

Fall 2011 05:300:306:10
Educational Psychology: Principles of Classroom Learning

Class Meets: Wed 4:50-7:30 or 4:30-7:10 MU 111
Course Instructor: Anna Lee
Office Hours : Wed 3-4 or by appointment
Rm 304, Graduate School of Education
Contact : (Phone) 732-932-7496 x 8306
(E-mail) swanna96@rci.rutgers.edu

Course Website : sakai.rutgers.edu

Required Texts:

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2008). *Educational Psychology: Reflection for Action 2nd edition*; Hoboken, NJ: John Wiley. (Available at New Jersey Bookstore, Somerset Street)

Class note (PowerPoint) will be available on sakai.

Course Description

This course will introduce students to a psychological perspective to teaching and learning in classroom contexts through an overview of principles, issues, and related research in educational psychology. Lectures, readings, and class discussions will interpret and evaluate important theories in the field of educational psychology. Particularly, discussions will focus mainly on how psychological principles and theories can help inform teachers about the processes underlying student learning and motivation, and their own instruction. We will examine theories of learning and specific issues regarding complex cognitive processes and motivation. We will apply these theories and constructs in consideration of effective instruction, classroom management, and the assessment of student learning.

Course Objectives

The specific objectives of this course include:

1. To develop your knowledge of teaching and learning; how humans learn, how human memory is thought to work, how motivation play a role in classrooms
2. To consider the impact of individual differences on learning
3. To provide you to learn and practice a variety of practical instructional methods such as cooperative learning and individual practice.
4. To challenge you to look at your strengths and weaknesses as a learner and a teacher

Grading

Grade	A	B+	B	C+	C	D	F
Points Needed	90+	87	80	77	70	60	<60

Course Requirement

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Attendance, Participation	ongoing	10 %
Online Group Discussion	ongoing (12/07)	10 %
Lesson Plan Analysis	12/14	10 %
Quiz #1	10/13	20 %
Quiz #2	11/17	20 %
Final Examination	12/22	30 %
Completion of Research Requirement	TBA	n/a

Details of Assignments/Requirements/Policies

Attendance/Participation (10% of grade)

To obtain credit for attending each class, students must sign the attendance roster. If you miss the class over three times, you will lose your points. For example, 4 times – 1 point out of 10 and 5 times – 2 points out of 10. If you miss over 10 times, you will automatically fail this course. If you will be late or are not able to attend a class meeting for some reason, you must notify the instructor before the class (in person or via email or phone message) Also, your alert and active class participation is expected.

Online Group Discussion (10 % of grade)

You are required to participate in 4 online group discussions during the course. After completing last group discussion, you are to submit 1-2 page paper and the paper will be due on **December 7th**. Further guideline and/or questions regarding the paper will be addressed during the course.

Lesson Plan Analysis (10 % of grade)

Find a lesson plan on the internet that is intended for the age group and content area you plan to teach. Answer the following questions. You will need to provide me with copies of the lesson plans you selected. 2-3 page paper. The Lesson Plan Analysis is due on **December 14th**.

****Guiding questions:***

- What is the teacher trying to accomplish? What does he/she wish students to be able to do as a result of the lesson? What kind of objectives does the lesson plan have? Use any of the taxonomies of instructional objectives described in the text).
- What assumptions does this plan make about the students (capability, prior knowledge, motivation)? How does the lesson plan view students as learners (self-regulated, etc)?
- What kind of theoretical approach influences this plan (cognitive, behavioral, social constructivist, sociocultural)?
- Could you teach this lesson from these plans? Is there enough information about to do? Would you want to?
- Are the assessment procedures adequate? Would you expect to redirect instruction based on your analysis of the results of the assessment?
- How likely are students to respond positively?

