

**Title** Educational Psychology – Principles of Classroom Learning

**Course** ED 05:300:306 Section 7 Fall 2013

**Meeting Time and Location** Wed. 4:30 to 7:30, Scott Hall 215

**Instructor** Ron Rinehart

**Contact** ron.rinehart@rutgers.edu

**Office Location** Graduate School of Education Room 321B

**Office Hours** Tuesday, 10 am to noon or by appointment.

### **Course Objectives**

In a future instructional setting, you will be able to do the following, on the basis of educational psychology research:

**Predict** Predict the effects different instructional techniques on learning and motivation.

**Design** Design dynamic, engaging and rigorous learning environments.

**Implement** Implement effective instructional techniques with your students.

**Evaluate** Evaluate students' intellectual and motivational processes. Evaluate teaching processes.

**Course Website** [www.sakai.rutgers.edu](http://www.sakai.rutgers.edu)

**Textbook Website** [www.wileyplus.com](http://www.wileyplus.com)

**Required Texts** O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). Educational Psychology: Reflection for Action (3<sup>rd</sup> Edition); Hoboken, NJ: John Wiley. Available at the Barnes and Noble Bookstore.

### **Grades**

The course is not graded on a curve. It is possible (and desirable) that every student earns an A. Grades are updated each week on Sakai. The class uses a total points system, by that I mean that the final grade is determined by the total earned divided by the total possible points. Here are the cut scores (in percentages) for each grade.

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

Grades are earned through a combination of participation, homework problems, in-class problems, quizzes, and exams.

## Participation

Your participation score will be based on the following:

- a. Attendance. To get full credit you must attend all classes for the entire duration of class. Missing a portion of class, including being late, will result in ½ credit. Missing more than half a class results in no credit. Attendance is scored based on the attendance sign-in sheet and those scores are uploaded to Sakai each week.
- b. Being on time. We expect you to be on time to each class. Let us know in advance if you must be late for any reason. Being late counts as half an absence.
- c. Participation in class activities (discussion, group work). Participation in class activities includes:
  - (1) contributing to whole-class discussions,
  - (2) listening when others are talking, including when your classmates are talking,
  - (3) participating effectively in group work, and
  - (4) successfully completing written in-class work and turning it in.

## Problems

A significant portion of this class revolves around problem solving. Some problems are assigned as individual work and other problems are group work. Point values for problems are indicated on the problem. **Late problems will not be accepted** and will receive a score of zero.

Please see Sakai for the most up-to-date homework problem list.

There are five kinds of feedback on problems. All homework assignments will get at least one of these kinds of feedback. If you are absent from a class, you must still submit the problems due that day before the beginning of the class on which the problems are due. This applies even if you have an excused absence. If you are absent from class, you may email the problems to me. Class starts at 4:30 pm on Wednesdays. If they arrive in my inbox by 4:31pm they are late and they will not be counted.

1. Oral feedback in class on the problems.
2. Class discussion of the problem.
3. Group work on the problem followed by class discussion.
4. Written feedback on the assignment.
5. Handouts with model answers.

## Quizzes

Quizzes are given during **every** class period except the two exam days. Many class periods will have several quizzes spaced throughout the class. This means that sometimes we will have a quiz at the start of class, the middle of class and the end of class. Quizzes are short and consist of one or more questions that are based on recent problems, readings, homework, lectures or activities in class. **There are no make-up quizzes.**

## Exams

There is one mid-term exam and one final exam. Refer to the schedule for the relevant dates.

The exams cover:

**--all course materials.**

This includes: readings, problems, lectures, activities, videos, group work, homework, quizzes.

Examinations will include multiple choice, short answer questions, short essay questions, and longer essay questions.

There is material covered on the exams (both from the text and the articles) that we will not have time to go over in class. There will also be information covered in class that is not in the text.

There is a very heavy emphasis on application on the exams on all forms of questions. You will be asked to apply what you are learning to teaching situations, especially your own future teaching situation.

The final exam is cumulative. Why cumulative? Because when you teach in the future, you need to know everything you learn in this course, not just the material since the first exam.

## Course Policies

1. If you miss a class, it is your responsibility to get any handouts, assignments, and notes from a classmate.
2. You may make up the class exam only if you have an officially excused absence (e.g., an official Rutgers activity, an illness with a doctor's note, or a religious holiday).
3. If you need special accommodations, speak to me and, if you haven't already, contact the Office of Disability Services at 732-932-2847.
4. Electronic devices: please turn cell phones (etc.) off or set to silent mode. Please limit use of laptops to taking notes or looking up immediately relevant information. Checking email or browsing your favorite websites is unacceptable.

