

## *Spring 2013 05:300:306:13 Educational Psychology Section 13*

**Class Meets:** Thursday 4:50-7:30 p.m. Murray Hall rm. 111  
**Course Instructor:** Michael Kanarek  
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**Required Texts:**

O'Donnell, A. M., Reeve, J. M & Smith, J. K. (2011). *Educational Psychology: Reflection for Action (3rd Edition)*; Hoboken, NJ: John Wiley.

Other readings as announced.

### **IN THIS SYLLABUS:**

- ▶ OVERVIEW
- ▶ CLASS FORMAT; HOW THIS COURSE WORKS; A TABLE OF WHAT HAPPENS EACH WEEK
- ▶ HOW YOU EARN YOUR GRADE
- ▶ GOALS FOR THE COURSE
- ▶ POLICIES

### **Overview**

#### **(Why do I need to know what is in this course?)**

Whether you plan to become a teacher or not, most people do some kind of teaching almost every day: coaching, training in business, medical education, health education, parenting, or simply sharing your skills or information with someone else, in a shared activity.

The purpose of the course is to introduce you to the theory and research that underlies instructional practice, for you to use informally throughout your life, or use formally in a classroom, and also to use to understand better how you learn yourself, so that you can become a more effective, active learner.

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 give you practice in reasoning 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 that will help you to be effective in teaching for each of your students, by helping you to understand and meet their individual needs.

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.

You can also expect to learn about your own individual thinking skills and learning strategies while you learn about the ones that apply to other individuals. Insight into your own strategies can help you to become a more effective learner by making the best use of the strategies you have, and by adapting other strategies to your own use. It can also help you to become a more effective teacher by allowing you to consider ways of learning that others may need from you as a teacher, that are different from your own.

## Class Format; How This Class Works: READ– QUESTION – DISCUSS – USE TO TEACH – REFLECT

### What counts is the knowledge you use.

As your instructor, I believe that is Lesson 1 for you as a teacher. What matters to a student's life is not what they remember for the next exam, but rather what they put to use to change themselves.

Learning is a change, usually for the better, that has lasting value only to the extent that it has a lasting effect on you.

As you will read in the course literature, this phenomenon is part of *transfer*, the application of knowledge and skills to new situations. Transfer is usually counted as a major goal of most education - often hoped-for, sometimes achieved.

Therefore, in this course there are no exams.

You will learn in part from reading and discussion, but also from DOING so that you put your new knowledge to use immediately and find out for yourself how it works, for you and for those you teach.

The struggle to use knowledge to create a 'real world impact' also may have a positive impact on a student's motivation and engagement, which are other topics we will read about in the course literature.

Small group exercises will be organized so that you have an opportunity in each class period to be part of a teaching group, and part of a learning group. We will also have discussions of the readings, and will have time for reflection each week about how our experiences in class as teachers and learners related to the readings we have done.

Some of the activities will take place in class, and some online via posts on the class website on Sakai.

Each week we will read literature, ask questions about it and discuss it, and then you will use the principles in the literature we discussed last week to teach a lesson. You will conclude with a reflection.

### Here is a quick summary of what you will do in a typical 'teach a lesson' week:

- (1) **Do the assigned reading** for the next week.
- (2) **Post a reflective question** about the reading for the next week by 11:59pm on Monday night.
- (3) **Develop a lesson plan** with your group of 2 or 3 students, to use in the next week's class.
- (4) **Post the lesson plan** by 4:49pm on Thursday before class.
- (5) Come to class; hear a summary and **discuss the reading; teach the lesson plan** with your group.
- (6) **Post a reflection** on how the teaching went and how to improve it, by 11:59pm on Monday night.

**The other weeks have different activities; in some I'll lead workshops for you to experience topics hands-on.**

The next few pages describe exactly what your responsibilities are each week, and how they fit together. At the end of the description is a week-by-week table showing what will happen each week, and all the reading assignments; see "A Table of What Happens Each Week".

