

Fall 2012
Educational Psychology / Principles of Classroom Learning
05:300:306 Sections 01, 02, 03, 04, 05, 06

Whole Class Meeting: T, 12:35-1:55, 200 ARH

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<p><u>TAs:</u> Karlyn Adam, Jamie Liberti, and Carol Tate</p>

<p>Office hours by appointment.</p>

Prerequisite: 01:830:101 For special permission numbers, email maria.rodriguez@gse.rutgers.edu

Course Objectives

In a future instructional setting, you will be able to do the following, on the basis of educational psychology research:

- 1. Evaluate** Evaluate students' intellectual and motivational processes.
Evaluate teaching processes.
- 2. Predict** Predict the effects of different instructional techniques on
learning and motivation.
- 3. Design** Design effective instructional plans.
- 4. Execute** Execute interactive instructional techniques effectively with
your students.

Required Materials:

- 1. COURSE PACKET:** Chinn, C. A. *Educational Psychology: Understanding Students' Thinking*.
- 2. PROBLEM NOTEBOOK:** Chinn, C. A. *Problems to Educational Psychology Understanding Students' Thinking*.
- 3. Short** (typically 6-12 pages, sometimes longer) weekly supplemental readings (journal articles or book chapters) to be posted on Sakai.

Bring the problem notebook to each class.

(1) and (2) are available in the Rutgers Bookstore (downtown New Brunswick) and the Douglass/Cook Bookstore. If you go to one of these stores and find they are out of either the course packet or the problem notebook, please email me right away.

Evaluation

To earn:	You need:	To earn:	You need:
A	90 points	C	70 points
B+	87 points	D	55 points
B	80 points	F	Less than 55 points
C+	77 points		

Point Breakdown:

1. Class Participation	10 points
Including attendance, being on time, participating in discussion, group work	
2. Examinations	
Midterm	20 points
Final (cumulative)	33 points
3. Class Participation	
Homework	7 points
Quizzes	10 points
4. Papers	20 points

TOTAL	100 points

1. Participation

Your participation score will be based on the following:

- a. **Attendance.** To get full credit, you may have no more than 2 unexcused absences. Any additional absences will require proper documentation. Each additional unexcused absence will result in a deduction of 2 points from your participation score.
- b. **Attention.** We expect that you will focus your attention to class activities. This means not engaging in off-task activities such as texting, using cell phones, or reading unrelated websites (e.g., Facebook). You will be asked to put your computer away if the TA's or I notice this behavior.
- c. **Participation in class activities.** (discussion, group work). Participation in class activities includes:
 - (1) contributing to whole-class discussions in discussion class,
 - (2) listening when others are talking, including when your classmates are talking.
 - (3) participating effectively in group work in both the full class and the discussion class.
 - (4) successfully completing written in-class work and turning it in.

2. Examinations

The examinations cover:

- All course materials, including all problems in the text and all problem-set problems
- All that is covered in lectures and discussions
- Group work and discussions of group work in class.

Examinations will include short answer questions, short and long 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. Roughly, we expect that 75-85% of exam material will have been covered during class meetings; 15-25% will not be covered in class and will be drawn instead from course readings (including course packet, problems for which you receive solutions, and the short supplementary readings).

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 materials since the second exam.

If you get a low score on the midterm, you will have an opportunity to improve your score via your performance on the final exam, through a procedure we explain in class and post on Sakai.

3. Class Preparation

We expect that you will come to each class prepared. This means that you will have read all assignments (both text assignments and supplementary readings) and completed any assigned problems or questions. The class preparation score includes homework due in the whole-class meeting and occasional quizzes in the discussion section.

Homework assignments. Homework assignments will be due at every whole-class meeting except for the day of the midterm and should be turned in **at the beginning of class**. **All homework assignments must be typed.** Homework assignments not handed in on a due date will result in a reduction of points from your homework score. Homework assignments will be posted two weeks ahead on Sakai.

