

05:300:306:0909 – Educational Psychology: Principles of Classroom Learning

Monday 4:30 PM - 7:30 PM, Murray Hall, Room 111

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Office Hours: Monday 3:15 - 4:15 pm, and by appointment

Course Description

The goal of this course is to introduce a psychological perspective to teaching and learning in classroom contexts through an overview of principles, issues, and related research in educational psychology. 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. Accordingly, this class will not focus on specific teaching methods or curriculum issues, as such topics should be covered in your methods courses. Rather this class will hopefully provide you with the “tools” for understanding and making informed decisions concerning aspects of student learning and instruction.

In order for us to productively engage with these topics and educational issues, this course will demand that we apply psychological theories to real world settings and draw connections among theories. Finally, it is critical to recognize that each of the topics under study is not isolated or independent. Rather, topics (e.g. cognition and motivation) are interconnected and important for understanding the “whole” student. For these reasons, we will also work to make connections and integrate topics across the semester.

Course Format

The format of this course will be flexible and will vary from week to week. While I may lecture on specific topics from time to time, class will mostly consist of small group and whole class discussions, collaborative group work, and activities. Given that the emphasis will be on discussion, it is important that you come to class each day prepared to discuss and apply the assigned readings. It is also important to be a contributing member to group discussion, take risks, and share ideas. It is critical to get everyone’s perspectives to fully understand the course material. In addition to assigned readings, there may be occasional thought assignments that will be given in class, to be completed for the following class period.

Course Readings

The main texts of this course will be:

- 1) O’Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action* (3rd ed). Hoboken, NJ: John Wiley.

The text is available at New Jersey Books (located on Eastern Avenue).

- 2) Assigned articles and book chapters will be made available via the Sakai course website.

Sakai: This is our course-specific website. It will be used for posting class announcements, handouts, resources, and assigned class readings. It will also be used for online discussion in collaborative groups. Go to <https://sakai.rutgers.edu/> and sign in using your net id and password. Find the course tab at the top.

Grading

The following assignments are designed to encourage you to think about the course material in a meaningful and reflective manner. Students are encouraged to work together on all requirements for the class. This can include discussion when preparing for the short papers or exams; however *students must write and turn in their own individual papers.*

Requirements and Grading

Participation and attendance	15%
Online discussion	10%
Paper	25%
Mid-term Exam	25%
Final Exam	25%

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

Active Class Participation and Attendance **15% of final grade**

A portion of your grade will be based on participation in class. Therefore, I expect everyone to come to class prepared to actively participate in class discussions, having carefully read and thought about the material beforehand, and in some cases having completed any preparatory assignments. I value most those discussions in which YOU are doing most of the talking. Interacting with each other and with the course material, I believe, is central to this course.

Quality participation is characterized by:

- Sharing your ideas based on thoughtful consideration of your experiences, the readings, and others' opinions
- Asking thoughtful questions and deeply relating concepts from class and the readings to your experiences as a learner
- Demonstrating your understanding of class readings by using psychological concepts to help explain or justify comments
- Responding to others' comments in a responsible and constructive manner
- Encouraging your classmates to express their ideas
- Completing all in-class or preparatory written assignments

Unacceptable participation, which can result in a lowered participation grade, is characterized by:

- Class absence
- Physical presence but no cognitive presence (e.g. texting)
- Non-constructive responses to comments made by other students
- No real attempt to complete classroom tasks in a reasonable or thoughtful manner
- No participation in group activities or attempts to distract others

Attendance

Attendance at every class session is required in accordance with the university's attendance policy. One excused class absence is acceptable. Excused absences include absences due to religious observance, university business, illness, or family emergency. Regardless of the reason behind your absence, you are responsible for any material that we cover. If you are absent for additional classes, this will have an impact on your final grade. Your final grade will be dropped by 3 points for each additional absence. If you are absent two times or more, we will need to have a conversation about additional assignments that can make up for missed time or whether retaking the course is appropriate.

Collaborative Group Discussion Online

10% of final grade

Another way to participate is via online discussion. Each of you will be assigned to a collaborative group of 4-5 students for online discussion via Sakai for the duration of the semester. Two main goals for online discussion: (1) Revisit and apply core concepts, with feedback from peers and myself; (2) Ask your own questions of peers as a follow-up to readings and class discussion.

Early in the semester, online discussion will involve working on 3 group tasks requiring a one-hour online live chat. During other weeks, online discussion will involve you and your group responding to 1-2 guiding question posed to foster group discussion. Alternatively, a group member can raise a question for the group to take up. You need to post 2 times each week; your posts can be in direct response to group members. I will evaluate your posts based on the number of contributions as well as the quality of your contributions. High quality posts apply, interpret, question, elaborate, give examples, or draw connections. Posts to the discussion thread must be finalized by Sunday night (so that we can review them prior to Monday afternoon's class).

