

Spring 2013: 05:300:306 Section 10 -- Educational Psychology

Class Meets: Tuesday Thursday. 2.50-4.10 p.m. Hardenbergh B2
Course Instructor: Professor Angela O'Donnell
Office Location: Room 325, Graduate School of Education
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Required Texts:

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

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.*

The New Jersey Professional Teaching Standards can be found at <http://www.nj.gov/education/profdev/profstand/standards.pdf>. Our claims for TEAC are congruent with these standards.

Learning Goals for the Course

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; 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)
- 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 21st	20
Quiz # 2	March 28th	25
Homework	as assigned	25
Final Examination	May 10 th	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. 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/academic-integrity-at-rutgers>). Please familiarize yourself with the university policy on academic integrity. See also the resources available for students at <http://academicintegrity.rutgers.edu/resources> that will help you understand the nature of violations of academic integrity.

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. See also the information on attendance below.

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.

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 or checking 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. Under no circumstances should you check your phone during exams. 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. You might first contact Counseling, ADAP, and Psychiatric Services (CAPS) at 732-932-7884.

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/> The site provides instructions about how to request accommodations for your courses.

Details of Assignments/Requirements/Policies

1. Quizzes (45% 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: Grading 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.

2. Final Examination (30% of total grade):

The final exam is cumulative. The cumulative nature of the final reflects the idea that knowledge is cumulative and it is the totality of your knowledge will assist you in using the knowledge in later practical contexts. **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.

3. Homework (25% of total grade).

Purpose. The purpose of the homework is to allow you to practice using the content from this course to analyze problems that arise in the classroom. There will be 5 homework problems throughout the semester (each worth 5% of your grade). All assignments should be turned in on the SAKAI site for the course. Late assignments will be accepted but the grade on the assignment will be reduced.

Planned Schedule and Assigned Readings

<i>DATE</i>	<i>TOPIC</i>	<i>READING</i>
January		
22	Introduction	Chapter 1
24	Motivation and Engagement	Chapter 10, 341-355
29	Motivation and Engagement II	Chapter 10, 356-370
31	Motivation to Learn I	Chapter 11, 372-386
February		
5	Motivation to Learn II	Chapter 11, 387-410 HW # 1 DUE
7	Behavioral Learning Theory I	Chapter 5 150-165
12	Behavioral Learning Theory II	Chapter 5, 165-185
14	Managing Learning in the Classroom	Chapter 6, 186-206
19	Managing Learning in the Classroom II	Chapter 6, 207-221 HW # 2 DUE
21	Quiz # 1	
26	Social Development I	Chapter 4, 108-126
28	Social Development II	Chapter 4, 127-149
March		
5	Individual Differences and Special Needs	Chapter 12, 412-430
7	Individual Differences and Special Needs II	Chapter 12, 430-448
12	Individual Differences and Special Needs III	HW# 3 DUE
14	Cognitive and Social Cognitive Learning I	Chapter 7, 22-238
19	SPRING BREAK	
21	SPRING BREAK	
26	Cognitive and Social Cognitive Learning II	Chapter 7, 238-252
28	Quiz # 2	
April		
2	Complex Cognition and Social Constructivism I	Chapter 8, 254-261
4	Complex Cognition and Social Constructivism II	Chapter 8, 262-278
9	Complex Cognition and Social Constructivism III	Chapter 8, 279-288
11	Learning from Peers	Chapter 9, 290-315 HW # 4 DUE
16	Learning from Peers II	Chapter 9, 316-330
18	Assessment for Learning	Chapter 14, 483-502
23	Assessment for Learning II	Chapter 14, 502-524
25	Teachers and Teaching	Chapter 2 28-47
30	Teachers and Teaching II	Chapter 2, 48-65 HW # 5 DUE
May		
2	Issues in Diversity	Chapter 13
7, 8	READING DAYS	
10	FINAL EXAM	12-3 p.m