

**Fall 2011: 05:300:306 Section 12**  
***Educational Psychology: Principle of Classroom Learning***

**Class Meets:** Tuesday, 4:30-7:30 PM  
**Course Instructor:** C.-C. Leah Hung  
**Office Location:** Room 204, Heldrich Science Building  
**Office Hours:** After class or by appointment  
**Contact Me:**  
    *by phone:* 732-932-7496 x 8327 (For emergency only)  
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**Required Texts:**

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2009). *Educational Psychology: Reflection for Action* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley.  
*Available at New Jersey Bookstore, Easton Avenue.*

Other readings as announced

**Overview**

The purpose of the course is to introduce you to the theory and research that underlies instructional practice. Whether you plan to become a teacher or not, you can expect to learn about your own thinking skills and learning strategies. If you are planning to become a teacher, you will have further courses as part of the teacher preparation program that will provide you with practical experience (observation, teaching practice) in the classroom. The title of the textbook, *Reflection for Action*, describes the intent of the course. My primary goal for you is to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans. The course will introduce competing theories of learning and motivation with a view to understanding how different theories may have different implications for decisions made in classrooms.

**How You Earn Your Grade**

The evaluation of your performance in this course is based on a points system. It is possible for you to earn a total of one hundred and ten points (110) for this course. This system allows you to monitor your progress as the semester progresses. Details of requirements are provided on succeeding pages. The following is a list of the number of points you will need in order to earn the associated grade.

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

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**Goals for the Course**

In this course, you will be learning to connect abstract principles to concrete examples. The text is written to encourage “reflection for action” so that you can consider alternative strategies in the classroom. We have initial accreditation for our teacher education program from the *Teacher Education Accreditation Council* (TEAC). As part of the accreditation process, we make **four claims** about the totality of our teacher preparation program. The claims are as follows:

1. *Our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Core Curriculum Content Standard.*
2. *Our students demonstrate pedagogical content knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning.*
3. *Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment.*
4. *Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth.*

At the end of the course, you will be able to meet the following objectives and contribute to adherence to a number of claims made by our accreditation process:

- Describe and critique the major theories that seek to explain how humans learn. (TEAC Claim 3; NJ Professional Teaching Standards 2, 3, 6, and 7)
- Explain how human memory is thought to work and describe the implications of this understanding for how you would teach. (TEAC Claim 3; NJ Professional Teaching Standards 2, 3, 6, and 7)
- Characterize the role of motivation in classrooms and analyze the relationships between motivation and competence. (TEAC Claim 3; NJ Professional Teaching Standards 2, 3, 6, and 7)
- Describe various approaches to defining intelligence and explain the effects of these views on teachers and children. (TEAC Claim 3)
- Explain the implications of individual differences such as socioeconomic status, race, gender, and ability for classroom instruction. (TEAC Claim 2 and 3; NJ Professional Teaching Standards 2, 3, 4, 5, 6, and 7)
- Explain the rationale for a variety of practical instructional methods and choices such as collaborative learning, individual practice. (TEAC Claim 2; NJ Professional Teaching Standards 4 and 5)
- Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2; NJ Professional Teaching Standards 4 and 5)
- Understand your own strengths and weaknesses as a learner.

### Class Format

The primary method of instruction in this course will be the use of lectures and class discussions, supplemented by small group activities.

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Midterm	Oct 25 <sup>th</sup>	45
Mini Proposal	Nov 29 <sup>th</sup>	0
Final	Dec 6 <sup>th</sup>	45
Teaching Practicum	Dec 13 <sup>th</sup> & 20 <sup>th</sup>	10
Full Attendance	15 classes	10

## Policies

**Academic Integrity:** I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an exam question or course content, please seek assistance from 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. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu/>). Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/integrity.shtml>).

**Make Up Exam:** Make-up exams will NOT be scheduled unless you miss an exam because of religious observance (please let me know it a week in advance) 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.

**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 (please let me know *before* the holiday), travel on university business (e.g., sports team), and properly documented illnesses. Full attendance will bring you extra 10 points in the term grade.