Paper

25% of final grade

During the semester, there will be one assigned paper. The intent of this class requirement is your demonstrating mastery of topics and issues related to the study of educational psychology. The topics will require that you synthesize and apply psychological theories to your developing ideas. The paper will be 6-7 pages long. While you can discuss how you will tackle the question and your paper ideas with classmates, your submitted paper must be your own.

You will receive 2-3 topics from which you will choose one. One option will involve describing your developing take on how students learn while another will involve developing your perspective on how students are motivated to learn. As part of this discussion for either topic you will need to provide the connection between your ideas related to classroom instruction and theories of educational psychology. More detail about this assignment as well as scoring rubrics will be provided.

While I have included a final due date one week before the end of the term (December 3rd) to afford time for feedback prior to the final exam, the topic you select may have implications for setting your own due date in light of when the material is covered in class or in review for the mid-term exam (for instance). Moreover, receiving feedback on your submitted paper can help you evaluate your own understanding of course material. Thus, I welcome you to submit papers throughout the semester. Papers should be submitted via your dropbox on Sakai, with a submitted email alert.

Mid-Term and Final Exam

25% each of final grade

There will be one in-class exam during the term and a final exam. These assessments will focus on the theories and principles covered in readings, class and online discussion, and group work. Questions require that you apply, contrast, or explain psychology-related concepts. Exams will include multiple choice and short answer. Make-up exams will NOT be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

Final Notes About Grading and Classroom Policies

Grading

First, grading for all assignments will be criterion referenced. In other words, you will receive a grade based on the quality of your own work and participation in the class, rather than how your work compares to that of your classmates. I believe that you are all capable of attaining an “A” in this class. This does not mean that you will be rewarded for sub-standard performances or that this will be an “easy” course. My expectations are quite high and in some cases, I may ask you to rewrite an assignment or you will have the opportunity to improve your work.

Second, I want to communicate more generally my expectations for submitted coursework (i.e., reading responses, final paper). There are notable distinctions between B work and A work (see below). Here, notice that an “A paper” goes beyond doing the assigned requirements by integrating especially thoughtful or interesting elements. While these are general distinctions, I will provide a scoring rubric in advance of paper deadlines.

A B paper has some of these qualities:

- Fulfills the terms of the assignment thoroughly
- Effectively develops ideas with examples or details
- Connections are made to psychological theory and concepts, but less consistently
- Organization is clear and logical; transitions are smooth
- Paragraphs are unified and coherent
- Opening and conclusion serve the paper as a whole
- It has few sentence structure, grammar or mechanical errors

An A paper has some of these qualities:

- Fulfills the assignment thoroughly and interestingly or creatively
- Develops ideas in a full and satisfying way, often with interesting or unusual insights
- Consistently draws connections to psychological theory and concepts
- Organization is clear, smooth, and logical; transitions seem natural.
- Paragraphs are unified, coherent and fully developed.
- Opening and conclusion are distinctive or especially interesting, and are carefully woven into the paper.
- It has, at most, one or two grammar, sentence structure, or mechanical errors.

Late Assignments

Assignments not turned in on time will be dropped a half a letter grade for each day they are late.

Special Arrangements

Please let me know if you need special arrangements for test taking, note taking, etc...

Academic Integrity

As specified in the University's Academic Integrity policy, it is critical that each of us "properly acknowledge and cite all use of the ideas, results, or words of others." This ensures that "everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments." This means that copying or using any portion of another student's or researcher's paper without directly quoting the source material is considered against the honor code. In addition, all submitted work should be your own, without the aid of unsanctioned materials or unsanctioned collaboration (e.g., cheating). If you have any questions regarding these policies (e.g. what is an acceptable degree of collaboration, how and when to use and cite secondary sources, or how to use quoted material), please consult with me and see the university's policy on academic integrity (Quotations and resources cited from: <http://academicintegrity.rutgers.edu/>). Please note that all papers will be submitted to 'turnitin' prior to being graded.