If you are absent from a class, you must still submit the problems due that day via email by the beginning of class; then bring a hard copy of the problems to the next whole-class or discussion section meeting.

Most problems are designed to ensure that you come to class prepared to discuss and learn about the topic that day. These problems prepare you to move quickly into advanced applications in class, and they also give you “spaced study” of the materials over several days.

Your grade on homework will be based primarily on effort. Responses on problems that demonstrate appropriate effort will receive full credit. On many problems, we do not expect that you will have mastered the material on problems you complete before we discuss the relevant topics in class. But we 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. But it is very important to turn it in.

There are five kinds of feedback on problems. All homework assignments will get a least one of these kinds of feedback.

1. Oral feedback in class on the problems.
2. Class discussion of the problem.
3. Group work on the problem followed by class discussion.
4. Written feedback on the assignment.
5. Handouts with model answers.

Quizzes. Quizzes will be given in whole-class sessions and may also be given in discussion sections. The weekly assignments will direct you what to focus on for the quizzes. The quizzes will be designed to ensure that you have an initial understanding of key material. We will *not* expect you to have as complete an understanding as we will expect on the exams, but we *will* expect that you have done your best to master the material prior to discussions about it in class.

4. Papers

Papers give you an opportunity to show your mastery of the material that we have covered. You will write four papers in the course. The papers are designed to help you fully master key instructional skills that you will need to be a successful teacher. There will be four papers assigned. The due dates of papers are listed in the schedule. Late papers will receive a reduced score.

Most papers will involve responding to problems in the problem set. But we will treat the "papers" more formally than the "problems." You are expected to show complete mastery of the material when you complete a "paper."

Overall Comment on Grades

In this course, a B demonstrates substantial mastery of the material and shows potential to become a good teacher. An A demonstrates superb mastery of the material and demonstrates clear potential to become an excellent teacher.

Course Policies

1. Getting notes if you are absent. If you miss a class, it is your responsibility to get any handouts, assignments, and notes from a classmate.
2. You may make up a class exam only if you have an officially excused absence (e.g., an official Rutgers activity, an illness with a doctor's note, or a religious holiday).
3. If you need special accommodations, speak to me and, if you haven't already, contact the Office of Disability Services at 732-932-2847.
4. Electronic devices. Please keep cell phones (etc.) put away. Please limit use of laptops to taking notes or looking up immediately relevant information. If you are seen checking email, using Facebook, surfing the web, etc., during class, it will be counted as half an absence from the class. If you are seen doing it again, it will count as a full absence. (Please note that the TAs can readily see what you are doing on your computers in this class!)
5. Academic integrity. This course follows university policy on academic integrity, which can be found here: <http://academicintegrity.rutgers.edu/integrity.shtml>. Please note that plagiarism is a serious violation of this policy and can result in failure in the course or even suspension from the university.

Course Philosophy

1. We have not selected existing educational psychology textbooks for the following reasons:
 - a. They are too dense with information that is explained much too briefly.
 - b. They are too abstract and not practical enough. They focus too little on helping you acquire research-based teaching skills that will help make you an excellent teacher.
 - c. Related to (b), they have too few practical problems.
2. Our passionate desire in this course is that each of you will acquire useful new teaching skills each and every day.
3. Some students in this class report that this is one of the first classes (or even the first class) that they have taken at Rutgers that puts more of a premium on application than on memorization. It's helpful to realize this from the outset.
4. The course is designed so that you come to class well prepared each day, and then we build on your initial understanding. If you do not come to class prepared, it is possible that you will end up feeling lost in class.
5. The name of the course is "Educational Psychology: Principles of **Classroom** Learning." This course is about learning and teaching in classrooms. The course is relevant to learning in other settings, and we will do our best to give you opportunities to think about such settings if you do not plan to become a K-12 teacher. However, you should expect to spend time thinking about learning in classrooms, as well.
6. One important ground rule: Treat each others' ideas with utmost respect. This includes listening carefully when others are talking, including your classmates.

