

Educational Psychology: Principles of Classroom Learning

05:300:306 Section 07

MONDAY 4:30-7:30; SC 219

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Class Webpage: sakai.rutgers.edu

Required Texts: O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2009). Educational Psychology: Reflection for Action (2nd Edition); Hoboken, NJ: John Wiley.

Course Overview

The purpose of the course is to introduce you to the theory and research that underlies instructional practice. My goal for this course is to have you reason about the psychological basis of behavior when learning and teaching. In a future instructional setting, you will be able to do the following, on the basis of psychology research:

- Assess **Assess** your students intellectual and motivational needs
 - Design **Design** instructional interventions and tools for promoting learning
 - Execute **Execute** interactive instructional techniques effectively with your students.
 - Experiment **Experiment** with new instructional interventions and tools, and evaluate their efficacy.
 - Explain **Explain** your assessment of student learning and instructional moves and decisions to students, parents, teachers, and supervisors.
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General Policies

- **Academic Integrity:** I expect that you will comply with standards of academic integrity. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/integrity.shtml>).
- **Attendance:** Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. Excused absences include absences due to religious observance (let me know before the holiday), travel on university business (e.g., sports team), and properly documented illnesses. In the past, students who have been frequently absent did not do as well as those who were regularly in attendance.
- **Missed Classes:** It is your responsibility to get notes, including handouts, from another student if you miss class. If you miss class when exams are returned, you will need to come to office hours to look at your exam.

- **Make Up Exam:** Make-up exams will not be scheduled unless you miss an exam because of religious observance or because of a properly documented illness. Proper documentation means that you provide a doctor's note that states you were unable to attend class on the specific day of the exam.
 - **Grading Policy:** Grades are assigned based on a points system described below.
 - **Electronic Device:** Please turn cell phones (etc.) off or set to vibrate. Please limit use of laptops to taking notes or looking up immediately relevant information.
 - **Special Accommodations:** If you need special accommodations, speak to me and, if you haven't already, contact the Office of Disability Services at 732-932-2847.
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Evaluation

- The course is not graded on a curve. It is possible (and desirable) that every student earns an A.
- Here is the point system:

To earn	You need:	To earn	You need:
A	90 points	C	70 points
B+	87 points	D	65 points
B	80 points	F	less than 65 points
C+	77 points		

- Here is the point breakdown for the course:

Required Activity	Date	Points available/% Grade
Class participation	Ongoing	15
Homework and Class Preparation (problems/short papers/assignments)	Ongoing	15
Exam 1	10/3	15
Exam 2	11/7	20
Cumulative Final Exam	12/22	35

- **Class Participation-**Your participation score will be based on the following:
 - Attendance. Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. To get full credit, you may have no more than 2 unexcused absences.
 - Being on time. I expect you to be on time to each class. Let me know in advance if you must be late for any reason.
 - Participation in class activities (discussion, group work). Participation in class activities includes: (a) contributing occasionally to whole-class discussions, (b) listening when others are talking, especially when your classmates are talking, (c) participating effectively in group work in class (d) making brief, in-class presentations (these may be prepared at home).
 - Quizzes. Quizzes will be given to ascertain whether you have read material assigned for that class period. If you have just read the required material, you can expect to do well on these quizzes.
- **Homework-** Homework will include short answer questions, short essay questions, and perhaps some multiple-choice questions. Homework will be posted and completed on Sakai. Homework covers:
 - all course materials including textbook materials, handouts, and the like.
 - lectures in class
 - your classmates' contributions in whole class discussions.

There is material covered on the homework (both from the text and the handouts) that we will not have time to go over in class. There will also be information covered in class that is not in the text. You will be asked to apply what you are learning to teaching situations, especially your own future teaching situation.

Homework is cumulative. Why cumulative? Because when you teach in the future, you need to know everything you learn in this course, not just the material since the previous homework!

Your grade on homework will be based primarily (but not entirely) on effort and thoughtfulness. On many problems, I do not expect that you will have mastered the material on problems you complete before we discuss the relevant topics in class. But I do expect you to make substantial effort to think about the problem and to make an attempt to use what you've learned from the reading to answer the problems. Often, the goal of this type of homework is to start you thinking about new ideas and help you make initial steps toward understanding it.

There are five kinds of feedback on problems. Most homework assignments will get at least one of these kinds of feedback: (a) oral feedback in class on the problems, (b) class discussion of the problem, (c) group work on the problem followed by class discussion, (d) written feedback on the assignment, and (e) handouts with model answers.

- **Examinations-** The examinations cover: (a) all course materials and all problem-set problems, (b) all that is covered in lectures and discussions, and (c) group work and discussions of group work in class.

Examinations will include short answer questions, short essay questions, and longer essay questions.

There is material covered on the exams (both from the text and the articles) that we will not have time to go over in class. There will also be information covered in class that is not in the text.

There is a very heavy emphasis on application on the exams on all forms of questions. You will be asked to apply what you are learning to teaching situations, especially your own future teaching situation.

The final exam is cumulative. Why cumulative? Because when you teach in the future, you need to know everything you learn in this course, not just the material since the second exam. If you get a low exam score on one of the midterm exams, you will have an opportunity to improve your score via your performance on the final exam, through a procedure I will explain in class (you will only be able to improve your score for one midterm).

Provisional Course Schedule

Wk	Date	Topics	Readings	NJ Professional Teaching Standards
1	9/8 (Thursday)	Introductions Information Processing Theory		2, 3, 6, and 7
2	9/12	Information Processing Theory Constructivism	Chap 8 & 9	2, 3, 6, and 7
3	9/19	Knowledge Representation Cognitive Strategies	Sweller Handout(V)	2, 3, 6, and 7
4	9/26	Cognitive Strategies Behavioral learning & Social Learning	Chapter 6,	2, 3, 6, and 7
5	10/3	Learning Styles Exam 1	Stahl (1999) Article	2, 3, 6, and 7
6	10/10	Classroom Management	Chapter 7	2, 3, 6, and 7
7	10/17	Analyzing Motivation	Chapter 11,	2, 3, 6, and 7
8	10/24	Enhancing Motivation	Chapter 12, TBD	4 and 5
9	10/31	Collaborative learning Individual Differences	Chapter 10, 5 TBD	4 and 5
10	11/7	Designing learning environments Exam 2	"Teaching Gap" Article	2, 3, 4, 5, 6, and 7
11	11/14	Assessment	Chapter 13,	4 and 5
12	11/28	Assessment Cognition (complex)	Formative Assessment Handout	2, 3, 6, and 7
13	12/5	Cognition (transfer)		2, 3, 6, and 7
14	12/12	Collaborative Learning and Discussion Models of Development	Chapter 3	2, 3, 6, and 7
15	12/22	Final Exam 4:00 PM - 7:00 PM		

- More details will be provided on textbook reading assignments.
Textbook reading assignments may be supplemented with additional readings