

Spring 2012: 05:300:306 Section 14 -- Educational Psychology

Class Meets: Wednesday 4:50-7:30 p.m. RAB 208
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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.

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. Most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting etc.). 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 have you reason 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. 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 points (100) 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.

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

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)
- Explain how human memory is thought to work and describe the implications of this understanding for how you would teach. (TEAC Claim 3)
- Characterize the role of motivation in classrooms and analyze the relationships between motivation and competence. (TEAC Claim 3)
- 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)
- Explain the rationale for a variety of practical instructional methods and choices such as cooperative learning, individual practice. (TEAC Claim 2)
- Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2)
- 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 and the use of videos, web resources etc.

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Quiz # 1	February 14th	20%
Quiz # 2	March 24th	20%
Paper	April 14th	25%
Participation	ongoing	5%
Final Examination	May 11th	30%

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. Most of you wish to become teachers or are considering becoming teachers. You have a professional responsibility to model the standards of professionalism and integrity you would hope for from your own students. 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. 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>). Also see the PowerPoint slides on plagiarism on the course sakai website.

Make Up Exam: Make-up exams will NOT be scheduled unless you miss an exam 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 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. Students who were frequently absent last semester did not do as well in the courses as those who were regularly in attendance. Attendance will be monitored by in-class assignments that students will turn in and these will also function as a record of attendance.

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 come to office hours to look at your exam.

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 (I cannot make promises about the heating/cooling issues!!).

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. Please seek assistance as early as you can so you can maintain a good academic performance.

Academic problems. If you are having difficulties with this course, you should seek assistance from me during office hours 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. Quizzes (40% of total grade):

Purpose: The quizzes are intended to test knowledge of course content presented in the lectures, assigned readings, and group work.

Format: The quizzes will consist of multiple-choice items and short answer items.

Grading: Your grade is based on the number of correct answers on the multiple-choice questions, combined with scores from the alternative format questions. Make-ups will **NOT** be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence. If you have problems (illness, family emergency, please get in touch with me).

2. Paper: Use of Cognitive Concepts in a Film (25%).

Purpose. This paper is intended to provide opportunities for you to apply your knowledge of cognition and memory in ways that will enhance your memory of the material. Watching a film and thinking about its content in terms of the content of Chapter 8 will help you elaborate on the information and thus make it more memorable.

General Directions: Watch a film (either at home or at the cinema) with a view to identifying the use of cognitive concepts from Chapter 8. Describe the use of these constructs in the film and critique their use. For example, a student in a previous version of the course chose the film "Eternal Sunshine of the Spotless Mind" in which the character Joel is having his memory of his ex-girlfriend erased. The doctors "map" where memories of her are stored. The student links this to the information in the text about how the structures of the brain are implicated in memory, identifies these structures, and how they function to consolidate memory. Depending on the film you select, the constructs you choose will be different. You may choose very detailed constructs (e.g., working memory lasts 20 seconds) or broader constructs (e.g., retrieval from long term memory occurs through a process of spreading activation). Last semester, a few students chose the film, *Finding Nemo*. The included constructs such as rehearsal, elaboration, interference, implicit memory, procedural memory, visual cues and others.

Specific Requirements: You should first provide a brief summary of the film and then elaborate on how constructs from Chapter 8 can be used in interpreting the film.

Required Elements: Your paper should include specific mention of no less than 7 concepts from Chapter 8 (see the end of chapter for a listing of concepts in the chapter). For each concept, you should explain what it is and how it is relevant to the film. For example, you might explain how a particular event in the film or film technique is an illustration of a concept from the course.

Submit/Format: 5-8 page paper.

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

Criteria	Score = 0 Does not meet expectations	Score =1 Meets expectations	Score = 2
# concepts selected	3 or fewer	4-5	More than 5
Selection of concepts	Selected a very narrow range of concepts (e.g., all/most related to attention)	Selected an adequate range of concepts (i.e., included more than 3 separate topics from chapter 8 such as working memory, reasoning, and attention).	Selected a diverse set of concepts illustrating a broad knowledge of the applicability of course content.
Knowledge of basic concepts from the course	Defines more than 3 concepts incorrectly OR gives in accurate examples of their use in the film	Defines at least five concepts correctly and uses examples that illustrates the concept	Defines all concepts accurately and illustrates them clearly with examples. Links the film content to the course content.
Writing	Has typographical errors and errors of grammar.	Writing is adequate and shows command of basic sentence structure and grammar.	Writing is clear, well-organized, and grammatically correct.

The maximum score is 8. A score of 7 or 8 is = A; 5 or 6 is a B; 3-4 is a C. A score of less than = F .

3. *Final Examination (30% of total grade):*

The final exam is cumulative. Reasons for a cumulative final include an appeal to the cumulative nature of knowledge and a chance to capitalize on previous success. **The final exam was scheduled according to the University schedule that allocates exam slots based on the period/day of the class.** The exam will consist of multiple-choice and short answer items.

4. *Participation (5% of the total grade):*

Planned Schedule and Assigned Readings

<i>DATE</i>	<i>TOPIC</i>	<i>READING</i>
Jan		
17	Introduction Teachers and Teaching	Chapter 1 Chapter 2 30-52
24	Teachers and Teaching II-Types of Teaching Behavioral Learning Theory I	Chapter 2, 52-69 Chapter 6, 192-205
31	Behavioral Learning Theory II	Chapter 6, 206-223
Feb		
7	Quiz # 1	
14	Managing Learning in the Classroom	Chapter 7, 226-257
21	Individual Differences and Special Needs	Chapter 5, 152-174
28	Individual Differences and Special Needs II	Chapter 5, 175-191
Mar		
6	Cognitive and Social Cognitive Learning	Chapter 8, 262-295
13	Spring Break	
20	Quiz # 2	
27	Complex Cognition and Social Constructivism	Chapter 9, 298-325
Apr		
3	Motivation and Engagement	Chapter 11, 366-399
10	Motivation to Learn	Chapter 12, 402-431
17	Learning from Peers	Chapter 10, 327-365
24	Assessment for Learning	Chapter 13, 436-471
May		
2	Review (optional)	
8	Final Exam	Location/Time-TBA