

# EDUCATIONAL PSYCHOLOGY: PRINCIPLES OF CLASSROOM LEARNING

## 05:300:306-Section 01

3 Credits  
Tu/Th 9:50am-11:10 pm  
Campbell Hall A1

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Office Hours: by appointment	10 Seminary Pl Rm 348
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: N/A

**Learning goals:** The purpose of the course is to introduce you to the theory and research on which instructional practice is based. The course will help you develop your identity as a teacher. If you do not plan to become a teacher, you can expect to better understand your own thinking skills and learning strategies. You will be able to consider instructional issues and classroom problems and to formulate action plans from a research-based framework. The course will introduce various theories of learning and motivation with a view to understanding how different theories may have different implications for the decisions made in the classroom.

**Course catalog description:** This course examines how individuals develop and learn, with particular emphasis upon the classroom. It includes motivation, student interests, creating a healthy learning climate, language development, testing, and individual differences.

### Class materials/ Textbooks:

1. Textbook: O'Donnell, A.M., Reeve, J.M., & Smith, J.K. (2012). *Educational Psychology: Reflection for Action*(3<sup>rd</sup> Edition); Hoboken, NJ: John Wiley
2. Additional short readings (articles, etc) as posted to sakai.

**Course Policies:**

*Attendance*

Attendance of all classes is required in accordance with the university attendance policy. I will record attendance for each class. Excused absences are those due to religious holidays (as outlined in the University Calendar) or properly documented illness. All absences must be reported using the online absence reporting system found at <https://suns.rutgers.edu/ssra/> and details should be given to me in person or via email. Work for another class or a job are not excused absences. Exceptions may be made if I am notified far in advance of an absence.

*Technology use*

**Please refrain from using cell phones to make or receive calls and /or text messages.** Cell phones should be silenced and put away at all times during class. If you need to take an emergency call, please step outside of the classroom. The laptop/tablet policy will be discussed in the first class meeting. **Inappropriate use of technology in class will lower your grade.**

**Expectations for this Course**

	<b>For You</b>	<b>For Me</b>
<b>Respect</b>	Carefully listening when others speak Respectfully responding to peers Providing constructive feedback Avoiding distractions during class	Carefully listening when others speak Respectfully responding to students Providing constructive feedback Actively including students' input for direction of the course
<b>Participation</b>	Working to connect the materials to real life Offering your experiences in discussion Sharing ideas in groups Asking questions	Providing real-life examples and connections Being available outside of class as needed Keeping the course motivating and engaging
<b>Accountability</b>	Becoming familiar with the syllabus Asking for clarification Helping classmates as needed Being prepared for class Following university policy for academic integrity	Providing clarification Being prepared for class Enforcing Academic Integrity policy
<b>Timeliness</b>	Being present and on time for class Posting and completing assignments on time Contacting the instructor before the last minute	Being on time for class Returning assignments in a timely fashion Contacting students as soon as necessary

**Grading policy:**

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 in the Course Assignments section.

Final Grades will be assigned as follows:

- A 90-100
- B+87-89
- B 80-86
- C+77-79
- C 70-76
- D 60-69
- F <60

**Assignments:**

<b>Task</b>	<b>Points Possible</b>
Class Participation	15
Quizzes	20
Midterm	15
Final	20
Sakai Forum Posts	10
Sakai Assignments	20

1. *Class participation/attendance/group work (15 points)*

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

2. *Quizzes (20 points)*

Short quizzes will accompany each online OLI module. The lowest quiz grade will be dropped.

3. *Posting to Forum on Sakai (10 points)*

Each week, you will post a thoughtful, personal response to a class reading, video or other prompt. Additionally, you will provide appropriate comments to classmates' posts at least five times over the semester. You will be allowed to miss three postings without penalty.

4. *Assignments on Sakai (20 points)*

In addition to the forum posting, you will complete a short assignment related to the week's reading and viewing. This assignment will be evaluated based on how well you demonstrate understanding of course concepts as well as how well you express yourself in writing.

5. *Midterm Exam* (15 points)

There will be a midterm exam consisting of short essay questions and a case analysis.

6. *Final Exam* (20 points)

The final exam will essentially be a lengthier midterm-style exam: there will be short essay questions and two case analyses. A study guide and the cases to be analyzed will be available for study before the exam

**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](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>.

Week	Dates	Topic	Assignments	Key Concepts
1	(9/3)	Introduction	Chapter One	Intro to Ed Psych and how the course will work
2	(9/10)	Epistemic Beliefs	Chapter 5: 151-164	<ul style="list-style-type: none"> <li>Beliefs and perceptions about intelligence and ability affect cognitive functioning and learning.</li> </ul>
3	(9/14, 9/17)	Information Processing	Chapter 7	<ul style="list-style-type: none"> <li>Acquiring long-term knowledge and skill is largely dependent on practice.</li> <li>Students' cognitive development and learning is not limited by general stages of development</li> </ul>
4	(9/21, 9/24)	Complex Cognition	Chapter 8	<ul style="list-style-type: none"> <li>Student creativity can be fostered.</li> </ul>
5	(9/28, 10/1)	Context and Transfer	Chapter 8	<ul style="list-style-type: none"> <li>Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.</li> </ul>
6	(10/5, 10/8)	Prior Knowledge		<ul style="list-style-type: none"> <li>What students already know affects their learning.</li> </ul>
7	(10/12, 10/15)	Motivation	Chapter 10	<ul style="list-style-type: none"> <li>Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated.</li> </ul>
8	(10/19, 10/22)	Midterm Exam	Review	
9	(10/26, 10/29)	Self-Regulation	Chapter 11	<ul style="list-style-type: none"> <li>Students' self-regulation assists learning and self-regulatory skills can be taught.</li> <li>Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.</li> <li>Setting goals that are short term (proximal), specific, and moderately challenging enhances motivation more than more than establishing goals that are long term (distal), general, and overly challenging.</li> </ul>
10	(11/2, 11/5)	Planning Instruction		
11	(11/9,	Classroom	Chapter 6	<ul style="list-style-type: none"> <li>Expectations for classroom conduct and social interaction are learned</li> </ul>

	11/12)	Management		<p>and can be taught using proven principles of behavior and effective classroom instruction.</p> <ul style="list-style-type: none"> <li>• Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of support.</li> </ul>
12	<b>(11/16,</b> 11/19)	Social- Emotional dimensions of learning		<ul style="list-style-type: none"> <li>• Learning is situated within multiple social contexts.</li> <li>• Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.</li> <li>• Emotional well-being influences educational performance, learning, and development.</li> </ul>
13	<b>(11/24,</b> 11/26)			THANKSGIVING BREAK
14	<b>11/30,</b> 12/3	Assessment	Chapter 14	<ul style="list-style-type: none"> <li>• Formative and summative assessments are both important and useful but require different approaches and interpretations.</li> <li>• Students' skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.</li> <li>• Making sense of assessment data depends on clear, appropriate, and fair interpretation.</li> </ul>
15	(12/7, 12/10)	Issues in Diversity	Chapter 13	<ul style="list-style-type: none"> <li>• Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.</li> </ul>
Final				TBD

**Bold** dates are online (asynchronous) classes- you may do the module activities whenever you like, but **all weekly assignments and other required postings must be completed before 5:00 a.m. Tuesday morning.**