**We'll review how the class works, in the first week's class.**

The steps for each topic are: READ – QUESTION – DISCUSS – USE TO TEACH – REFLECT.

For a “typical” week,

**(1) Prior to each class your participation will be:**

- READ – QUESTION (*everyone posts their question by Monday night*)  
Read the assigned literature for the **current** week and post a question about it for in-class discussion: a driver for a discussion of ideas you would like to share, or just something you would like to know. This question goes on the discussion in Sakai for the week’s topic. It should NOT be a simple factual question with an answer that can be found in the text, or found through a simple internet search. Writing questions that stimulate discussion is a useful teaching skill! Your question must be posted by Monday night 11:59pm before the Thursday class to the week’s discussion topic on Sakai.
- DISCUSS – USE TO TEACH (*every group posts their lesson plan by Thursday’s class*)  
Participate with your group in posting in your Sakai Forum an entry explaining what your group will teach and how you plan to teach it (in the form of a lesson plan), and how your group will use the specific principles described in the **previous** week’s readings (that we already discussed last week) to help you improve your teaching during that class. You may also use principles from the current week’s reading, but since we will not have discussed them yet, they are not required till the following week. Your group’s explanation (equivalent to half of a typewritten page) and your lesson plan must be posted by 4:49pm before the Thursday class.

**(1a) In most weeks, one group will prepare in advance to lead the first part of the in-class discussion:**

- READ – QUESTION – DISCUSS  
The group will collect all questions on the readings that are posted by the class by Monday night 11:59pm before the Thursday class, and will choose 3 or 4 representative questions, in advance of the class, to use as prompts for a 20 minute class discussion. That group’s members do not have to post a question on Monday in the week they present and lead the discussion.
- DISCUSS – USE TO TEACH (*the week’s group posts their presentation by Thursday’s class*)  
The group will create presentation materials to use in making a brief 10 minute presentation of the points made in the literature, posted by 4:49pm before the Thursday class to the week’s discussion topic on Sakai. The next-to-last slide of the presentation is: How that group will make use of idea(s) from the text to improve their lesson plan to teach next week. The last slide is: the 3 or 4 questions.

**(2) During each class your participation will be:**

**(2a) In most weeks, one group will lead the first part of the in-class discussion:**

DISCUSS – USE TO TEACH

- The group will make a brief 10 minute presentation of the points made in the literature, using the lesson plan and materials posted to the week’s discussion topic on Sakai.
- The class will divide into ad-hoc discussion groups of 5 or 6 participants to answer one or more of the questions in a 20 minute discussion, using the representative questions from the ones the class posted to the week’s discussion topic on Sakai. Approximately 10 minutes in ad-hoc group discussion; approximately 10 minutes for each ad-hoc group to report back to the class about their discussion.

**(2b) The second part of the in-class discussion will be 35 minutes, “Reflections with the instructor”:**  
REFLECT

- All students will actively participate in a conversation about the reading with the instructor, to synthesize, pursue interests, brainstorm how to use the ideas in their lesson plans, or dispel confusions; previous weeks’ topics may be included.

**(2c) Groups will be paired and take turns as teachers and as learners, and then reflect about it together:**  
USE TO TEACH – REFLECT

- Your group will teach the other group using your lesson plan, and vice-versa; each group will have 30 minutes, plus 5 minutes for set-up to get ready to teach.

- Both groups will reflect together for 10 minutes about how the principles in the literature were applied to teaching and give constructive feedback about both lesson plans, discussing strengths and improvements that could be made.

