

EDUCATIONAL PSYCHOLOGY: PRINCIPLES OF CLASSROOM LEARNING

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Monday & Thursday, 11:30-12:50, Scott Hall Room 202

Office hours by arrangement

Websites: Sakai: www.sakai.rutgers.edu

Course Description

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. My primary goal is for you to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans. The course will introduce prominent theories of learning and motivation with a view to understanding how different theories may have different implications for decisions made in classrooms.

Required Materials

1. Textbook: Seifert, Kelvin and Sutton, Rosemary, *Educational Psychology*, Global Text Project. Available for free download at: <http://www.saylor.org/site/wp-content/uploads/2012/06/Educational-Psychology.pdf>
3. Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (1999). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press. (also available for free download)
- 4. Additional readings and materials to be posted on Sakai.**

Course Policies

Attendance

Attendance of **all** classes is required in accordance with the university attendance policy. I will record attendance daily. Excused absences are those due to religious holidays (as outlined in the university calendar) or illness (which must be properly documented). **All absences must be reported using the online absence reporting system found at <https://sims.rutgers.edu/ssra/> and details should be given to me in person or via email.** Exceptions may be made if I am notified far in advance of an absence.

You have two free unexcused absence days that you may use whenever you please. These cannot be used to postpone an exam, become exempt from a quiz, or avoid an assignment due date. These two free days do not need to be reported in the online system, but email notification of the absence is appreciated.

Technology use

Please refrain from using cell phones to make or receive calls and/or text messages.

If you absolutely must have a cell phone on, it must be in **silent mode** at all times during the class. Emergency calls should be taken outside the classroom. Laptops should be used for note taking only. Checking email, playing games, and shopping for shoes during class are all considered inappropriate uses of technology. This behavior will affect your participation grade.

Academic Integrity

You should be familiar with the university's academic integrity policy.

(<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>). All assignments should be your original work. If at any point during the semester, you need help understanding this policy or are concerned that you may be breaking this policy, please contact me directly.

Accommodations for People with Disabilities

Any member of the class with a disability can be provided with appropriate accommodations. You should consult the Office of Disability Services at Rutgers **as soon as possible** so your accommodations can be put in place; if you are worried that you may need accommodations in the future, I encourage you to seek out these accommodations early in order to avoid unnecessary problems in the course. I will work with you in order to provide reasonable accommodations to ensure that you have a fair opportunity to succeed in this class. Services are available only to students who submit appropriate documentation.

Course Grading

Students will be required to complete a number of assignments over the duration of the course. You may earn a total of 100 points based on your performance on the criteria listed below.

Grades will be assigned as follows:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	less than 60

Course Assignments

Task	Maximum Number of Points Earned
Class participation	20 points
quizzes	20 points
Homework Assignments	20 points
Exam 1	20 points
Exam 2	20 points

Total = 100 points

1. Attendance/Participation/Group Work (10 points)

Points for this criterion will be assigned in accordance with the attendance policy, technology use policy, and instructor expectations as outlined previously within this syllabus.

2. Midterm Exam (20 points)

There will be a midterm exam consisting of short answer, multiple choice, and essay questions. Make-ups will not be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

3. Quizzes/Homework (20 points each)

There will be weekly in-class quizzes and homework on Sakai. Your two lowest quiz/homework grades will be excluded from your average. The purpose of these assessments and assignments is to see how you are doing with the material and to give you feedback.

4. Final Exam (20 points)

The final exam will be the same length and style as the midterm exam: there will be a mix of short answer and multiple-choice questions, with short essays. The exam will take place as scheduled by the university.

Tentative Course Schedule and Assignments

Week	Date	Topic	Readings
Week One	9/4	Introducing Educational Psychology	
Week Two	9/8	The Science of Teaching and Learning	How People Learn Chapter 1
	9/11	The Science of Teaching and Learning	Chapter 1 (Seifert)
Week Three	9/15	Cognitive and Linguistic Development	
	9/18	Cognitive and Linguistic Development	(Seifert, pp 46-50) How People Learn, chapter 4
Week Four	9/22	Behavioral Views of Learning	Chapter 2 (Seifert)
	9/25	Behavioral Views of Learning	
Week Five	9/29	Cognitive Views of Learning	Papert, (2009)
	10/2	Cognitive Views of Learning	
Week Six	10/6	Social and Moral Development	Chapter 3 (Seifert)
	10/9	Social and Moral Development	
Week Seven	10/13	Review	
	10/16	Midterm Exam	
Week Eight	10/20	Complex Cognition	Chapter 9 (Seifert)
	10/23	Teaching Strategy Use	
Week Nine	10/27	Deep Learning/Transfer	How People Learn, Chapter 3
	10/30	Alternative Conceptions	
Week Ten	11/3	Social Cognitive Views of Learning	Chapter 3 (Seifert) pp 41-46; 50-62
	11/6	Social Cognitive Views of Learning	
Week Eleven	11/10	Motivation Theory	Chapter 6 (Seifert)
	11/13	Motivation Theory	
Week Twelve	11/17	Designing the Classroom Environment	How People Learn Chapter 6
	11/20	Designing the Classroom Environment	Willingham (2009)
Week Thirteen	11/25	Planning Instruction	Chapter 10 (Seifert)
Week Fourteen	12/1	Assessment Theory	Chapter 11 (Seifert)
	12/4	Assessment Strategies	Chapter 12 (Seifert)
Week Fifteen	12/8	TBA	TBA
	12/11	Last Class—Review Session for Final	TBA
Final Exam			