

Name _____

Date _____

CHAPTER REVIEW

Title of Chapter _____

Chapter # _____

MAIN POINTS OF THE CHAPTER (This chapter is mainly about...)

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-
-
-
-

MY RESPONSE TO THE CHAPTER (I... remember, disagree, agree, felt uncomfortable, appreciated..) A thoughtful response in complete sentences.

FURTHER QUESTIONS GENERATED BY THE CHAPTER (I'm not sure I understand...what if...why...is it true that...) One or two will do.

Educational Psychology
Project "A"

Objectives:

1. To demonstrate understanding of Jesus as the "master teacher" by recalling events and characteristics that support this title.
2. To evaluate your own strengths and weaknesses in relation to the ideal by comparing yourself with the master teacher, Jesus.

General Directions:

1. Re-read Chapter 15, noting two characteristics that identify a "master teacher" and explain how these traits were exhibited in Jesus' teaching. (Choose the two characteristics most meaningful to you.)
2. Think about yourself in the role of teacher. Using Jesus as the model, describe two ways in which your teaching style exhibits master teacher strengths.
3. Again, using Jesus as the model, identify two areas in your teaching approach that need improvement.

Specific Expectations:

1. Project must be typed, double-spaced, and a maximum of three pages in length.
2. Organize your work under the following headings: Jesus, the Master Teacher, My Teaching Strengths, Areas for Improvement
3. Support your statements with examples from the text or scripture.

Educational Psychology
Project "B"

Objectives:

1. To apply Kohlberg's theory of moral development by presenting a dilemma.
2. To identify stage of moral development by interpreting two individuals' responses to the dilemma.

General Directions:

1. Revisit the concepts presented in chapter 5 of the course text.
2. Choose two individuals and explain the purpose of the project, particularly pointing out that there is no "right" answer to the dilemma. (It works best to conduct your interviews separately.)
3. Read the dilemma to each participant and record his/her responses.
4. Briefly introduce the participants in your introduction. Include information, such as age, that would be relevant to moral development.
5. Summarize the participants' responses.
6. **Based on his/her response, determine what level of moral development each individual demonstrates in relation to this dilemma.

Specific Expectations:

1. Project must be typed, double-spaced, and a maximum of four pages in length.
2. Organize your work under the following headings and subheadings:
 - Case Study I
 - Introduction
 - Response
 - Moral Development
 - Case Study II
 - Introduction
 - Response
 - Moral Development
3. **Support your interpretations with information from the text.

Educational Psychology

Project C

Objective:

1. To demonstrate skill in using instructional objectives by writing six objectives on a given topic.
2. To demonstrate knowledge of the three domains of learning by writing two objectives from each of the three domains.
3. To demonstrate appreciation for instructional objectives by summarizing reasons for using them in planning instruction.

General Directions:

- Review the information presented in chapter 6 of the course text.
- Consider the instructional topic assigned by the instructor and write instructional objectives reflecting two stages of each of the three learning domains. (six objectives total)
- Phrase each instructional objective in the format suggested on page 152.
- Briefly summarize the importance of writing instructional objectives.

Specific Expectations:

1. Project must be typed and formatted for clarity.
2. Summary statements **MUST** be supported by information from the text.

Educational Psychology
"VOICE" Writing Exercise

Objective:

1. To demonstrate a knowledge of leading researchers and theories in the field of educational psychology by summarizing their ideas and work.
2. To synthesize information by presenting concepts from the researcher's perspective.

General Directions:

1. Beginning on the FIRST DAY OF CLASS, keep a running list of researchers studied in class.
2. Write a brief narrative in the "voice" of EACH researcher (Choose 5 from the list below). This may be in the format of a letter, a journal, a diary, a recipe, an advertisement, a speech, etc.
3. Each narrative **MUST** present major tenets of the researcher's theory and the theory's importance to education.
4. Your piece may include personal information about the researcher and interesting aspects of his work. You may include illustrations, diagrams, etc...anything that will help clarify the researcher's theory.
5. Each narrative piece **MUST** include statements regarding the educational impact of the theory.

Specific Expectations:

1. Each narrative should be typed (1 - 2 pages each)
2. This is an exercise in creative writing, so try to be as original as possible!

List of theorists to be considered:

Jean Piaget
Erik Erikson
B. F. Skinner
Albert Bandura
Abraham Maslow

Jerome Bruner
Sigmund Freud
Benjamin Bloom
Lawrence Kohlberg
Bernard Weiner