Course Outline and Important Dates

	Date	Topic	Readings
Week 1	Sept 10	Introduction Theories of Learning	Chapter 1 Course Syllabus
Week 2	Sept 17	Behaviorism and Social learning views of learning	Chapter 5; Chapter 8 (pp. 254-261)
Week 3	Sept 24	Cognitive views of learning	Chapter 7 <i>Recommended on Sakai:</i> Baddeley
Week 4	Oct 1	Complex Cognition: Experts & Novices Self-Regulated Learning & Metacognition	<i>Sakai:</i> How People Learn (NRC), Chapter 2 Chapter 11 (pp. 397-401 (SRL)) <i>Sakai:</i> Pintrich & Young, 1993
Week 5	Oct 8	Constructivist views of learning	Piaget: Chapter 3 (pp. 72 -75 until stages); Chapter 9 (pp. 300-302) Vygotsky: Chapter 3 (pp. 85 - 93) Chapter 8 (pp.268-285); Chapter 9 (pp.302-303)
Week 6	Oct 15	Teaching for conceptual change Complex Cognition: Transfer	<i>Sakai:</i> Bruning, Schraw, Norby, & Ronning, 2004 (pp.340 - 346); Chapter 8 (pp. 262 - 268)
Week 7	Oct 22	Mid-term Exam Gender, race and ethnicity	<i>Sakai:</i> Abbeduto, 2006 Chapter 5 (pp. 184 - 185; 5.9) <i>Sakai:</i> Davidson, 1996; Villegas & Lucas, 2007 <i>Recommended:</i> Weinstein, et al., 2004
Week 8	Oct 29	Intelligence Gifted and Special needs	Chapter 12 <i>Sakai:</i> Select 1 from this set: Boaler, 2006; Cone, 2006; Herrenkohl, 2006; Hyland, 2006; Rubin, 2006; Yonezawa & Jones, 2006.
Week 9	Nov 5	Motivating Learning Intrinsic Motivation and Interest (I want to)	Chapter 10 <i>Recommended on Sakai:</i> Engaging Schools (NRC), (pp. 31 - 44); Renninger & Hidi, 2002
Week 10	Nov 12	Achievement goals and Efficacy Motivating students in the classroom	Chapter 11 (skip pp. 397-401 (SRL)) <i>Recommended:</i> Brophy, 2004; <i>Sakai:</i> Engaging Schools (NRC), (pp. 44 - 59)
Week 11	Nov 19	Classroom Management Instructional Planning	Chapter 6 Chapter 2 (pp. 48 - 57))
Week 12	Nov 26	Teacher and student -centered approaches to instruction	Chapter 2 (pp.57 - 59) <i>Sakai:</i> How People Learn (NRC), Chapter 7

Week 13	Dec 3	Learning in Collaborative Groups	Chapter 9 <i>Paper due.</i>
Week 14	Dec 12	Assessment	Chapter 14
	Dec 20	Final Exam (4:00 - 7:00 pm)*	

*Please note that the final exam schedule is set by the university.

References:

- Abbeduto, L. (Ed.). (2006). *Taking sides: Clashing views on controversial issues in educational psychology* (4th ed.). Guilford, CT: McGraw-Hill.
- Boaler, J. (2006). How a de-tracked mathematics approach promoted respect, responsibility, and high achievement. *Theory into Practice, 45*(1), 40-46.
- Bransford, J. D., Brown, A. L. & Cocking, R.R. (Eds.). (1999). *How people learn: Brain, mind, experience and school*. Washington, D.C.: National Academy Press.
- Brophy, J. (2004). *Motivating Students to Learn* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Bruning, R. H., Schraw, G. J., Norby, M.M & Ronning, R. R. (2004). *Cognitive psychology and instruction* (4th ed.). Upper-Saddle, NJ: Merrill.
- Cone, J.K. (2006). Detracked ninth-grade English: Apprenticeship for the work and world of high school and beyond. *Theory into Practice, 45*(1), 55-63.
- Davidson, A. L. (1996). Johnnie Betts on recasting the self, *Making and molding identity in schools: Student narratives on race, gender, and academic engagement* (pp. 161-188). New York: State University of New York Press.
- Herrenkohl, L.R. (2006). Intellectual role taking: Supporting discussion in heterogeneous elementary science classes. *Theory into Practice, 45*(1), 47-54.
- Hyland, N.E. (2006). Detracking in the social studies: A path to a more democratic education? *Theory into Practice, 45*(1), 64-71.
- National Research Council (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, DC: The National Academy Press.
- Pintrich, P.R. & Young, A. J. (1993). Analysis of two middle school students' cognitive strategies, memory, and learning. In A.E. Woolfolk (Ed.), *Readings and cases in educational psychology* (pp. 280-285). Needham Hgts, MA: Allyn & Bacon.
- Renninger, K. A., & Hidi, S. (2002). Student interest and achievement: Developmental issues raised by a case study. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 173-195). San Diego, CA: Academic Press.
- Rubin, B.C. (2006). Tracking and detracking: Debates, evidence, and best practices for a heterogeneous world. *Theory into Practice, 45*(1), 4-14.
- Villegas, A.M. & Lucas, T. (2007). The Culturally Responsive Teacher. *Educational Leadership, March*, 28-33.
- Weinstein, R.S., Gregory, A., & Strambler, M.J. (2004). Intractable self-fulfilling prophecies: Fifty years after Brown v. Board of Education. *American Psychologist, 59*(6), 511-520.
- Yonezawa, S. & Jones, M. (2006). Students' perspectives on tracking and detracking. *Theory into Practice, 45*(1), 15-23.