**This is a class timing for weeks when the groups teach each other:**

4:50-4:55	Announcements and Q&A about assignments
4:55-5:05	Group makes brief presentation of the literature, how they will use it, and 3-4 questions
5:05-5:25	20 minute small group discussion/report back on the class questions posted
5:25-6:00	“Reflections with the instructor” to synthesize, pursue interests, dispel confusions
6:00-6:10	Stretch break, visit parking meters, get to break-out rooms on 3rd floor of GSE
6:10-6:15	Set up: first group in each pair sets up to teach: board, materials, seats, etc.
6:15-6:45	Groups teach: first group in each pair of groups teaches using lesson plan posted
6:45-6:50	Paired group reflects, gives constructive feedback; discuss how to apply old/new principles
6:50-6:55	Set up: second group in each pair sets up to teach: board, materials, seats, etc.
6:55-7:25	Groups teach: second group in each pair of group teaches using lesson plan posted
7:25-7:30	Paired group reflects, gives constructive feedback; discuss how to apply old/new principles

**(3) After each class your participation will be:**

REFLECT

- A brief journal posting (equivalent to half of a typewritten page) will be due after class from each person individually, your personal reflection on (3a) what happened when your group tried to apply the principles you learned from the readings, and (3b) what you could do differently to improve. THE SOONER YOU WRITE YOUR REFLECTION AND POST IT, THE BETTER, so that the teaching is fresh in your mind, but at the latest your journal must be posted by Monday night 11:59pm following the Thursday class, to the group’s forum on Sakai for that lesson plan. I encourage all in a group to read each other’s reflections.

Your objective in each posting is to demonstrate your understanding of the principles you read about each week, and show that you learned something about how to apply them to teaching and learning.

**A final paper, 5 pages of text plus a title page that does not count toward the 5 pages, is due at the end of the course**, in which you will use the posts you have produced each week as a resource journal so that you can review your work for the whole semester, by writing one of these two assignments:

- Design, describe, and justify your ideal lesson plan to teach and assess learning for one lesson in a topic of your choosing. Show the lesson plan, and then describe why you designed it the way you did, citing the specific principles from the readings that justify the design. Include principles of learning theory, motivation, individual needs and learning styles, classroom practice, and assessment, and others you need. The lesson plan itself does not count toward the 5 pages of text.
- Based on your journal posts and the readings; write an evaluation and reflection on your lesson plans and teaching each week that defends the lesson plan choices you made citing the specific principles from the readings that justify the designs each week, and discusses how you would improve your application of these principles in each lesson plan if you were to revise it again.

Your paper takes the place of a final exam and must be posted by 11:59pm on Thursday May 9. There is no exam on the scheduled day for this section (probably Thursday May 9).

**A midterm draft of half of the final paper**, 2½ pages of text plus a title page, must be posted by 4:49pm on Thursday March 7, taking the place of a midterm exam. (There is no lesson plan due that afternoon.) Even though there is a clear scoring rubric, many students need feedback to get on track with the scoring rubric; that’s the purpose of the draft.

See the next section of the Syllabus, **How You Earn Your Grade**, for the rubric scoring of the paper.

### A Table of What Happens Each Week

The topics and reading assignments to discuss each week, and which Group presents, are as shown. The 1st column is the Week number; the 2nd column is the calendar day. The 3rd column shows whether a Lesson Plan is due that week (and will be used in class), indicated by the Lesson Plan number; if not, I lead an alternate activity. The 4th column, "Grp", shows which of the 10 Groups presents, for 10 of the weeks. The 5th and 6th columns show activities, and what reading is due for that week and the due dates for its Reflective Questions. These say *Post Question by Mon mm/dd* because you can post earlier. After Spring Break week you don't have to post until Wednesday; no homework while you're on vacation!!

