

Educational Psychology: Principles of Classroom Learning
05:300:306:04
3 Credits

Instructor: Anna Lee	Day & Time: Mondays 4:30-7:30 PM
Location: MU 114 CAC	Email: anna.lee.gse@rutgers.edu
Mode of Instruction: Lecture	Office Hrs: Monday 2:30-3:30 PM or by appointment

Learning goals

This course will introduce students to a psychological perspective to teaching and learning in classroom contexts through an overview of principles, issues, and related research in educational psychology. Lectures, readings, and class discussions will interpret and evaluate important theories in the field of educational psychology. Particularly, discussions will focus mainly on how psychological principles and theories can help inform teachers about the processes underlying student learning and motivation, and their own instruction. We will examine theories of learning and specific issues regarding complex cognitive processes and motivation. We will apply these theories and constructs in consideration of effective instruction, classroom management, and the assessment of student learning.

The specific objectives of this course include:

1. To develop your knowledge of teaching and learning; how humans learn, how human memory is thought to work, how motivation play a role in classrooms
2. To consider the impact of individual differences on learning
3. To provide you to learn and practice a variety of practical instructional methods such as cooperative learning and individual practice.
4. To challenge you to look at your strengths and weaknesses as a learner and a teacher

Course catalogue description

Surveys areas of psychology most relevant to education. How children think, learn, and remember; influence of motivation; and principles of measurement. **Prerequisite: 01:830:101.**

Class materials/ Textbooks:

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

Class note (PowerPoint) will be available on Sakai. You should print these before coming to class.

Grading and Activities:

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Attendance, Participation	ongoing	5%
Online Group Discussion	9/22, 9/29 & 10/6	5%
Project Paper	11/24	10%
Quiz & Midterm Exam	10/13, 11/17	20%, 20%

Attendance/Participation

To obtain credit for attending each class, students must sign the attendance roster. If you will be late or are not able to attend a class meeting for some reason, you must notify the instructor before the class (in person or via email or phone message). Also, your alert and active class participation is expected.

Group Discussion

You are required to participate in three group discussion sessions. Each group includes 4-5 members. The discussion topic will be provided.

You are required to participate in 3 synchronous online group discussions during the course. Each group includes 4-5 members. Group members will decide the time to participate in online chatting between 9/22 to 9/27 (first online session), between 9/29-10/04 (second session), and between 10/06-10/11 (third session). Online group discussion will be available **only on Sakai class website via “chat room”**. Further guideline and/or questions regarding the paper will be addressed during the course.

Quiz

The Quiz will be an in-class exam. It is scheduled on **October 13th**. Exam will be worth 20 % of your grade. The exam will cover lectures, assigned readings, class discussion, and group work (**Chapter 5, 7, 8**). It will be consisted of **30 multiple-choice items, 1 short and 1 long essays. Make-ups will NOT be scheduled** unless there is an explicit conflict with a religious observance or other properly documented excused absence.

Midterm

The midterm exam will be an in-class exam. It is scheduled on **November 17th**. Exam will be worth 20 % of your grade. The exam will cover lectures, assigned readings, class discussion, and group work (**Chapter 2, 10, 11, and 12**). It will be consisted of **30 multiple-choice items, 1 short and 1 long essays. Make-ups will NOT be scheduled** unless there is an explicit conflict with a religious observance or other properly documented excused absence.

Final exam

The final exam will be an in-class exam. It was scheduled on **December 16 th (Tuesday) at 9 am to 11 am** according to the University schedule. Exam will be worth 40 % of your grade. The exam will cover lectures, assigned readings, class discussion, and group work (**Chapter 2, 5, 6, 7, 8, 9, 10, 11, 12, and 14**). The exam will consist of **50 multiple-choice questions and 3 short and 1 long essays**. Students are expected to be present for the administration of tests. The exam will **ONLY** be given at this time. If for some reason you are not able to take a test, you must notify the instructor before the test.

Final Paper: “*Expert and Novice*”

What? The final paper project is intended to provide opportunities for you to apply your knowledge of cognition, memory, and motivation in ways that will enhance your memory of the material. I would like you to try and choose projects that you will enjoy, that will stimulate your thinking about the topics in the course, and that will help you in your specific course of studies.

How? You will hand in a 7-8 page paper (double spaced) as the product for the project. Your papers must be typed and the cover sheet should indicate your name, and the name of the project. The title page is not included in the page count!

When? The final paper project is due on **November 24th**.

Grading? The basic criterion for a successful mini-project is that you use the appropriate concepts and language from the course.

- 1) The use of psychological concepts: At best, use **7 concepts** regarding cognition and memory for Project. Give specific examples. Use psychological terms.
- 2) Clarity and organization of writing: Your ideas need to be presented clearly. In addition, your writing needs to be organized.
- 3) Completeness and depth: Address your analysis clearly and correctly.

Project Topic	Identify an area that you are expert in and another that you are a novice in. Readings: 1. Chi, M. T. H., Feltovich, P. J., & Glaser, R. (1981). Categorization and representation of physics problems by experts and novices. <i>Cognitive Science</i> , 5, 121-152. 2. Chi, M. T., Glaser, S., and Rees, E. (1982). Expertise in problem solving. In R. J. Sternberg (Ed.), <i>Advances in the psychology of human intelligence</i> (vol. 1). Hillsdale, NJ: Erlbaum
Project Paper	Describe what makes you an expert and how you became an expert. For the area that you are a novice, describe what makes you a novice and what you would have to do to become an expert.

Grading

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

Academic Integrity Policy:

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 at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your

instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
<https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

Tentative list of topics for discussions (by week)

Week		Topic	Assignments/ Readings
1	9/08	Principles of Behavioral Learning Theory Applied Behavioral Analysis	Chapter 5
2	9/15	Memory Systems	Chapter 7
3	9/22	Encoding, Retrieval, Forgetting, Categorization	Chapter 7 [Online Group Discussion]
4	9/29	Social Learning Theory	Chapter 8 [Online Group Discussion]
5	10/06	Complex Cognition & Social Constructivism Instruction influenced by Social Constructivism	Chapter 8 [Online Group Discussion]
6	10/13	Quiz Engagement, Intrinsic and Extrinsic Motivation	Chapter 10
7	10/20	Psychological Needs, Curiosity and Interest Self-Efficacy, and Mastery Beliefs	Chapter 10 Chapter 11
8	10/27	Goals and Self-Regulation	Chapter 11
9	11/03	Intelligence Talent, Learners with special needs	Chapter 12
10	11/10	Teacher Development Planning, Approaches to Teaching	Chapter 2
11	11/17	Midterm Exam Classroom Assessment	Chapter 14
12	11/24	Designing the Physical and Social Environments Managing Day-to-Day Instruction	Chapter 6 [Project Paper Due]
13	12/01	Perspectives on Peer Learning Tutoring & Learning in Heterogeneous Groups	Chapter 9
14	12/08	Review Session	
15	12/16	Final Exam	