05:300:306:02 – Educational Psychology: Principles of Classroom Learning
Monday & Thursday 11:30 - 12:50, Scott Hall, Room 202

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Office Hours: Monday 1:00-2:00 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.

Learning Objectives

Over the course of the semester, you will be able to meet the following objectives:
- Describe, connect, contrast, and evaluate the primary theories that explain how students learn
- Explain student cognition and learning
- Explain the role of individual differences related to ability and intelligence, socioeconomic status, race, gender and ethnicity for learning
- Characterize the role of motivation for student engagement and learning
- Consider the implications of various instructional and assessment practices for learning, understanding, and motivation
- Apply principles of cognition, learning, individual differences and motivation to the classroom and relevant examples
- Apply principles of learning to yourself as a learner

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 are available via the Sakai course website.
Sakai: This is our course-specific website. It will be used for class announcements, 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 (in class)	10%
Two Papers	40%
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   10% 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 2 points for each additional absence. If you are absent additional times we will need to have a conversation about additional assignments that can make up for missed time or whether retaking the course is appropriate.

Papers   20% each of final grade

During the semester, there will be two assigned short papers. 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 of your own classroom teaching. In the paper, you will need to justify your classroom decisions based on what you know about psychological theories related to student learning and motivation. Each paper will be 5-7 pages long. Papers will be submitted via the assignments tab on Sakai. All papers will be submitted to 'turnitin' prior to being graded.

The first paper will involve describing your developing psychological perspective on how students learn (Due October 24th). Here, you will justify your ideas by introducing which theory (or theories) of learning underlie your approach to teaching and classroom instruction. The second paper will involve developing your perspective on how students are motivated to learn and how to foster motivation in the classroom given motivational theory (Due November 18th). As part of this discussion for both papers you will need to provide the connection between your ideas related to classroom instruction and theories of educational psychology. More details about these two assignments will be provided.

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 <u>NOT</u> 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/).

Course Outline and Important Dates

	Date	Topic	Readings
	Sept 5	No class	
Week 1	Sept 9	Introduction & Theories of Learning	Chapter 1 Course Syllabus
	Sept 12	Behavioral views of learning	Chapter 5
Week 2	Sept 16	Social learning views of learning	Chapter 8 (pp. 254-261)
	Sept 19	Cognitive views of learning	Chapter 7 (pp. 223-233) *Recommended on Sakai*: Pashler et al., 2009
Week 3	Sept 23	Cognitive views of learning	Chapter 7 (pp. 234-251; LTM)
	Sept 26	Complex Cognition: Experts & Novices	*Sakai:* How People Learn (NRC), Chapter 2
Week 4	Sept 30	Self-Regulated Learning & Metacognition	Chapter 11 (pp. 397-401 (SRL)) *Sakai:* Pintrich & Young, 1993
	Oct 3	Constructivist views of learning	Piaget: Chapter 3 (pp. 72 -75 until stages; pp. 83-85); Chapter 9 (pp. 300-302)
Week 5	Oct 7	Constructivist views of learning	Vygotsky: Chapter 3 (pp. 85 - 93) Chapter 8 (pp.268-285); Chapter 9 (pp.302-303) *Recommended on Sakai:* Palincsar (1998).
	Oct 10	Teaching for conceptual change	*Sakai:* Bruning, Schraw, Norby, & Ronning, 2004 (pp.340 - 346)
Week 6	Oct 14	Complex Cognition: Transfer	Chapter 8 (pp. 262 - 268)
	Oct 17	Mid-term Exam	
Week 7	Oct 21	Intelligence	Chapter 12 (pp.413-430) *Sakai:* Select 1 from this set: Boaler, 2006; Cone, 2006; Herrenkohl, 2006; Hyland, 2006; Rubin, 2006; Yonezewa & Jones, 2006.
	Oct 24	Gifted and Special needs	Chapter 12 (pp.430-447) *Paper 1 is due in class.*
Week 8	Oct 28	Gender, race and ethnicity	*Sakai:* Abbeduto, 2006 Chapter 13 *Sakai:* Davidson, 1996; Villegas & Lucas, 2007 *Recommended:* Weinstein, et al., 2004
	Oct 31	Motivating Learning	*Recommended on Sakai:* Engaging Schools (NRC), (pp. 31 - 44)
Week 9	Nov 4	Intrinsic Motivation and Interest (I want to)	Chapter 10 *Recommended:* Renninger & Hidi, 2002
	Nov 7	Efficacy (I can) and goals (I want to)	Chapter 11 (skip pp. 397-401 (SRL)) *Recommended:* Brophy, 2004; Usher, 2009
Week 10	Nov 11	Motivating students in the classroom	*Sakai:* Engaging Schools (NRC), (pp. 44 - 59)
	Nov 14	Classroom Management	Chapter 6

Week 11	Nov 18	Instructional Planning	Chapter 2 (pp. 48 - 57) *Paper 2 is due in class.*
	Nov 21	Teacher-centered approaches to instruction	Chapter 2 (pp.57 - 59)
Week 12	Nov 25	Problem-based learning	*Sakai:* How People Learn (NRC), Chapter 7
	Nov 28	Thanksgiving Holiday Break - No Class	
Week 13	Dec 2	Learning in Collaborative Groups	Chapter 9 *Sakai*: Barron, 2000 - w/focus on results (pp.403-405; scenes from 2 contrasting groups pp. 407-408; pp. context 410-412; results pp. 415-429)
	Dec 5	Assessment	Chapter 14
Week 14	Dec 9	Last Class - Assessment	
		Final Exam	

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

References:
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Barron, B. (2000). Achieving coordination in collaborative problem-solving groups. *The Journal of the Learning Sciences, 9(4),* 403-436.

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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.

Palincsar, A. (1998). Social-constructivist perspectives on teaching and learning. *Annual Review of Psychology, 49*, 345-375.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9,* 105-119.

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Villegas, A.M. & Lucas, T. (2007). The Culturally Responsive Teacher. *Educational Leadership, March,* 28-33.

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