

EDUCATIONAL PSYCHOLOGY: PRINCIPLES OF CLASSROOM LEARNING

05:300:306-Section 06

3 Credits

Tuesday 3:55pm-6:35pm

Regina B. Heldrich Science Bldg (50 Bishop Street, NB), Room 204

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Office Hours: Tuesdays, 6:35-7:15 or by appointment	GSE, 10 Seminary Place, 34D
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

Course Description

Learning goals:

This course will introduce students to different psychological perspectives 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 can help inform teachers about the processes underlying student learning, motivation, and their own instruction. We will apply these theories and constructs in consideration of effective instruction, classroom management, and the assessment of student learning.

At the conclusion of the course, students will:

- Be aware of important theories and evidence regarding how humans learn, how human memory is thought to work, and the role motivation plays in the classroom (NJ Professional Teaching Standards¹ 2,3,6, and 7);
- Consider the impact that individual differences and variations have on learning;
- Challenge “simple stories” (as Charles Tilly calls them) about intelligence and learning to help them become more effective teachers;
- Read, interpret, and critique research in educational psychology.
- Explain the rationale for a variety of practical instructional methods (NJ Professional Teaching Standards 4 and 5)
- Understand different forms of assessments and use assessment data to inform their own teaching (NJ Professional Teaching Standards 4 and 5)

¹See <http://www.state.nj.us/education/profdev/profstand>

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*(3rd Edition); Hoboken, NJ: John Wiley
2. **Weekly articles posted on sakai.**

Grading Policy

Assignments:

Task	Percent of Final Grade
Online and in-class participation	15
In-class chapter presentation	15
Group paper/project	25
Individual paper	20
In-class quizzes	10
Final	15
Failure to comply with classroom expectations or respect students	May lose up to 10 points

Grading Description

These will be further discussed in class. For significant assignments (e.g., papers and projects), rubrics will be provided.

Online and in-class participation (15 %)

Students will need to post novel insights into readings on sakai by Sunday night, at least 10 times throughout the semester. Students are also expected to frequently read and respond to their peers online before class or address their ideas during class. The 15 points will be divided between sakai posts, substantial classroom discussion, and engaging other students. Students who are uncomfortable with direct communication can send insightful questions, discussion points, or responses to the professor or their peers (cc or bcc the professor) before class.



In-class chapter presentation (15%)

During the first class, students will sign up to present one textbook chapter to the class on a specific week. This task includes the following parts:

1. Students will develop a 1-2 page handout (akin to a study guide) highlighting the most important points about the chapter, to be sent to the professor 1 week in advance;
2. Students will briefly meet with the professor (in person or virtually, 15-30 minutes) to discuss their in-class presentation plans;
3. Students will lead the class in conversation, discussion, or other classroom activities to review that chapter. This should take 20-30 minutes and include time for questions or discussion.

Group paper/project (25%)

Students will work in small groups to more deeply examine a topic related to educational psychology. Presentations to the class on the group papers will occur near to Thanksgiving break.

Individual paper (20%)

Students will write a paper that deeply examines a topic related to educational psychology. The topic may not overlap with their group paper.

In-class quizzes (10%)

Quizzes will be administered at random points throughout the semester to test attention to the readings or important concepts discussed in class. The lowest quiz score will be dropped. Quizzes cannot be made up if a student is absent unless due to properly documented religious observance; in such cases, the professor should be notified well in advance.

Final (15%)

The final exam will consist of short answer, multiple choice, and two long-answer questions and will primarily be based on core concepts from the textbook as well as additional revisions.

Failure to comply with classroom expectations or respect students.

There are general expectations of university students that include coming prepared to class, completing assignments on time, abiding by the attendance policy, notifying the teacher of any special circumstances, and respecting other classmates during discussions and debates online and offline. Failure to abide by general expectations of behavior may lead to a deduction from the final grade of up to 10 points beyond any impact that such behavior has on other assignments.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity. The full Academic Integrity Policy for which students are responsible is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

While students are entirely responsible for knowing and abiding by the policy, I want to highlight how the policy relates to *plagiarism*. As one would expect, the Office of Student Conduct (2013) indicates that “every direct quotation must be identified by quotation marks”; IN ADDITION, plagiarism also includes paraphrasing a text or another person's (or organization's) words/work (Office of Student Conduct, 2013). It is expected that all submitted work is the original writing of the students and any ideas borrowed from another source are attributed correctly.

Course Requirements

Attendance Policy:

Students should arrive promptly before the class begins and remain until it is complete.

Students that miss class time repeatedly will lose points from their final grade (see [Grading Policy](#), *Failure to comply to classroom expectations or respect peers*).

Class attendance is mandatory. Because this section only meets once per week and missing one class would result in missing an entire topic, no absences are permitted (as a general rule) aside from properly documented religious holidays as outlined in the University Calendar. Students who have a strong reason to be absent should notify the professor well in advance and be prepared to do equivalent work to reinforce the material that is missed. All absences must be reported using the online absence reporting system found at <https://suns.rutgers.edu/ssra/>

Technology Policy:

Mobile phones should be placed in airplane mode or set to silent and placed in your bag. Sending/receiving messages or receiving calls during class is strictly prohibited.