## Course Philosophy

1. Helping new teachers become leading professionals in our field is my passion.
2. Many past students of mine have commented that this is one of the first classes they have taken that puts a strong emphasis on application rather than memorization.
3. Please note that the course is titled “Educational Psychology: Principles of **Classroom Learning**.” This course is focused on developing high quality professionals who are capable of doing amazing work in **classrooms**.
4. The course is designed so that you come to class well prepared each day, and then we build on your initial understanding. If you do not come to class prepared, it is possible that you will end up feeling lost in class.
5. Treat each other’s ideas with utmost respect. This includes listening carefully when others are talking, including your classmates.

Course Schedule			
Date	Topic	Assignments	Assessments
9/4/2013	Memory, Student Conceptions and Information Processing		Quiz in class
9/11/2013	Collaborative Learning and Constructivism Part 1	Homework 1	Quiz in class
9/18/2013	Collaborative Learning and Constructivism Part 2	Homework 2	Quiz in class
9/25/2013	Cognitive Learning Theories and Learning Strategies	Homework 3	Quiz in class
10/2/2013	Social Learning Theories and Learning Strategies	Homework 4	Quiz in class
10/9/2013	Motivation and Engagement Part 1	Homework 5	Quiz in class
10/16/2013	Motivation and Engagement Part 2	Homework 6	Quiz in class
10/23/2013	Promoting Understanding and Transfer Part 1	Homework 7	Quiz in class
10/30/2013	Promoting Understanding and Transfer Part 2	Homework 8	Quiz in class
11/6/2013	Assessment of Learning / Assessment for Learning	Homework 9	Quiz in class
11/13/2013	Mid Term	No homework	Mid Term
11/20/2013	Social and Cognitive Development	Homework 10	Quiz in class
11/27/2013	<i>No class, this is a 'Friday' class day</i>		
12/4/2013	Individual Difference and Issues in Diversity	No homework	Quiz in class
12/11/2013	Classroom Management	Homework 11	Quiz in class
12/17/2013	Final Exam 8 am to 11 am	No homework	Final Exam

Other dates worth knowing	
Thursday, November 28, 2013	Thanksgiving Break Begins
Sunday, December 01, 2013	Thanksgiving Break Ends
Friday, December 13, 2013	Reading Day
Saturday, December 14, 2013	Reading Day
Sunday, December 15, 2013	Exams Begin
Sunday, December 22, 2013	Exams End
Monday, December 23, 2013	Winter Break Begins
Monday, January 21, 2013	Spring 2014 Begins

