

*Educational Psychology: Principles of Classroom Learning*

**Class Meets:** Mondays, 5:35-8:35 PM

**Course Instructor:** Leah C.-C. Hung

**Class Location:** HCK Rm. 129 Douglass

**Office Hours:** After class

**Contact Me:**

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(Please label 306 in the subject line)

**Course website:** <https://sakai.rutgers.edu> for class announcements and discussions

**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 NJ Books, Easton Ave.*]
- Other readings as announced

**Overview**

The purpose of the course is to introduce you to the theory and research findings that underlie 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 enhance 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.

**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 be executed in an essay form with multiple questions without cues.

**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	86-90	81-85	76-80	70-75	60-69	<60

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### Course Requirements

#### **Exam I and Exam II (70pt, 35pt 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 exams will consist of multiple choices questions and/or short answer items.

**Grading:** Grading of short answer items 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.

**Date:** Exam I will be held on **October 06**.

Exam II will be held on **November 03**.

#### **Lesson Plan (10pt) & Teaching Practicum (20pt)**

**Purpose:** These activities allow you to practice using the content from this course to real teaching.

**Format:** You will have **11 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 lesson in order to reflect on your peers' teaching and to receive constructive comments from them.

Lesson Plan: A hard copy of lesson plan is required and is due on **December 01**. You will have to address the discipline, grade year, topic, learning objectives, materials, procedures as well as the learning theory and the instructional approach that you would like to employ. You need to also explain how your students will be motivated and evaluated. You will have a mini presentation for **5 minutes** one week ahead to the class and justify your plan.

Grading: Grading of lesson plan is based on how well you integrate the theory and the instructional techniques and apply them to a real teaching practice. Grading rubrics of teaching practicum will be announced later.

Date: **December 01 and December 08.**

### Planned Schedule and Assigned Readings

	<i>DATE</i>	<i>TOPIC</i>	<i>READING</i>	<i>OBJECTIVES</i>
1	09/08	Introduction		An overview of this course
2	09/15	Cognitive Development	Ch 3	Brian development Piaget's cognitive development Vygotsky's sociocultural development
3	09/22	Cognitive Learning Theory and Cognitive Strategies	Ch 7	The information-processing model Learning strategies Types of knowledge
4	09/29	Complex Cognition and Self-regulation	Ch8 (pp. 262-268) and Ch11 (pp. 397-401) plus pp. 174	Metacognition and Self-regulated learning
5	10/06	<b>Exam I</b>		
6	10/13	Behavioral Learning Theory	Ch 5	Reinforcement and punishment Patterns of reinforcement
7	10/20	Social Learning Theory	Ch8 (pp. 256-262)	Observational learning and its required four conditions
8	10/27	Social Constructivism	Ch 8 (remainder)	Three interlocking spheres of social constructivism
		Spring Break		
9	11/03	<b>Exam II</b>		
10	11/10	Constructivism Approaches Learning from Peers	TBA Ch 9	Instructional strategies Collaborative learning
11	11/17	Motivation Assessment of Learning	Ch 10, 11 Ch 14	Goals and attributions Interconnect the teaching goals, curriculum and instruction, and assessment
12	11/24	Teachers and Teaching  <b>Presentation of Lesson Plan</b>	Ch 2	Expert teachers Educational objectives General teaching methods
13	12/01	<b>Lesson Plan due Teaching Practicum</b>		
14	12/08	<b>Teaching Practicum</b>		