

Spring 2011 05:300:306:11 Educational Psychology Section 11

Class Meets: Monday 4:50-7:30 p.m. Scott Hall rm. 120
Course Instructor: Michael Kanarek
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Required Texts:

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

Other readings as announced

IN THIS SYLLABUS:

- ▶ OVERVIEW
- ▶ CLASS FORMAT; HOW THIS COURSE WORKS
- ▶ HOW YOU EARN YOUR GRADE
- ▶ GOALS FOR THE COURSE
- ▶ POLICIES

Overview

(Why do I need to know what is in this course?)

Whether you plan to become a teacher or not, most people do some kind of teaching almost every day: coaching, training in business, medical education, health education, parenting, or simply sharing your skills or information with someone else, in a shared activity.

The purpose of the course is to introduce you to the theory and research that underlies instructional practice, for you to use informally throughout your life, or use formally in a classroom, and also to use to understand better how you learn yourself, so that you can become a more effective, active learner.

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.

My primary goal for this course is to give you practice in reasoning about the psychological basis of behavior when learning and teaching. The title of the textbook, *Reflection for Action*, describes the intent of the course. I want you to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans that will help you to be effective in teaching for each of your students, by helping you to understand and meet their individual needs.

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.

You can also expect to learn about your own individual thinking skills and learning strategies while you learn about the ones that apply to other individuals. Insight into your own strategies can help you to become a more effective learner by making the best use of the strategies you have, and by adapting other strategies to your own use. It can also help you to become a more effective teacher by allowing you to consider ways of learning that others may need from you as a teacher, that are different from your own.

Class Format; How This Class Works:
READ– QUESTION – DISCUSS – USE TO TEACH – REFLECT

What counts is the knowledge you use.

As your instructor, I believe that is Lesson 1 for you as a teacher. What matters to a student's life is not what they remember for the next exam, but rather what they put to use to change themselves.

Learning is a change, usually for the better, that has lasting value only to the extent that it has a lasting effect on you.

As you will read in the course literature, this phenomenon is part of *transfer*, the application of knowledge and skills to new situations. Transfer is usually counted as a major goal of most education - often hoped-for, sometimes achieved.

Therefore, in this course there are no exams.

You will learn in part from reading and discussion, but also from DOING so that you put your new knowledge to use immediately and find out for yourself how it works, for you and for those you teach.

The struggle to use knowledge to create a 'real world impact' also may have a positive impact on a student's motivation and engagement, which are other topics we will read about in the course literature.

Small group exercises will be organized so that you have an opportunity in each class period to be part of a teaching group, and part of a learning group. We will also have discussions of the readings, and will have time for reflection each week about how our experiences in class as teachers and learners related to the readings we have done.

Some of the activities will take place in class, and some online via posts on the class website on Sakai.

Each week we will read literature, ask questions about it and discuss it, and then you will use the principles in the literature we discussed last week to teach a lesson. You will conclude with a reflection.

The process for each topic is: READ – QUESTION – DISCUSS – USE TO TEACH – REFLECT.

(1) Prior to each class your participation will be:

- Read the assigned literature for the current week and post a question about it for in-class discussion.
- Participate with your group in posting on Sakai an entry explaining what your group will teach and how you plan to teach it (in the form of a lesson plan), and how your group will use the specific principles described in the previous week's readings (that we already discussed last week) to help you teach during that class. You may also use principles from the current week's reading.
- You will also be responsible to read and post suggestions on two other groups' lesson plans, and then read the comments on your group's lesson plans posted by others, and make changes if appropriate.

(2) During each class your participation will be:

(2a) Each week one group will lead the first part of the in-class discussion by:

- Making a brief presentation of the points made in the literature, that they prepared in advance.
- Collecting all questions posted by the class and organizing them thematically, in advance.
- Leading a discussion of these themes with the class.

(2b) The second part of the in-class discussion will be "Ask the instructor anything relevant":

- All students will actively participate in a conversation about the reading with the instructor, to dispel confusions, clarify fine points, and pursue interests further.

(2c) Groups will be paired and take turns as teachers and as learners, and then reflect about it together:

- Your group will teach the other group using your lesson plan, and vice-versa.
- Both groups will reflect together about how the principles in the literature were applied to teaching.

(3) After each class your participation will be:

- A second posting will be due after class from each person individually, reflecting on how the principles you learned from the readings and discussions applied to whatever happened when your group tried to use them in class, and what you could do differently to improve.
- You will also be responsible to read and comment on the reflective postings of your group members, and then to read their comments on your posting.

I will provide a format for you to use in writing these posts.

Your objective in each posting is to demonstrate your understanding of the principles you read about each week, and show that you learned something about how to apply them to teaching and learning.

A final 5 page paper is due at the end of the course in which you will use the posts you have produced each week as a resource journal so that you can review your work for the whole semester, by writing:

- A defense with specifics showing that your work each week did in fact apply the principles in the readings, and
- An evaluation and reflection of your teaching each week that discusses how you would improve your application of these principles the next time you use them.

