theory, subject matter, curriculum development, and student development</i> National and state learning standards, State and local curriculum frameworks, State and local curriculum guides, Scope and sequence in specific disciplines, Units and lessons Behavioral objectives: affective, cognitive, psychomotor Learner objectives and outcomes <i>Techniques for creating effective bridges between curriculum goals and students' experiences</i> 	<p>Secondary</p> <p>Secondary</p> <p>Secondary</p> <p>—</p> <p>—</p> <p>—</p>

	<p>Modeling, Guided practice ,Independent practice, including homework, Transitions, Activating students' prior knowledge Anticipating preconceptions, Encouraging exploration and problem-solving, Building new skills on those previously acquired</p> <p>C. Assessment Strategies <i>Types of assessments,</i> <i>Characteristics of assessments,</i> <i>Scoring assessments</i> <i>Uses of assessments</i> <i>Understanding of measurement theory and assessment-related issues</i></p>	<p>Primary Primary — — Primary</p>
<p>III. Communication Techniques 11% of PRAXIS II: PLT test</p>	<p>1. <i>Basic, effective verbal and nonverbal communication techniques</i> 2. <i>Effect of cultural and gender differences on communications in the classroom</i> 3. <i>Types of questions that can stimulate discussion in different ways for particular purposes</i> Probing for learner understanding, Helping students articulate their ideas and thinking processes, Promoting risk-taking and problem-solving, Facilitating factual recall, Encouraging convergent and divergent thinking, Stimulating curiosity Helping students to question</p>	<p>— — —</p>
<p>IV. Profession and Community 22% of PRAXIS II: PLT test</p>	<p>A. The Reflective Practitioner 1. <i>Types of resources available for professional development and learning</i> Professional literature, Colleagues, Professional associations Professional development activities 2. <i>Ability to read and understand articles and books about current views, ideas, and debates regarding best teaching practices</i> 3. <i>Why personal reflection on teaching practices is critical, and approaches that can be used to achieve this</i> B. The Larger Community 1. <i>Role of the school as a resource to the larger community</i> 2. <i>Factors in the students' environment outside of school (family circumstances, community environments, health and economic conditions) that may influence students' life and learning</i> 3. <i>Basic strategies for involving parents/guardians and leaders in the community in the educational process</i> 4. <i>Major laws related to students' rights and teacher responsibilities</i> Equal education, Appropriate education for handicapped students, Confidentiality and privacy, Appropriate treatment of students, Reporting situations related to possible child abuse</p>	<p>— — — — Secondary — —</p>
<p>Course Artifact All preservice teachers in Ohio must now develop a working portfolio as they progress through their teacher education program.</p>		

The portfolio is used to determine if they have reached proficiency in the 10 INTASC/OHIO standards. (INTASC- Interstate New Teachers Support Consortium). These standards are on the Table 2. The Educational Psychology Course has a primary focus on Standard B: Student Learning and F: Learning Environment. It has a secondary focus on Standard C: Diversity of learning (Most 4-year institutions have a special course on student diversity) and H: Assessment. The Educational Psychology course helps preservice teachers develop knowledge and dispositions about assessment but it does not focus on developing performance skills (e.g., developing a classroom assessment plan).

The portfolio consists of a series of artifacts - a product of some type and a reflection about the product and its relationship to institutionally-determined standards. While each 4-year institution develops its own standards and scoring rubrics, they are based on INTASC standards.

Students need to have an artifact from their Educational Psychology course that demonstrates their developing competence in INTASC Standard B and/or F. The articulation agreement details how institutions will accept artifacts from other institutions.

*SW suggests that the artifact be a case study. **Table 2:**

Educational Psychology and INTASC/OHIO standards

	Subject matter	Student Learning	Diversity of Learners	Planning instruction	Instructional Strategies	Learning Environment	Communication	Assessment	Professional Development	Student Support
INTASC/OHIO Standards	A	B	C	D	E	F	G	H	I	J
Educational Psychology		P	S		P	P		S*		

Note: P = primary focus; S= secondary focus, * Knowledge and dispositions taught in this course but not performance

More details on the INTASC standards are available from the http://www.ode.state.oh.us/teaching-profession/teacher/certification_licensure/ and <http://www.ccsso.org/> (under "Projects")

Recommended Text books

Eggen, P., & Kauchak, D (2004). *Educational Psychology :Windows on Classrooms* (6th edition. Upper Saddle River, NJ; Merrill, Prentice-Hall.

Ormrod, J. E. (2002). *Educational Psychology: Developing learning* (4th edition).

Upper Saddle River, NJ; Merrill, Prentice Hall. (The publisher should be willing to package the textbook with the very helpful case study book :

Jackson, D. L., & Ormrod, J. E. (1998). *Case studies: Applying Educational Psychology*. Upper Saddle River, NJ: Prentice Hall.

Sternberg, R. J., & Williams, W. M. (2002). *Educational Psychology*. Boston: Pearson Allyn & Bacon.

Slavin, R. E. (2003). *Educational Psychology: theory and Practice* (7th Ed.). Boston: Pearson Allyn & Bacon.

Woolfolk, A. E. (2004). *Educational psychology* (9th ed). Boston: Pearson Allyn & Bacon

Additional Case Study Book:

Greenwood, G. E. & Fillmer, H. T (2002) *Educational Psychology Cases, 2/E* .

Upper Saddle River, NJ: Prentice Hall.

*SW suggests an additional case study book:

Kauffman, Moslert, Trent and Hallahan (2002) *Managing Classroom Behavior: A Reflective Case Based Approach 3/E*. Boston: Pearson Allyn & Bacon.

NOTE: Pearson Education currently owns all the text book publishers listed above. Details about the books and forms to complete to apply for examination copies are available from their website:

<http://www.pearsoned.com/higher-ed/index.htm>.,

OBR Use

Action

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