

## Spring 2013: 05:300:306 Section 12

### *Educational Psychology: Principles of Classroom Learning*

**Class Meets:** Tuesday, 4:50-7:30 PM  
**Course Instructor:** C. -C. Leah Hung  
**Class Location:** Murray Hall Rm. 115  
**Office Hours:** After class  
**Contact Me:**  
    *by e-mail:* [c Leah Hung@yahoo.com](mailto:c Leah Hung@yahoo.com) (Please label 306 in the subject line)  
    *by phone:* 732-932-7496 x 8327 (For emergency only)

**Course website:** <https://sakai.rutgers.edu>

**Required Texts:**

- O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational psychology: Reflection for action* (3<sup>rd</sup> ed.). Hoboken, NJ: John Wiley. [Available at Barnes & Noble, Somorset St.]
- Other readings as announced

#### Overview

The purpose of the course is to introduce you to the theory and research that underlies instructional practice. The course will explore competing theories of learning with a view to understand how different theories may have different implications for instruction adopted in classrooms. The primary method of instruction in this course will be the use of lectures and class discussions, supplemented by small group activities.

Whether you plan to become a teacher or not, you can expect to learn about your own thinking skills and learning strategies. 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.

#### Goals for the Teacher Preparation Program

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.*

### Course Objectives

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 collaborative 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)

### 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 exam question or course content, please seek assistance from me. 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>).

**Make Up Exam:** Make-up exams will NOT be scheduled.

**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.

**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 make an appointment to look at your exam.

**Grading Policy:** Grades are assigned based on a points system.

**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**. 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.

### 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 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.

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

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### Course Requirements

#### 1. *Conceptual Models (20pt; 10pt for midterm and final respectively):*

Purpose: Conceptual Models are the device to help you learn and understand (instead of rote memorization) by engaging in selecting, organizing, and integrating the content knowledge.

Format: You are free to write, draw, or type out definitions/ tables/ diagrams/ concept maps/ outlines/ examples/ comparison and contrast in your own words.

Grading: Photocopy/reuse of the class notes, lecture slides, or textbook is NOT permitted. A conceptual model includes main concepts, reflects the outcomes of your personal cognitive processes, and is useful as a reminder. (Making it pretty is irrelevant to earn a good grade.)

Due date: Submit the midterm one along with the answer packet on **March 12**.

Submit the final one on **May 14**.

#### 3. *Midterm and Final (60pt, 30pt respectively):*

Purpose: The exams are intended to test knowledge of course content presented in the lectures, assigned readings, and group work, and to evaluate application of content knowledge to educational problems.

Format: The midterm exam will consist of short answer items. The final exam is cumulative and will consist of short answer questions and essays based on your lesson plan of the teaching practicum.

Grading: Grading is based on the number of required concepts correctly addressed. Each question will expect a certain number of concepts to be explained in the answer. Make-ups will NOT be scheduled.

Date: Midterm will be held on **March 12**.

Final will be held on **May 14**.

#### 4. *Teaching Practicum (15pt):*

Purpose: This activity allows you to practice using the content from this course to real teaching.

Format: You will have **15 minutes** to teach a topic of your choice to your interested grade level. You are required to ground your teaching practice on one of the learning theories and the instructional techniques presented in this course. Mutual feedback in written will be practiced immediately after each teaching in order to reflect on your peers' teaching and to receive constructive comments from them.

Lesson Plan: A lesson plan is required and is due on **April 16**. You will have to type down the discipline, grade year, and topic as well as the learning theory and the instructional approach that you would like to employ. You will have a mini presentation for 5 minutes to the class and justify your plan.

Grading: Grading is based on how well you integrate the theory and the instructional techniques and apply them to a real teaching practice.

Date: **April 30 and May 07.**

**5. Assignment (5pt):**

TBA

**Planned Schedule and Assigned Readings**

	<i>DATE</i>	<i>TOPIC</i>	<i>READING</i>	<i>OBJECTIVES</i>
1	01/22	Introduction		An overview of this course
2	01/29	Cognitive Development	Ch 3	Piaget's cognitive development and Vygotsky's sociocultural development
3	02/05	Cognitive Learning Theory and Cognitive Strategies	Ch 7	The information-processing model/ Learning strategies/ Types of knowledge
4	02/12	Complex cognition and Self-regulation	Ch8 (pp. 262-268) and Ch11 (pp. 397-401)	Metacognition and Self-regulation
5	02/19	Behavioral Learning Theory	Ch 5	Reinforcement and punishment/ Patterns of reinforcement
6	02/26	Social Learning Theory	Ch8 (pp. 256-262)	Observational learning and its required four conditions
7	03/05	Social Constructivism and	Ch 8 (remainder)	Social Constructivism
8	03/12	<b>Midterm Exam</b>		
9	03/26	Teachers and Teaching	Ch 2	Expert teachers/ Educational objectives/ General teaching methods
10	04/02	Constructivism approaches Learning from peers	TBA Ch 9	Instructional strategies Collaborative learning
11	04/09	Motivation	Ch 10, 11	Goals and attributions
12	04/16	Assessment of learning <b>Presentation</b> <b>Lesson Plan due</b>	Ch 14	Interconnect the teaching goals, curriculum and instruction, and assessment

13	04/30	<b>Teaching Practicum</b>		
14	05/07	<b>Teaching Practicum</b>		
15	05/14	<b>Final Exam</b>		