The topics that will be discussed each week are as follows:

Week	Topic	Reading
1	Introducing Educational Psychology and Reflective Practice Cognitive Development	Chapter 1, 1-29 Chapter 3, 76-110
2	Teachers and Teaching	Chapter 2, 32-69
3	Behavioral Learning Theory	Chapter 6, 192-223
4	Managing Learning in the Classroom	Chapter 7, 226-257
5	Social Development	Chapter 4, 116-148
6	Individual Differences and Special Needs	Chapter 5, 152-191
7	Learning Styles	Articles, TBA
8	Cognitive and Social Cognitive Learning	Chapter 8, 262-295
9	Complex Cognition and Social Constructivism Learning from Peers (1)	Chapter 9, 298-325 Chapter 10, 326-346
10	Learning from Peers (2) Problem-Based Learning	Chapter 10, 347-362 Articles, TBA
11	Motivation and Engagement	Chapter 11, 366-399
12	Motivation to Learn	Chapter 12, 402-431
13	Assessment for Learning	Chapter 13, 436-471
14	Assessment for Teaching	Articles, TBA
15	Standardized and Standard-Based Assessments	Chapter 14, 478-512
Exams	Final Paper	

How You Earn Your Grade

The course is not graded on a curve. It is possible (and desirable) that every student earns an A.

You have an A when you walk in the door to our class. Keeping it is straightforward:

Do the work, get the grade.

It is possible for you to earn a total of one hundred points (100) for this course. This system allows you to monitor your progress as the semester progresses. Details of requirements and points are on the following pages. This list shows the number of points you will need in order to earn your grade.

		GRADE						
To Earn	A	B+	B	C+	C	D	F	
	POINTS							
You Need	90+	87	80	77	70	60	<60	

Your grade will be based on:

1. (30 points) Participation in the in-class activities: Attendance, group work, and discussions

To receive full credit for class participation, students **MUST** attend each class, arrive on time and stay for the whole class, complete the assigned reading, and participate in group work and class activities.

- a. Class attendance and participation are required. **Only documented proof will excuse an absence. Each unexcused absence will cause a 3 point deduction for each class missed.** It is your responsibility to sign the attendance sheets. If you need to miss class, it is your responsibility to get the notes and handouts. **Any work due on that day must still be submitted on time.**

Please inform me as early as possible, and always prior to class, if you need to miss a class due to religious obligations or Rutgers business including sports. See the Policies section below.

Students who were frequently absent last semester did not do as well in the courses as those who were regularly in attendance.

- b. It is important for you to come prepared to class. This entails that you complete the assigned readings prior to class. Read the material critically – Is it well argued and supported? Any terminology to clarify? What practical value to you can you find in it? – because I want you to see the reading as a base of knowledge that you can incorporate in class discussions and group work.

Understand that not all assigned readings will be discussed during the class sessions. It is still your responsibility to read all assigned material critically whether or not it is discussed in class.

- c. Learning is a largely social process, so it is your responsibility to be an active participant throughout the course. This includes:
 - i. Sharing your ideas based on thoughtful consideration of your experiences, the readings, and others' opinions.
 - ii. Being respectful of others' feelings, thoughts, beliefs, and self-expression to help create a pleasant learning environment.

- iii. Asking thoughtful questions, helping the class to stay on topic, and relating concepts from class and the readings to your experiences as a learner.
- iv. Responding to others' comments in a responsible and constructive manner.
- v. Demonstrating your understanding of class readings by using psychological concepts to help explain or justify comments.

2. (45 points) Weekly Posting Assignments

- a. The purpose of the posting assignments is to provide you with the opportunity to think about the concepts and ideas in the reading, and how to use them, and to learn collaboratively with other students.
- b. A schedule of exact times and days for when postings are due will be given to the class.
- c. **You must post on time. Your group and other students in the class will be depending on you** since they will be posting comments and suggestions on your work to help you, and need your comments and suggestions to help them. Make life easier for yourself and your classmates: Post early!
- d. You will lose 1 point for each posting that is late and 3 points for each posting that is not submitted. The date-timestamp in Sakai is the official clock; you are responsible for tracking 'Sakai time'. Do not rely on the clock in your computer.
- e. When your Sakai ID is used to post, that signifies it is your own work, and adheres to Rutgers policies about your own work (see the Policies page at the end of this syllabus).

3. (25 points) Final Paper

All final papers must adhere to these few simple rules to be accepted toward your course grade:

- Double spaced, Times New Roman 12 point font, 1 inch margins
- DOC, DOCX, RTF, or PDF file format
- Submitted on time via Sakai, the class website
- Includes your name, that signifies it is your own work, and adheres to Rutgers policies about your own work (see the Policies page at the end of this syllabus)

Goals for the Course: Toward Your Teacher Accreditation and Personal/Professional Growth

An overall goal for this course is:

You will be learning to connect abstract principles of educational psychology to concrete examples. The text is written to encourage “reflection for action” so that you can consider alternative strategies in the classroom. If you take a moment to reflect on that statement, you may agree that this is an important part of training for a teacher.

Specific goals are tied to accreditation, both for you as a teacher and for this program as an acceptable method for you to receive government accreditation, which is also an important outcome of training for a teacher.

The rest of this page describes course goals within the context of accreditation and New Jersey standards:

Rutgers has initial accreditation for its teacher education program from the *Teacher Education Accreditation Council* (TEAC). As part of the accreditation process, **four claims** are made about the totality of your 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 the program’s accreditation process, as well as meet certain New Jersey state standards for teachers:

- 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 cooperative 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)

Also important to your personal growth as well as your professional growth as a teacher, you will:

- Understand your own strengths and weaknesses as a learner.

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 assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. 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.

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>). Also see the PowerPoint slides on plagiarism on the course Sakai website.

Make Up Work: Make-up work will NOT be scheduled unless you miss an assignment because of religious observance or because of a properly documented illness. Proper documentation means that you provide a doctor's note that states you were unable to perform your responsibilities on the specific day of the assignment.

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.

Missed Classes: It is your responsibility to get notes, including handouts, from another student if you miss class.

Grading Policy: Grades are assigned based on a points system described previously.

Policy on Late Assignments: Assignments must be submitted on time. Late assignments will be accepted but the grade will be reduced.

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 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/>