**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 make an appointment to look at your exam.

**Grading Policy:** Grades are assigned based on a points system described previous

**Classroom Culture:** Please turn all cell phones to **SILENT** during class. Please refrain from sending text messages during class. If you bring a laptop to class, I expect that you will use it for the purposes of the class ONLY. In other words, please do not use your laptop to surf the web or check email. If you like doing the puzzles in the Targum, please solve these puzzles **BEFORE** coming to class. I expect that all of us (instructor included) will treat one another with respect and have a pleasant learning environment.

### **Problems?**

*Personal problems.* A variety of resources are available at the university to assist you with personal difficulties (e.g., stress, anxiety, bereavement, etc). Each campus has a counseling center and these services are free to you as a student.

*Academic problems.* If you are having difficulties with this course, you should seek assistance from me after class or by making an appointment with me. The Learning Resource Centers on each campus also provide a variety of services to help you with your academic performance. If you are a student with special needs, you should contact the Office of Disability Services if you need accommodations in the course. The office can be found at <http://disabilityservices.rutgers.edu/>

## Details of Assignments/Requirements/Policies

**1. Exams (90% of total grade; 45% for midterm and final respectively):**

Purpose: The exams are intended to test knowledge of course content presented in the lectures, assigned readings, and group work, and to evaluate application of content knowledge to educational problems.

Format: The midterm exam will consist of short answer items. The final exam is cumulative and will consist of short answer items and essays.

Grading: Grading is based on the number of required concepts addressed in the short answers and essays. Make-ups will **NOT** be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

**2. Teaching Practicum (10% of total grade):**

Purpose: The purpose of the homework is to allow you to practice using the content from this course to real teaching.

Format: You will have 20 minutes to teach a specific topic to your interested grade level. You are required to ground your teaching practice on one of the learning theories and instructional techniques presented in this course. Mutual feedback in written will be practiced immediately after each teaching practicum. This is to offer you an opportunity to reflect on others' teaching and to receive constructive comments from your peers.

A proposal of your teaching practicum is due on Nov 29<sup>th</sup>. You will have to type down the discipline, grade year, and topic as well as the learning theory and instruction approach that you would like to adopt. You will have a mini presentation for 5 minutes to the class and justify your plan. Proposal will be collected at the end of the class.

Grading: Grading is based on how well you integrate the theory and instruction into a real teaching practice. Mutual feedback slips are kept to you yourself and will not be considered in grading.

**Planned Schedule and Assigned Readings**

	<i>DATE</i>	<i>TOPIC</i>	<i>READING</i>	<i>OBJECTIVES</i>
1	9/06	Introduction		An overview of this course
2	9/13	Teachers and Teaching & Individual Differences and Special Needs	Ch 2 & Ch 5	General ideas of teaching approaches and objectives Attend differences and needs among students
3	9/20	Cognitive Development	Ch 3	Cognitive development and Sociocultural learning theory (1)
4	9/27	Behavioral Learning Theory & Social Learning Theory	Ch 6 & Ch 8, 286-291	Behavioral learning theory (2) Social learning theory (3)
5	10/04	Cognitive Learning Theory	Ch 8	Information-processing learning theory (4)
6	10/11	Metacognitive Strategies	TBA	Metacognitive strategies to learning and teaching Effects of prior conceptions on learning
7	10/18	Complex Cognition and Social Constructivism	Ch 9	Classroom practices that require complex cognition Constructivism learning theory (5)
8	10/25	<b>Midterm Exam</b>		
9	11/01	Learning from Peers	Ch 10	Teach through collaborative learning

10	11/08	Motivation to Learn	Ch 12	Motivation and goals
11	11/15	Motivation and Engagement	Ch 11	Ways to enhance motivation and engagement
12	11/29	Assessment <b>Presentation and submission of teaching proposal</b>	Ch 13	Develop an assessment system
13	12/06	<b>Final Exam</b>		
14	12/13	<b>Teaching Practicum I</b>		
15	12/20	<b>Teaching Practicum II</b>		