## Topics and New Jersey Professional Teaching Standards

Topic	Professional Teaching Standards Addressed
Memory	1i2, 1i4, 1ii1, 2i1, 2ii, 3ii1, 3ii2, 10i
Students' prior conceptions	1ii1, 2i1, 2i2, 2i1, 2ii1, 2ii2, 2ii3, 2ii5, 3i1, 3i2, 3i3, 3ii1, 3ii2, 3iii1, 3iii2, 5ii, 5iii1, 7ii, 10i
Effects of knowledge on memory, belief, and understanding	1ii1, 2i1, 2i1, 2ii1, 2ii2, 2ii3, 2ii5, 3i1, 3ii2, 5ii, 7ii, 10i
Metacognition	1i2, 1i3, 1ii1, 1iii1, 2i1, 2i2, 2i1, 2i3, 2ii1, 2ii2, 2ii3, 2ii4, 2ii5, 3i1, 3ii1, 3ii2, 3iii1, 3iii2, 4ii, 4iii1, 5ii, 5iii1, 6iii1, 7i1, 8iii4, 10i
Rewards and behavior	6iii2, 6iii4, 6iii5,
Classroom management	4iii2, 6i1, 6i3, 6i2, 6ii3, 6iii2, 6iii3, 6iii4, 6iii5, 8i2, 8iii5, 9ii1, 9ii2, 10i
Analyzing students' motivation	1ii1, 2i1, 2i2, 2ii4, 3i1, 9ii1, 9ii2, 10i
Enhancing students' motivation	1ii2, 2i1, 2ii5, 3iii1, 3iii2, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii2, 4iii4, 5iii1, 5iii2, 5iii3, 6i2, 6ii2, 6iii3, 6iii4, 7ii, 7iii1, 7iii4, 7iii5, 8i, 8iii5, 10i, 10ii1
Instructional Goals & Cycle; NJCCCS	2ii1, 3ii2, 3iii3, 4i1, 4i3, 4iii1, 4iii4, 6iii5, 7ii, 7iii1, 7iii4, 10i, 10ii1
Assessing understanding	1ii1, 1iii2, 2i1, 2iii, 3ii2, 3iii3, 4i1, 4i3, 4i4, 4iii1, 4iii4, 4iii6, 5i1, 5i2, 5ii, 5iii1, 7iii1, 7iii4, 10i, 10ii1
Assessing transfer	1iii2, 2i1, 2iii, 3ii2, 3iii3, 4i1, 4i3, 4i4, 4iii1, 4iii3, 4iii4, 4iii6, 5i1, 5i2, 5ii, 5iii1, 7iii1, 7iii4, 10i, 10ii1
Discussions and questioning	1i3, 1iii2, 2i1, 2i3, 2ii4, 2iii, 3i1, 3i2, 3ii1, 3iii1, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii3, 4iii4, 5ii, 5iii1, 5iii2, 5iii3, 6i3, 6ii1, 6iii2, 7ii, 7iii1, 7iii4, 8i, 8ii1, 8ii2, 8iii1, 8iii2, 8iii4, 8iii5, 10i, 10ii1, 10ii2, 10ii3
Teaching concepts	1iii2, 2i1, 2i3, 2ii, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii2, 4iii4, 7ii, 7iii1, 7iii4, 10ii1
Collaborative learning	1iii2, 2i1, 2i3, 2ii1, 2ii2, 2ii3, 2ii4, 2iii, 3i1, 3i2, 3i3, 3ii1, 3iii1, 3iii2, 3iii4, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii4, 4iii6, 5ii, 5iii1, 6i1, 6i2, 6i3, 6ii1, 6ii3, 6iii1, 6iii2, 6iii4, 6iii6, 7ii, 7iii1, 7iii4, 8i, 8ii1, 8iii1, 8iii2, 8iii5, 10i, 10ii1, 10ii2
Teaching complex ideas	1iii2, 2i1, 2i3, 2ii, 3i2, 3iii3, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii4, 7ii, 7iii1, 7iii4, 10i, 10ii1
Teaching for transfer	1i3, 1i4, 1ii1, 1ii2, 1iii1, 1iii2, 2i1, 2i3, 2ii3, 2ii4, 2ii, 3iii3, 3iii4, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii3, 4iii4, 4iii7, 5iii2, 5iii3, 6i2, 6i3, 6ii1, 6ii6, 7ii, 7iii1, 7iii4, 8iii1, 8iii2, 8iii3, 10i, 10ii1, 10ii2, 10ii3
Designing a lesson plan	1ii2, 2i1, 2i1, 2i3, 2ii3, 2ii4, 2ii5, 3iii1, 3iii2, 3iii3, 3iii4, 4i1, 4i2, 4i3, 4i4, 4iii1, 4iii2, 4iii3, 4iii4, 4iii5, 4iii6, 4iii7, 7i2, 7ii, 7iii1, 7iii4, 10i, 10ii1, 10ii3
Teaching cognitive strategies	1i3, 1ii1, 1ii2, 1iii1, 1iii2, 2i1, 2i3, 2ii3, 2ii4, 2ii, 3ii1, 3iii1, 3iii2, 3iii3, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii4, 5iii1, 5iii2, 5iii3, 6ii1, 6iii1, 7ii, 7iii1, 7iii4, 8ii1, 8iii1, 8iii2, 8iii4, 8iii5, 10i, 10ii1
Teaching thinking	1iii1, 1iii2, 2i1, 2i3, 2ii4, 2ii, 3ii1, 3iii1, 3iii2, 3iii4, 4i1, 4i3, 4i4, 4ii, 4iii1, 4iii4, 5iii1, 6i3, 6ii1, 6ii3, 6iii2, 7ii, 7iii1, 7iii4, 8i, 8iii3, 8iii4, 8iii5, 10i, 10ii1, 10ii3
Teaching for belief change	1iii2, 2i1, 2i3, 2ii, 3iii1, 3iii4, 4i1, 4i3, 4i4, 4iii1, 4iii3, 4iii4, 7ii, 7iii1, 7iii4, 10i, 10ii1