Week	Day	Lesson Plan	Grp	Topic, and In-Class Activities	Reading/Reflective Question
1	1.24			Introducing Educational Psychology & Reflective Teaching Cognitive Development <i>I'll review the syllabus, model a presentation, and form Group 1</i>	Chapter 1, xxxiv-27 Chapter 3, 66-107 This Syllabus
	1.30			Add-Drop ends	
2	1.31		1	Teachers and Teaching <i>We'll form the rest of our teaching groups and brainstorm Plans</i>	Chapter 2, 28-65 <i>Post Question by Mon 1/28</i>
3	2.07	1 <sup>st</sup>	2	Behavioral Learning Theory <i>Teaching groups teach, informed by Ch. 1-2-3</i>	Chapter 5, 150-186 <i>Post Question by Mon 2/04</i>
4	2.14	2 <sup>nd</sup>	3	Managing Learning in the Classroom <i>Teaching groups teach, informed by Ch. 5 too</i>	<b>MIDTERM DRAFT Q&amp;A</b> Chapter 6, 186-221 <i>Post Question by Mon 2/11</i>
5	2.21	3 <sup>rd</sup>	4	Cognitive Learning Theory <i>Teaching groups teach, informed by Ch. 6 too</i>	Chapter 7, 222-253 <i>Post Question by Mon 2/18</i>
6	2.28	4 <sup>th</sup>	5	Social Learning Theory, Complex Cognition, and Social Constructivism; Social Development <i>Teaching groups teach, informed by Ch. 7 too</i>	Chapter 8, 254-289 Chapter 4, 108-149 <i>Post Question by Mon 2/25</i>
7	3.07		6	Learning from Peers Problem-Based Learning Part 1 <i>I'll lead an experiment in PBL!</i> <b>FINAL PAPER DRAFT for rubric feedback Post by 3/07 4:49pm</b>	Chapter 9, 290-331 PBL Articles <i>Post Question by Mon 3/04</i>
8	3.14	5 <sup>th</sup>	7	Individual Differences and Special Needs Issues in Diversity <i>Teaching groups teach, informed by Ch. 4,8,9 too</i>	Chapter 12, 412-449 Chapter 13, 450-481 <i>Post Question by Mon 3/11</i>
	3.21			Spring Break 3.16 to 3.24	
9	3.28			Learning Styles – <i>I'll lead a workshop!</i>	Articles & Online DIY <i>Post Answers by Wed 3/27</i>
10	4.04			Problem-Based Learning Part 2,+ 3min slide <i>I'll lead experiment Part 2!</i>	<b>PAPER DRAFT ROUNDTABLE</b> <i>Post PBL research by Mon 4/01</i> Read PBL research
11	4.11	6 <sup>th</sup>	8	Motivation and Engagement <i>Teaching groups teach, informed by Ch. 12,13 too</i>	Chapter 10, 332-371 <i>Post Question by Mon 4/08</i>
12	4.18	7 <sup>th</sup>	9	Motivation to Learn Alfie Kohn: Punished By Rewards Math Teacher's Article <i>Teaching groups teach, informed by Ch. 10 too</i>	Chapter 11, 372-411 Alfie Kohn interview Article <i>Post Question by Mon 4/15</i>
13	4.25	8 <sup>th</sup>	10	Assessment for Learning Standardized and Standard-Based Assessments <i>Teaching groups teach, informed by Ch. 11 too</i>	<b>ASSESSMENT BRAINSTORM</b> Chapter 14, 482-525 Chapter 15, 526-563 <i>Post Question by Mon 4/22</i>
14	5.02	9 <sup>th</sup>		<i>Teaching groups teach, informed by Ch. 14,15 too</i> <i>I'll lead an Assessment workshop! and wrap up.</i>	<b>FINAL PAPER Q&amp;A</b> No Reading Assigned
Exams	5.09			<b>FINAL PAPER DUE</b> <i>Post by 5/09 11:59pm</i>	

## Two-Part Problem-Based Learning Experience

In the two-part Problem-Based Learning experience, small in-class discussion groups will meet to learn about the PBL methodology by using it!

