

05:300:306:08

Educational Psychology: Principles of Classroom Learning (Fall 2012)

Class Meets: Monday & Thursday 11:30 - 12:50 Scott Hall 202
Course Instructor: Anna Lee
Office Hours : Thursday 10:30-11:30 or by appointment
Graduate School of Education
Contact : (E-mail) swanna96@rci.rutgers.edu
Course Website : sakai.rutgers.edu

Required Texts:

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action*; Hoboken, NJ: John Wiley. (Available at New Jersey Bookstore, Somerset Street)

Class note (PowerPoint) will be available on Sakai. You should print these before coming to class.

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	10/1, 8, 15	10 %
Project Paper	11/15	10 %
Quiz #1	10/8	20 %
Quiz #2	11/15	20 %
Final Examination	12/20	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 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 3 asynchronous online group discussions during the course. Each group includes 4 members. Group members will decide the time to participate in online chatting between 10/1 to 10/7 (first online session), between 10/8 to 14 (second session), and between 10/15-21 (third session). Online group discussion will be available **only on Sakai class website via “chat room”**. After completing each session, each individual will submit 1 page paper due on the presentation day. Further guideline and/or questions regarding the paper will be addressed during the course.

Project (10% of grade)

What? These projects are intended to provide opportunities for you to apply your knowledge of cognition, memory, and motivation in ways that will enhance your memory of the material. I would like you to try and choose projects that you will enjoy, that will stimulate your thinking about the topics in the course, and that will help you in your specific course of studies.

How? You will hand in a 5 -7 page paper as the product for the project. Your papers must be typed and the cover sheet should indicate your name, and the name of the project. The title page is not included in the page count!

When? The project is due on **November 15th**. You can select any project from the list provided.

Grading? The basic criterion for a successful mini-project is that you use the appropriate concepts and language from the course.

- 1) The use of psychological concepts: At best, use **7 concepts** regarding cognition and memory for Project.
Give specific examples. Use psychological terms.
- 2) Clarity and organization of writing: Your ideas need to be presented clearly.
In addition, your writing needs to be organized.
- 3) Completeness and depth: Address your analysis clearly and correctly.
Specific criteria will be applied to different projects.

Kinds of Projects? The project options available are described below. You will need to choose **1** of the projects.

Project # 1 Memory Failure

Describe memory failures you experience or thing you have forgotten. Under what conditions do you forget things? What actions do you take to support your memory? Describe an experiment you would conduct to determine the causes of the reported memory failures. Related to Chapter 7.

Submit/Format: 5-7 page paper.

Grading: The paper will be graded based on your use of relevant constructs from the course. Your experiment should allow for the identification of “cause” so you should pay special attention to the eliminating other possible causes.

Project # 2 Watch a Film

Watch a film (either Memento (2001) or Finding Nemo (2003) or 50 First Dates (2004)) with a view to identifying the use of concepts from this course (Chapter 7). Describe the use of these constructs in the film and critique their use.

Submit/Format: 5-7 page paper.

Grading: The paper will be graded based on your use of relevant constructs from the course.

Project # 3 Expertise

Identify an area that you are expert in and another that you are a novice in. Describe what makes you an expert and how you became an expert. For the area that you are a novice, describe what makes you a novice and what you would have to do to become an expert. Use the language of educational psychology (Chapter 2) in your description.

Submit/Format: 5-7 page paper.

Grading: The paper will be graded based on your use of relevant constructs from the course.

Quiz (40 % of grade)

There will be two in-class quizzes (**10/8, 11/5**) 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 20th (Thursday) at 12pm-3 pm at Scott Hall 202** 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.

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.

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		
10	Introduction	None
13	Principles of Behavioral Learning Theory	Chapter 5 (pp. 152-165)
17	Applied Behavior Analysis	Chapter 5 (pp. 165-179)
20	Memory Systems	Chapter 7 (pp. 224-238)
24	Encoding, Retrieval, Forgetting, Categorization	Chapter 7 (pp. 238-247)
27	Social Learning Theory	Chapter 8 (pp. 256-262)
October		
1	Complex Cognition & Social Constructivism [Online Group Discussion 1]	Chapter 8 (pp. 256-279)
4	Instruction influenced by Social Constructivism	Chapter 8 (pp. 279-283)
8	Quiz 1 [Online Group Discussion 2]	
11	Engagement, Intrinsic and Extrinsic Motivation	Chapter 10 (pp. 334-348)
15	Psychological Needs, Curiosity and Interest [Online Group Discussion 3]	Chapter 10 (pp. 348-365)
18	Self-Efficacy, and Mastery Beliefs	Chapter 11 (pp. 374-387)
22	Goals and Self-Regulation	Chapter 11 (pp. 387-405)
25	Intelligence	Chapter 12 (pp. 414-422)
29	Talent , Learners with Special Needs	Chapter 12 (pp. 423-435)
November		
1	Prevalent Learning Needs	Chapter 12 (pp. 435-447)
5	Quiz2	
8	Teacher Development	Chapter 2 (pp. 30-48)
12	Planning, Approaches to Teaching	Chapter 2 (pp. 48-59)
15	Classroom Assessment [Project Due]	Chapter 14 (pp. 484-502)
19	Developing and Using Assessments	Chapter 14 (pp. 502-519)
20(Tue)	Designing the Physical and Social Environments	Chapter 11 (pp. 354-372)
22-25	Thanksgiving Recess	
26	Managing Day-to-Day Instruction	Chapter 11 (pp. 372-383)
29	Perspectives on Peer Learning	Chapter 9 (pp. 292-303)
December		
3	Tutoring	Chapter 9 (pp. 304-311)
6	Learning in Heterogeneous Groups	Chapter 9 (pp. 311-325)
10	Issues in Diversity	Chapter 13 (pp. 452-471)
13-14	Reading Day	
20 (Thur)	Final Exam 12-3pm (Scott Hall 202)	