

Educational Psychology: Principles of Classroom Learning
05:300:306:09 (Spring 2013)

Class Meets: Monday & Thursday 11:30 - 12:50 Campbell Hall A5
Course Instructor: Anna Lee
Office Hours : Thursday 10:30-11:30 or by appointment
Graduate School of Education
Contact : (E-mail) anna.lee.gse@rutgers.edu

Course Website : sakai.rutgers.edu

Required Texts:

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action (3rd Ed)*; Hoboken, NJ: John Wiley. (Available at Barnes and Nobles Bookstore)

Class note (PowerPoint) will be available on Sakai. You should print these before coming to class.

Course Description

This course will introduce students to a psychological perspective to teaching and learning in classroom contexts through an overview of principles, issues, and related research in educational psychology. Lectures, readings, and class discussions will interpret and evaluate important theories in the field of educational psychology. Particularly, 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.

Course Objectives

The specific objectives of this course include:

1. To develop your knowledge of teaching and learning; how humans learn, how human memory is thought to work, how motivation play a role in classrooms
2. To consider the impact of individual differences on learning
3. To provide you to learn and practice a variety of practical instructional methods such as cooperative learning and individual practice.
4. To challenge you to look at your strengths and weaknesses as a learner and a teacher

Grading

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

Course Requirement

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Attendance, Participation & Quiz	ongoing	10%
Group Discussion & Presentation	2/28 & 3/4	10%
Project Paper	2/7, 4/11 & 4/22	10%
Midterm Examination	3/14	30%
Final Examination	5/9	40%

Details of Assignments/Requirements/Policies

Attendance/Participation (10% of grade)

To obtain credit for attending each class, students must sign the attendance roster or take a pop quiz before the class begins. If you will be late or are not able to attend a class meeting for some reason, you must notify the instructor before the class (in person or via email or phone message). Also, your alert and active class participation is expected.

Group Discussion and presentation (10 % of grade)

You are required to participate in a group discussion on February 28th. Each group includes 4-5 members. The discussion topic will be provided. Each group will present what they discuss and submit 1-2 pages paper on March 4th.

Project paper: “Expert and Novice” (10% of grade)

Project Topic	2/7 (2 copies)	Identify an area that you are expert in and another that you are a novice in. Readings: 1. Chi, M. T. H., Feltovich, P. J., & Glaser, R. (1981). Categorization and representation of physics problems by experts and novices. <i>Cognitive Science</i> , 5, 121-152. 2. Chi, M. T., Glaser, S., and Rees, E. (1982). Expertise in problem solving. In R. J. Sternberg (Ed.), <i>Advances in the psychology of human intelligence</i> (vol. 1). Hillsdale, NJ: Erlbaum
Project Outline	4/11 (2 copies)	Submit a formal outline, including a paper’s content in a logical and sequential way
Project Paper (Final draft)	4/22	Describe what makes you an expert and how you became an expert. For the area that you are a novice, describe what makes you a novice and what you would have to do to become an expert.

Submit/Format: 7-8 page paper.

Grading: The paper will be graded based on your use of relevant constructs from the course and the quality of your reflection.

Midterm Exam (30 % of grade)

The midterm exam will be an in-class exam. It is scheduled on **March 14th**. Exam will be worth 30 % of your grade. The exam will cover lectures, assigned readings, class discussion, and group work (**Chapter 5, 7, 8, 10 and 11**). It will be consisted of **20 multiple-choice items, 2 short essays. Make-ups will NOT be scheduled** unless there is an explicit conflict with a religious observance or other properly documented excused absence.

Final Exam (40 % of grade)

The final exam will be an in-class exam. It was scheduled on **May 9th (Thursday) at 9 am to 11 am** according to the University schedule. Exam will be worth 40 % of your grade. The exam will cover lectures, assigned readings, class discussion, and group work (**Chapter 2, 6, 9, 11, 12, and 14**). The exam will consist of **30 multiple-choice**

questions and 4 short essays. Students are expected to be present for the administration of tests. The exam will ONLY be given at this time. If for some reason you are not able to take a test, you must notify the instructor before the test.

Accommodations for People with Disabilities. Any member of the class with a disability can be available of relevant accommodations of any nature whatsoever. The instructor will work with you and the Office of Disability Services at Rutgers, The State University of New Jersey in order to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Services are available only to students who submit appropriate documentation.

Cell Phones. Students should deactivate signals from cell phones that can be heard by others during class. Cell phone use is forbidden during class.

Course Outline

Date	Topic	Readings
January		
24	Introduction	None
28	Principles of Behavioral Learning Theory	Chapter 5 (pp. 152-165)
31	Applied Behavior Analysis	Chapter 5 (pp. 165-179)
February		
4	Memory Systems	Chapter 7 (pp. 224-238)
7	Encoding, Retrieval, Forgetting, Categorization [Project paper topic]	Chapter 7 (pp. 238-247)
11	Social Learning Theory	Chapter 8 (pp. 256-262)
14	Complex Cognition & Social Constructivism	Chapter 8 (pp. 256-279)
18	Instruction influenced by Social Constructivism	Chapter 8 (pp. 279-283)
21	Engagement, Intrinsic and Extrinsic Motivation	Chapter 10 (pp. 334-348)
25	Psychological Needs, Curiosity and Interest	Chapter 10 (pp. 348-365)
28	<i>Group discussion</i>	
March		
4	<i>Group Presentation</i>	
7	Self-Efficacy, and Mastery Beliefs	Chapter 11 (pp. 374-387)
11	Goals and Self-Regulation	Chapter 11 (pp. 387-405)
14	Midterm Exam (chap 5, 7, 8, 10, 11)	
18/21	Spring Break	
25	Intelligence	Chapter 12 (pp. 414-422)
28	Talent , Learners with Special Needs	Chapter 12 (pp. 423-435)
April		
1	Prevalent Learning Needs	Chapter 12 (pp. 435-447)
4	Teacher Development	Chapter 2 (pp. 30-48)
8	Planning, Approaches to Teaching	Chapter 2 (pp. 48-59)
11	Classroom Assessment [Project paper outline]	Chapter 14 (pp. 484-502)
15	Developing and Using Assessments	Chapter 14 (pp. 502-519)
18	Designing the Physical and Social Environments	Chapter 6 (pp. 188-206)
22	Managing Day-to-Day Instruction [Project Due]	Chapter 6 (pp. 206-214)
25	Perspectives on Peer Learning	Chapter 9 (pp. 292-303)
29	Tutoring & Learning in Heterogeneous Groups	Chapter 9 (pp. 304-325)
May		
2	<i>Review session</i>	
7-8	Reading Day	
9th (Thur)	Final Exam 9-11am (chap 2, 6, 9, 11, 12, 14)	