AISHE is Ireland's equivalent of AERA. We will use the AISHE model, a very straightforward model for PBL activities, with the model's Step 1 and 2 occurring in our Part 1; Step 3 occurring between Part 1 and 2; and Step 4, 5, and 6 occurring in our Part 2:

- In Part 1 you will generate your group's lists of research and action items in accordance with the methodology. (Step 1, 2)
- In the time between, you'll research the learning issues you identify. You will post the results of your research instead of a reflective question, by the Monday before the class in which Part 2 occurs. (Step 3) so that everyone in your team can read it by Thursday.
- Then in Part 2, you will use your own research and can draw on other groups' research, also posted on the discussion thread, to complete the PBL experience and create a 3 minute, 1 slide presentation. (Step 4, 5, 6)

### AISHE MODEL

- 1) *First* students are presented with a problem.
- 2) Students discuss the problem in a small group PBL tutorial. They clarify the facts of the case. They define what the problem is. They brainstorm ideas based on the prior knowledge. They identify what they need to learn to work on the problem, what they do not know (learning issues). They reason through the problem. They specify an action plan for working on the problem. [I'll provide a template for this.]
- 3) Students engage in independent study on their learning issues outside the tutorial. This can include: library, databases, the web, resource people and observations.
- 4) They come back to the PBL tutorial(s) sharing information, peer teaching and working together on the problem.
- 5) They present their solution to the problem.
- 6) They review what they have learned from working on the problem. All who participated in the process engage in self, peer and tutor review of the PBL process and reflections on each person's contribution to that process.

## How The 10 Groups Are Paired: Which Two Groups Meet Together In Each Week

The table below shows how groups are paired for teaching each other: which two groups meet together in each week. It also shows the room where they meet, and lists 4 groups I'll observe in the main room.

- The leftmost column shows the week numbers, using the same numbering as the Week table on the previous page.
- Each week, all 10 groups meet, in pairs, with the pairs as shown by the table below.
- Over the whole course, in 9 of the weeks from Week 3 to Week 14, your group will meet once with the other 9 groups. That way you can teach the same lesson each week if you choose, without delivering it to the same group twice.
- The other 5 weeks will not be Lesson Plan weeks: 1, 2, 7, 9, 10.

To find which group you are meeting with in a particular week:

1. Look at your group's column; it's the column with your group number at the top.
2. For each class week, your group's column shows the group number you will meet with that week.

For example, in week 3, Group 1 meets with Group 10... and of course, Group 10 meets with Group 1!

- Find Group 1 in the gray header row. You will see a 10 in the row right below the header, for Week 3.
- Find Group 10 in the gray header row. You will see a 1 in the row right below the header, for Week 3.

What group does Group 1 meet with in Week 4? .... Group 9, the next one in the list, in breakout room A. Easy.... Easier than Sudoku, at least.

This schedule may change for a particular week, to meet the needs of the class; if so, I'll announce it.

