

Summer 2014: 05:300:306 Section H6 -- Educational Psychology

Class Meets in Person: 7/7; 7/21; 8/4: 8/13.

Class Meets online 7/7/2014 to 8/13/2014

Course Instructor: Professor Angela O'Donnell

Office Location: Room 324, Graduate School of Education

Office Hours: by appointment

Contact Me:

by phone: 848-932-0830

by e-mail: angela.odonnell@gse.rutgers.edu

by fax: 732-932-6829

Websites: www.sakai.rutgers.edu

www.wileyplus.com

Required Texts:

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

Overview

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. Most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting etc.). 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 have you reason 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. 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.

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 (100) 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.

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

Goals for the Course

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 to solving problems 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.*

The New Jersey Professional Teaching Standards can be found below.

The screenshot shows a web browser window with the address bar displaying www.monmouth.edu/uploadedFiles/Academics/Schools/Education/Student_Information/NJPST.pdf. The page content is as follows:

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS (NJPST)

Student teachers must demonstrate competence on the NJPST to be eligible for teacher certification. The standards describe what every beginning education professional should know and be able to do.

- Standard One - Subject Matter Knowledge** - Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
- Standard Two - Human Growth & Development** - Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.
- Standard Three - Diverse Learners** - Teachers shall understand the practice of culturally responsive teaching.
- Standard Four - Instructional Planning & Strategies** - Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
- Standard Five - Assessment** - Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
- Standard Six - Learning Environment** - Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Standard Seven - Special Needs** - Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.
- Standard Eight - Communication** - Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.
- Standard Nine - Collaboration & Partnerships** - Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.
- Standard Ten - Professional Development** - Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.
- Standard Eleven - Professional Responsibility** - Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf> 6A:9-3.3 Professional standards for teachers

Our claims for TEAC are congruent with these standards.

Learning Goals for the Course

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 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)
- Understand your own strengths and weaknesses as a learner.

Class Format

The course will be a hybrid format with four meetings in a face to face format and all other interactions occurring in an asynchronous online format. The first meeting will focus on introductions to one another and to the courses goals and intended learning outcomes. The format of the classes during the face to face meetings will consist of standard instructional activities including the use of lectures, videos, discussions, and in class exercises. The format of the classes in the online portion of the course place a strong emphasis on student initiated learning. You will be asked to engage in discussions and questions about the reading materials. Some of the discussions will revolve around problems of application. There will be three quizzes. Finally, there is a class paper that you will do. This is explained below.

| <i>Required Activities</i> | <i>Points Available/% Grade</i> |
|----------------------------|---------------------------------|
| Discussions | 25 |
| Quiz # 1 | 20 |
| Quiz # 2 | 20 |
| Quiz # 3 | 20 |
| Paper | 15 |

The calendar below shows the day by day activities and due dates in the course
 July 2014

| ~ July 2014 ~ | | | | | | |
|---------------|--|------------------|-----------------------------|-----------------|-----------------------------|------------|
| ◀ Jun 2014 | | | | | | Aug 2014 ▶ |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 First class meeting Chapter 1 | 8 Chapter 2 | 9 Chapter 2 | 10 Chapter 4 | 11 Chapter 4 Quiz # 1 | 12 |
| 13 | 14 Chapter 5 | 15 Chapter 5 | 16 Chapter 6 | 17 Chapter 6 | 18 Chapter 12 | 19 |
| 20 | 21 Chapter 12 Second class meeting | 22 Chapter 12 | 23 Quiz # 2 Chapter 7 | 24 Chapter 7 | 25 Chapter 7 | 26 |
| 27 | 28 Chapter 8 | 29 Chapter 8 | 30 Chapter 8 | 31 Chapter 9 | Notes: | |

August 2014

| ~ August 2014 ~ | | | | | | |
|-----------------|---------------------------------------|------------------|--|-----------------|-----------------|------------|
| ◀ Jul 2014 | | | | | | Sep 2014 ▶ |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | 1 | 2 |
| 3 | 4 Chapter 9 Third class meeting | 5 Chapter 10 | 6 Chapter 10 Quiz # 3 | 7 Chapter 11 | 8 Chapter 11 | 9 |
| 10 | 11 Chapter 13 | 12 Chapter 14 | 13 Chapter 14 Final Meeting Paper due | 14 | 15 | 16 |

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 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/academic-integrity-at-rutgers>). Please familiarize yourself with the university policy on academic integrity. See also the resources available for students at <http://academicintegrity.rutgers.edu/resources> that will help you understand the nature of violations of academic integrity.

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. You might first contact Counseling, ADAP, and Psychiatric Services (CAPS) at (848) 932-7884.

Academic problems. If you are having difficulties with this course, you should seek assistance from me during office hours or 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/> The site provides instructions about how to request accommodations for your courses.

Details of Assignments/Requirements/Policies

1. Quizzes (60% of total grade):

Purpose: The quizzes are intended to test knowledge of course content presented in the lectures, assigned readings, and group work.

Format: The quizzes will consist of multiple-choice items and short answer items.

Grading: Grading is based on the number of correct answers on the multiple-choice questions, combined with scores from the alternative format questions. Make-ups will **NOT** be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

2. Paper: Use of Cognitive Concepts in a Film (15%).

Purpose. This paper is intended to provide opportunities for you to apply your knowledge of cognition and memory in ways that will enhance your memory of the material. Watching a film and thinking about its content in terms of the content of Chapter 7 will help you elaborate on the information and thus make it more memorable.

General Directions: Watch a film (either at home or at the cinema) with a view to identifying the use of cognitive concepts from Chapter 7. Describe the use of these constructs in the film and critique their use. For example, a student in a previous version of the course chose the film “Eternal Sunshine of the Spotless Mind” in which the character Joel is having his memory of his ex-girlfriend erased. The doctors “map” where memories of her are stored. The student links this to the information in the text about how the structures of the brain are implicated in memory, identifies these structures, and how they function to consolidate memory. Depending on the film you select, the constructs you choose will be different. You may choose very detailed constructs (e.g., working memory lasts 20 seconds) or broader constructs (e.g., retrieval from long term memory occurs through a process of spreading activation). Last semester, a few students chose the film, *Finding Nemo*. The included constructs such as rehearsal, elaboration, interference, implicit memory, procedural memory, visual cues and others.

Specific Requirements: You should first provide a brief summary of the film and then elaborate on how constructs from Chapter 7 can be used in interpreting the film.

Required Elements: Your paper should include specific mention of **no less than 7 concepts** from Chapter 7 (see the end of chapter for a listing of concepts in the chapter). For each concept, you should explain what it is and how it is relevant to the film. For example, you might explain how a particular event in the film or film technique is an illustration of a concept from the course.

Submit/Format: 6-8 page paper.

Grading: The paper will be graded based on your use of relevant constructs from the course using the following scoring rubric.