Provisional Course Schedule

Wk	Date	Topic	Read for whole class meeting	Papers due in whole class meeting
1	T, Sept 4	Introduction		
2	T, Sept 11	Information processing theory Students' prior conceptions	Chs 2, 6 SR Week 2	
3	T, Sept 18	Students' prior conceptions Cognitive strategies & SRL	Chs 1, 7 SR Week 3	
4	T, Sept 25	Cognitive strategies & SRL Teaching cognitive strategies	Ch 14 SR Week 4	
5	T, Oct 2	Teaching cognitive strategies Collaborative learning	Ch 15 SR Week 5	Paper #1
6	T, Oct 9	Collaborative learning	SR Week 6	
7	T, Oct 16	MIDTERM EXAM		
8	T, Oct 23	Collaborative learning Goals, instruction, and assessment	Ch 8 SR Week 8	Paper #2
9	T, Oct 30	Goals, instruction, and assessment Promoting Engagement	Ch 10 SR Week 9	
10	T, Nov 6	Promoting Engagement	SR Week 10	Paper #3
11	T, Nov 13	Promoting Engagement Promoting Understanding	Ch 12 SR Week 11	
12	T, Nov 20	NO CLASS		
13	T, Nov 27	Promoting Understanding	SR Week 12	
14	T, Dec 4	Promoting Transfer Classroom Management	Ch 11 Ch 13 on Sakai SR Week 13	Paper #4
15	T, Dec 11	Promoting Transfer Classroom Management	SR Week 14	
16	Th, Dec 20	FINAL EXAM Thursday, December 20. 8-11 am		

Note: SR=Supplementary Readings. Most will be articles from journals or chapters from books and will be 6-12 pages in length, although some will be longer. These will be announced one week in advance.