<b>GROUP PAIRS AND ROOMS FOR EACH WEEK, AS:</b>											<b>GROUP</b>	<small>v01</small>
<b>Week#</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>Group</b>	<b>ROOM</b>	<b>M.Kanarek</b>
<b>&amp; Date</b>	<b>1↓</b>	<b>2↓</b>	<b>3↓</b>	<b>4↓</b>	<b>5↓</b>	<b>6↓</b>	<b>7↓</b>	<b>8↓</b>	<b>9↓</b>	<b>10↓</b>	<b>IN 111</b>	<b>MIKE</b>
	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>meets</b>	<b>SEES:</b>	
<b>3→</b> 02/07	<b>10</b> 111	<b>5</b> 111	<b>7</b> A	<b>6</b> B	<b>2</b> 111	<b>4</b> B	<b>3</b> A	<b>9</b> C	<b>8</b> C	<b>1</b> 111	<b>1, 2,</b> <b>5, 10,</b>	
<b>4→</b> 02/14	<b>9</b> A	<b>10</b> B	<b>6</b> 111	<b>8</b> 111	<b>7</b> C	<b>3</b> 111	<b>5</b> C	<b>4</b> 111	<b>1</b> A	<b>2</b> B	<b>3, 4,</b> <b>6, 8,</b>	
<b>5→</b> 02/21	<b>2</b> A	<b>1</b> A	<b>10</b> C	<b>7</b> 111	<b>9</b> 111	<b>8</b> B	<b>4</b> 111	<b>6</b> B	<b>5</b> 111	<b>3</b> C	<b>7, 9,</b> <b>4, 5,</b>	
<b>6→</b> 02/28	<b>6</b> 111	<b>3</b> 111	<b>2</b> 111	<b>10</b> A	<b>8</b> B	<b>1</b> 111	<b>9</b> C	<b>5</b> B	<b>7</b> C	<b>4</b> A	<b>1, 2,</b> <b>3, 6,</b>	
<b>8→</b> 03/14	<b>4</b> C	<b>6</b> B	<b>5</b> A	<b>1</b> C	<b>3</b> A	<b>2</b> B	<b>8</b> 111	<b>7</b> 111	<b>10</b> 111	<b>9</b> 111	<b>7, 8,</b> <b>9, 10.</b>	
<b>11→</b> 04/11	<b>5</b> 111	<b>4</b> 111	<b>9</b> A	<b>2</b> 111	<b>1</b> 111	<b>7</b> B	<b>6</b> B	<b>10</b> C	<b>3</b> A	<b>8</b> C	<b>1, 2,</b> <b>4, 5,</b>	
<b>12→</b> 04/18	<b>7</b> A	<b>9</b> B	<b>8</b> 111	<b>5</b> C	<b>4</b> C	<b>10</b> 111	<b>1</b> A	<b>3</b> 111	<b>2</b> B	<b>6</b> 111	<b>3, 6,</b> <b>8, 10,</b>	
<b>13→</b> 04/25	<b>8</b> A	<b>7</b> 111	<b>4</b> C	<b>3</b> C	<b>10</b> 111	<b>9</b> B	<b>2</b> 111	<b>1</b> A	<b>6</b> B	<b>5</b> 111	<b>2, 5,</b> <b>7, 10.</b>	
<b>14→</b> 05/02	<b>3</b> 111	<b>8</b> A	<b>1</b> 111	<b>9</b> 111	<b>6</b> B	<b>5</b> B	<b>10</b> C	<b>2</b> A	<b>4</b> 111	<b>7</b> C	<b>1, 3,</b> <b>4, 9.</b>	
<b>Break-Outs: four Groups in 111; two Groups in 3 GSE rooms A, B, C</b>												

## How You Earn Your Grade

The course is not graded on a curve. It is possible (and desirable!!) for every student to earn an A.

You have an A when you walk in the door to our class. Keeping it is straightforward:

**Do the work, get the grade.**

You begin the semester with a perfect one hundred points (100) for this course; activities that are late, non-responsive to requirements, or not completed, reduce the maximum points for each category below. This system allows you to monitor your progress easily as the semester progresses. Details for points are on the following pages. This list shows the number of points you will need in order to earn your grade.

		GRADE						
To Earn	A	B+	B	C+	C	D	F	
	POINTS							
You Need	90+	87	80	77	70	60	<60	

Your grade will be based on:

- Participation in the in-class activities:** Attendance, group work, and discussions; Rubric as follows. (Maximum of 25 points)

To receive full credit for class participation, students MUST attend each class, arrive on time and stay for the whole class, complete the assigned reading, and fully engage in group work and class activities throughout the class period.

Do not text during class, take phone calls, or do unrelated tasks. If you might have a legitimate emergency call during class (such as: caregiver for someone sick at home) do me the courtesy of letting me know in advance, and do the class the courtesy of stepping out briefly if it occurs.

- Class attendance and participation are required. **Only documented proof will excuse an absence. Each unexcused absence will cause a 3 point deduction from the maximum 25 for each class missed.** It is your responsibility to sign the attendance sheets personally. Only sign for yourself; signing for someone else is cheating. If you need to miss class, it is your responsibility to get the notes and handouts. **Any work due on that day must still be submitted on time.**

**Please inform me as early as possible, and always prior to class, if you need to miss a class;** you should *always* know in advance if it is due to religious obligations or Rutgers business including sports. See the Policies section below.