Quiz (40 % of grade)

There will be two in-class quizzes (**10/13, 11/17**) given over the course of the term. Each quiz will be worth 20 % of your grade and last 1 hour followed by lectures for remaining 2 hours of class. The quizzes will focus on psychological principles to education. The exams will cover lectures, assigned readings, class discussion, and group work. The quizzes will be consisted of **multiple-choice items, short answer or short essay**. Make-ups will **NOT** be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

Final Exam (30 % of grade)

The final exam is cumulative. The exam will consist of **multiple-choice questions and short essay**. The final exam was scheduled on **December 22th (Thursday) at 4pm-6 pm at Murray Hall 111** according to the University schedule. Students are expected to be present for the administration of tests. The exam will **ONLY** be given at this time. If for some reason you are not able to take a test, you must notify the instructor **before** the test.

Research Participation Requirement (n/a)

Research participation requirement is to participate in online group discussion. You do not get a grade for completing this assignment. However, you will benefit from participation because you will be able to reflect your understanding.

Accommodations for People with Disabilities

Any member of the class with a disability can be available of relevant accommodations of any nature whatsoever. The instructor will work with you and the Office of Disability Services at Rutgers, The State University of New Jersey in order to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Services are available only to students who submit appropriate documentation.

Academic Dishonesty and Misconduct

Academic dishonesty and misconduct, as defined by Rutgers, The State University of New Jersey, will not be tolerated. If you have any questions, please contact me and see the university's policy on http://www.rcstudentservice.rutgers.edu/academic_integrity.html.

Leaving Class before Conclusion

All class members should expect to remain in class and attentive until the instructor indicates that the class session is over. The instructor should recognize that compelling personal needs might force a student to leave the room during class. If possible, students should inform the instructor of any personal difficulties that might lead them to leave the room during class. Students who need to leave the room should make every effort to leave and return with as little disruption as possible. Habitual and unexcused movement during class sessions may be prohibited by the instructor.

Cell Phones

Students should deactivate signals from cell phones that can be heard by others during class. Cell phone use is forbidden during class.

Personal Conversation

It is rude and disruptive to engage in personal conversation during class. Students who persist in this disruptive behavior may be asked to leave the class and may be penalized by the instructor, who might, for example, count them as absent. Reading newspapers, doing crossword puzzles, or engaging in other personal diversions unrelated to class activity is equivalent to "personal conversation."

Course Outline

Date	Topic	Readings
September		
7	Introduction Principles of Behavioral Learning Theory	Chapter 6 (pp. 194-205)
14	Applied Behavior Analysis Memory Systems	Chapter 6 (pp. 206-219) Chapter 8 (pp. 264-277)
21	Encoding, Retrieval, Forgetting, Categorization Social Learning Theory [Online Group Discussion 1]	Chapter 8 (pp. 278-266) Chapter 8 (pp. 286-291)
28	Complex Cognition & Social Constructivism	Chapter 9 (pp. 300-315)
October		
6	Instruction influenced by Social Constructivism Teacher Development	Chapter 9 (pp. 316-319) Chapter 2 (pp.32-52)
13	Quiz #1 (Ch6, 8 & 9) Planning, Approaches to Teaching Homework	Chapter 2 (pp. 52-58) Chapter 2 (pp. 58-67)
20	Engagement [Online Group Discussion 2]	Chapter 11 (pp. 368-395)
27	Intrinsic and Extrinsic Motivation	Chapter 11 (pp. 374-395)
November		
3	Motivation to Learn [Online Group Discussion 3]	Chapter 12 (pp. 404-429)
10	Classroom Assessment	Chapter 13 (pp. 438-461)
17	Quiz #2 (Ch 2, 11 & 12) Intelligence	Chapter 5 (pp. 154-164)
21	Talent , Learners with Special Needs Prevalent Learning Needs	Chapter 5 (pp. 164-174) Chapter 5 (pp. 175-185)
30	Managing Learning in Classroom [Online Group Discussion 4]	Chapter 7 (pp. 228-255)
December		
7	Learning From Peers [Online Group Discussion Paper Due]	Chapter 10 (pp.328-359)
14	Learning From Peers [Lesson Plan Analysis Due]	Chapter 10 (pp.328-359)
22(Thurs)	Final Exam 4-6pm (MU-111)	