Topics and New Jersey Professional Teaching Standards

Topic	Professional Teaching Standards Addressed
Memory	1i2, 1i4, 1ii1, 2i1, 2iii, 3ii1, 3ii2, 10i
Students prior conceptions	1ii1, 2i1, 2i2, 2i1, 2ii1, 2ii2, 2ii3, 2ii5, 3i1, 3i2, 3i3, 3ii1, 3ii2, 3iii1, 3iii2, 5ii, 5iii1, 7ii, 10i
Effects of knowledge on memory, belief, and understanding	1ii1, 2i1, 2i1, 2ii1, 2ii2, 2ii3, 2ii5, 3i1, 3ii2, 5ii, 7ii, 10i
Metacognition	1i2, 1i3, 1ii1, 1iii1, 2i1, 2i2, 2i1, 2i3, 2ii1, 2ii2, 2ii3, 2ii4, 2ii5, 3i1, 3ii1, 3ii2, 3iii1, 3iii2, 4ii, 4iii1, 5ii, 5iii1, 6iii1, 7i1, 8iii4, 10i
Rewards and behavior	6iii2, 6iii4, 6iii5
Classroom management	4iii2, 6i1, 6i3, 6ii2, 6ii3, 6iii2, 6iii3, 6iii4, 6iii5, 8ii2, 8iii5, 9ii1, 9ii2, 10i
Analyzing students' motivation	1ii1, 2i1, 2i2, 2ii4, 3i1, 9ii1, 9ii2, 10i
Enhancing students' motivation	1ii2, 2i1, 2ii5, 3iii1, 3iii2, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii2, 4iii4, 5iii1, 5iii2, 5iii3, 6i2, 6ii2, 6iii3, 6iii4, 7ii, 7iii1, 7iii4, 7iii5, 8i, 8iii5, 10i, 10ii1
Instructional Goals & Cycle; NJCCCS	2ii1, 3ii2, 3iii3, 4i1, 4i3, 4iii1, 4iii4, 6iii5, 7ii, 7iii1, 7iii4, 10i, 10ii1
Assessing understanding	1ii1, 1iii2, 2i1, 2iii, 3ii2, 3iii3, 4i1, 4i3, 4i4, 4iii1, 4iii4, 4iii6, 5i1, 5i2, 5ii, 5iii1, 7iii1, 7iii4, 10i, 10ii1
Assessing transfer	1iii2, 2i1, 2ii, 3ii2, 3iii3, 4i1, 4i3, 4i4, 4iii1, 4iii3, 4iii4, 4iii6, 5i1, 5i2, 5ii, 5iii1, 7iii1, 7iii4, 10i, 10ii1
Discussions and questioning	1i3, 1iii2, 2i1, 2i3, 2ii4, 2iii, 3i1, 3i2, 3ii1, 3iii1, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii3, 4iii4, 5ii, 5iii1, 5iii2, 5iii3, 6i3, 6ii1, 6iii2, 7ii, 7iii1, 7iii4, 8i, 8ii1, 8ii2, 8iii1, 8iii2, 8iii4, 8iii5, 10i, 10ii1, 10ii2, 10ii3
Teaching concepts	1iii2, 2i1, 2i3, 2ii, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii2, 4iii4, 7ii, 7iii1, 7iii4, 10ii1
Collaborative learning	1iii2, 2i1, 2i3, 2ii1, 2ii2, 2ii3, 2ii4, 2iii, 3i1, 3i2, 3i3, 3ii1, 3iii1, 3iii2, 3iii4, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii4, 4iii6, 5ii, 5iii1, 6i1, 6i2, 6i3, 6ii1, 6ii3, 6iii1, 6iii2, 6iii4, 6iii6, 7ii, 7iii1, 7iii4, 8i, 8ii1, 8iii1, 8iii2, 8iii5, 10i, 10ii1, 10ii2
Teaching complex ideas	1iii2, 2i1, 2i3, 2ii, 3i2, 3iii3, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii4, 7ii, 7iii1, 7iii4, 10i, 10ii1
Teaching for transfer	1i3, 1i4, 1ii1, 1ii2, 1iii1, 1iii2, 2i1, 2i3, 2ii3, 2ii4, 2iii, 3iii3, 3iii4, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii3, 4iii4, 4iii7, 5iii2, 5iii3, 6i2, 6i3, 6ii1, 6iii6, 7ii, 7iii1, 7iii4, 8iii1, 8iii2, 8iii3, 10i, 10ii1, 10ii2, 10ii3
Designing a lesson plan	1ii2, 2i1, 2i1, 2i3, 2ii3, 2ii4, 2ii5, 3iii1, 3iii2, 3iii3, 3iii4, 4i1, 4i2, 4i3, 4i4, 4iii1, 4iii2, 4iii3, 4iii4, 4iii5, 4iii6, 4iii7, 7i2, 7ii, 7iii1, 7iii4, 10i, 10ii1, 10ii3
Teaching cognitive strategies	1i3, 1ii1, 1ii2, 1iii1, 1iii2, 2i1, 2i3, 2ii3, 2ii4, 2iii, 3ii1, 3iii1, 3iii2, 3iii3, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii4, 5iii1, 5iii2, 5iii3, 6ii1, 6iii1, 7ii, 7iii1, 7iii4, 8ii1, 8iii1, 8iii2, 8iii4, 8iii5, 10i, 10ii1
Teaching thinking	1iii1, 1iii2, 2i1, 2i3, 2ii4, 2ii, 3ii1, 3iii1, 3iii2, 3iii4, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii4, 5iii1, 6i3, 6ii1, 6ii3, 6iii2, 7ii, 7iii1, 7iii4, 8i, 8iii3, 8iii4, 8iii5, 10i, 10ii1, 10ii3
Teaching for belief change	1iii2, 2i1, 2i3, 2ii, 3iii1, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii3, 4iii4, 7ii, 7iii1, 7iii4, 10i, 10ii1