Students who were frequently absent last semester did not do as well in the courses as those who were regularly in attendance. (Should be obvious!)

- It is important for you to come prepared to class. This entails that you complete the assigned readings prior to class. Read the material critically – Is it well argued and supported? Any terminology to clarify? What practical value to you can you find in it? – because I want you to use the reading as a base of knowledge that you can incorporate in class discussions and group work.

Understand that not all assigned readings will be discussed during the class sessions. It is still your responsibility to read all assigned material critically, and use it, whether or not it is discussed in class.



- c. Learning is a largely social process, so it is your responsibility to be an active participant throughout the course. This includes:
- i. Sharing your ideas based on thoughtful consideration of your experiences, the readings, and others' opinions.
  - ii. Being respectful of others' feelings, thoughts, beliefs, and self-expression to help create a pleasant learning environment.
  - iii. Asking thoughtful questions, helping the class to stay on topic, and relating concepts from class and the readings to your experiences as a learner.
  - iv. Responding to others' comments in a responsible and constructive manner.
  - v. Demonstrating your understanding of class readings by using psychological concepts to help explain or justify comments.

POINTS: 5 points for presentation of your group's literature summary; 5 points for PBL participation, presentation, and research posting (4 if posted late); 15 points for other participation.

**2. Weekly Posting Assignments;** Rubric as follows.  
(Maximum of 50 points)

Full credit = All met, on time. No credit = None met, or missing. Part credit = Partially met, or late.

Your objective in each posting is to (a) demonstrate your understanding of the principles you read about each week, and (b) show that you learned something about how to apply them to teaching and learning.

The reading question posting should include:

- A driver for a discussion of ideas you would like to share, or just something you would like to know, that is relevant to the reading. It should NOT be a simple factual question with an answer that can be found in the text, or found through a simple internet search.

POINTS: 1 point penalty if missing or non-responsive to requirements, 0.5 points if posted late.

The lesson plan posting should include:

- What your group will teach
- How you plan to teach it, in the form of a lesson plan
- How your group will use the specific principles in the previous week's readings to help you teach

POINTS: 3 point penalty if missing or non-responsive to requirements, 0.5 points if posted late.

The journal reflection posting should include:

- What happened when your group tried to apply the principles you learned from the readings, and
- What you could do differently to improve.

POINTS: 3 point penalty if missing or non-responsive to requirements, 0.5 points if posted late.

The group's discussion leader week posting should include:

- The brief 10 minute presentation of the points made in the literature, usually a slide presentation
- The representative questions selected from the class postings, as the last slide

POINTS: 5 point penalty if missing or non-responsive to requirements, 1 point if posted after class.

For all postings:

- a. The purpose of the posting assignments is to provide you with the opportunity to think about the concepts and ideas in the reading, and how to use them, and to learn collaboratively with other students.

- b. A schedule of exact times and days for when postings are due is in this syllabus; changes if any will be given to the class.
- c. **You must post on time. Your group and other students in the class will be depending on you** since some of what they post will be based on your work, to help you, and they need your comments and suggestions to help them. Make life better for yourself and your classmates: Post early!
- d. The date-timestamp in Sakai is the official clock even if it does not match some other source of time information; you are responsible for tracking 'Sakai time'. Do not rely on the clock in your computer. Don't wait till seconds matter.
- e. When your Sakai ID is used to post, that signifies it is your own work, and adheres to Rutgers policies about your own work (see the Policies page at the end of this syllabus).

**3. Final Paper;** Rubric as follows.  
(Maximum of 25 points)

If you choose Paper (a) it should include:

- A design, description, and justification of your ideal lesson plan (5)
- The lesson plan (5)
- Citations of specific principles from the readings that justify the design (15=5 principles, 3 points ea.):
  - Learning theory, motivation, individual needs and learning styles, classroom practice, assessment

If you choose Paper (b) it should include:

- An evaluation and reflection on your lesson plans and teaching each week (2.78 per week if 9 weeks)
  - Defense of the lesson plan choices you made (1.11 per week)
  - Citations of the specific principles from the readings that justify the designs (1.11 per week)
  - Discussion of how you would improve your application of the principles in each lesson plan if you revised it (0.56 per week but -1.0 if omitted)

All final papers must adhere to these few simple rules to be accepted toward your course grade:

- DOC, DOCX, RTF, or PDF file format; any other requires prior approval from instructor
- Scanned for malware; no toxic files, please, I won't open them
- Double spaced, Times New Roman 12 point font throughout including punctuation, 1 inch margins (if I can't tell whether formatting has been followed I may ask for a DOC file to check it)
- Submitted on time via Sakai, the class website
- Includes your name, that signifies it is your own work, and adheres to Rutgers policies about your own work (see the Policies page at the end of this syllabus)
- Citations and references in an APA format, for example:

In the References section of a paper:

O'Donnell, A. M., Reeve, J. M & Smith, J. K. (2011). *Educational Psychology: Reflection for Action (3rd Edition)*; Hoboken, NJ: John Wiley.

In the text of a paper:

Since teachers establish goals and then plan activities to accomplish the goals (O'Donnell, Reeve & Smith, 2011, p.48), my first task was to establish the goals for my lesson before designing activities to accomplish them.

POINTS: 25 points as shown in the rubric for Paper (a) or Paper (b) above, but a 1 point penalty is applied if no Draft is submitted, 0.5 points if the Draft is submitted late, and 1 point penalty if the Final Paper is late. If the Final Paper is submitted after I send the class grades to Rutgers, without my permission, it will not be scored, a 25 point penalty.

## Goals for the Course: Toward Your Teacher Accreditation and Personal/Professional Growth

An overall goal for this course is:

You will be learning to connect abstract principles of educational psychology to concrete examples. The text is written to encourage “reflection for action” so that you can consider alternative strategies in the classroom. If you take a moment to reflect on that statement, you may agree that this is an important part of training for a teacher.

Specific goals are tied to accreditation, both for you as a teacher and for this program as an acceptable method for you to receive government accreditation, which is an important outcome of your training.

The rest of this page describes course goals within the context of accreditation and New Jersey standards:

Rutgers has initial accreditation for its teacher education program from the *Teacher Education Accreditation Council* (TEAC). As part of the accreditation process, **four claims** are made about the totality of your 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.*

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 the program’s accreditation process, as well as meet certain New Jersey state standards for teachers:

- 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, ability for classroom instruction. (TEAC Claim 2, 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)

Also important to your personal growth as well as your professional growth as a teacher, you will:

- Understand your own strengths and weaknesses as a learner.

## 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 making it a priority to allow plenty of time to get your work done, and getting your work done early.

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>). Also see the PowerPoint slides on plagiarism on the course Sakai website.

**Make Up Work:** Make-up work will NOT be scheduled unless you miss an assignment due to religious observance, or a properly documented illness. Proper documentation means that you provide a doctor’s note that states you were unable to perform your responsibilities on the specific day of the assignment.

**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.

**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; except they will not be accepted after your course grade is submitted.

**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**. In other words, please do not use your laptop to surf the web or check email. 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.

*Academic problems.* If you are having difficulties with this course, you should seek assistance from me 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/> You can also help the system by making sure that I know about accommodations they have authorized, if action on my part is needed for implementation.

## Change Log

### (What Changed Since the Last Time You Read the Syllabus?)

When I make a change to this Syllabus, I will:

1. Update the Version Number in the file name and in the document header.
2. Give a brief description of the changes in the table below so you know what to re-read.

<b>Version</b>	<b>Date</b>	<b>Changes</b>
v01	2013-01-24	Initial release.

Clear, easy to find version numbering and this Change Log page are examples of Document Control best practices.