Students may use laptops/tablets to take notes or positively contribute toward class. Students should not use their laptops/tablets to communicate with others, to surf the internet, or any other activity unrelated to class.

Inappropriate use of technology will lead to a decreased final grade (see [Grading Policy](#), *Failure to comply with classroom expectations or respect peers*).

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

Note! Recommended readings are not required but included as a point of interest, intrigue, or further study!

Week	Topic & Readings
1 (9/1)	Introduction: <i>What are we doing here?</i>
9/8 NO CLASS	NO CLASS (9/8 follows Monday's schedule)
2 (9/15)	Intelligence: <i>Who is smart? What are "smarts"?</i> Textbook chapter 12: Individual differences and special needs Artiles, A. J. & Bal, A. (2008). The next generation of disproportionality research: Toward a comparative model in the study of equity in ability differences. <i>The Journal of Special Education, 42</i> (1), 4-14. Roediger III, H. L. (2013). Applying cognitive psychology to education: Translational educational science. <i>Psychological sciences in the public interest, 14</i> (1), 1-3. Dweck, C. S. (2003). Ability conceptions, motivation and development. <i>Development and Motivation, 11</i> (2), 13-27.
3 (9/22)	Diversity, Variation, and Impact Textbook chapter 13: Issues in diversity Walton, Logel, Peach, and Zanna (2014). Two brief interventions to mitigate a "chilly climate" transform women's experience,

	<p>relationships, and achievement in engineering. <i>Journal of Educational Psychology</i>, 107 (2), 468-485.</p> <p>Watson, D. (2012). Norming suburban: How teachers talk about race without using race words. <i>Urban Education</i>, 47 (5), 983-1004.</p>
4 (9/29)	<p>Developmental Theories</p> <p>Textbook chapter 3: Cognitive development</p> <p>Bruner, J. (1996). Celebrating divergence: Piaget and Vygotsky. Conference presentation. 122-140.</p> <p>Rogoff, B. (2007). The cultural nature of human development. <i>The General Psychologist</i>, 42 (1), 4-7.</p> <p>Siegler, R. S. (2005). Children's learning. <i>American Psychologist</i>. 769-778.</p>
5 (10/6)	<p>Behavioral and Social Development Theories</p> <p>Textbook chapter 4: Social development</p> <p>Textbook chapter 5: Behavioral learning theory</p> <p>Miller, P. H. (2011). Reflections. In P. H. Miller, <i>Theories of Developmental Psychology</i> (5th Ed). 423-438.</p>
6 (10/13)	<p>Social context, Situated learning, and Peer learning: <i>What about all those other people in the classroom and outside school?</i></p> <p>Textbook chapter 8: Social learning theory, Complex cognition</p> <p>Textbook chapter 9: Learning from peers</p> <p>Lave, J. (1991). Situating learning in communities of practice. in Resnick, L.B., Levine, J. and Teasley, S.D. (Eds), <i>Socially Shared Cognition</i>, American Psychology Association, Washington, DC, pp. 63-82.</p>
7 (10/20)	<p>Information processing and memory: <i>How do we process and remember things?</i></p> <p>Textbook chapter 7: Cognitive learning theory</p> <p>van Merriënboer, J. J. G., Kirshner, P. A., & Kester, L. Taking the load off a learner's mind: Instructional design for complex learning. <i>Educational Psychologist</i>, 38 (1), 5-13.</p>

	<p>Rosenshine, B. & Meister, C. (1992). The use of scaffolds for teaching higher-level cognitive strategies. <i>Educational Leadership</i>, 49 (7), 25-33.</p> <p>Hurley, D. (2012). Can you make yourself smarter? <i>New York Times Magazine</i>.</p>
8 (10/27)	<p>Motivation: Intrinsic/extrinsic, curiosity, creativity</p> <p>Textbook chapter 10: Motivation and engagement</p> <p>Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. <i>Contemporary educational psychology</i>, 25(1), 54-67.</p>
9 (11/3)	<p>Goals, Self-efficacy, and Self-regulation</p> <p>Textbook chapter 11: Motivation to learn</p> <p>TBD</p>
10 (11/10)	<i>Presentations</i>
11 (11/17)	<i>Presentations</i>
11/22, 11:59pm	GROUP PAPER DUE
12 (11/24)	<p>Feedback: Formative, summative, good, and bad</p> <p>Textbook chapter 14: Assessment for learning</p> <p>Kane, M. (2012). Validating score interpretations and uses. <i>Language Testing</i>, 29(1), 3-17.</p>
13 (12/1)	<p>Assessments and their validity: SAT, ACT, AP, NJASK, HSPA: What do assessments mean and (when) are they useful?</p> <p>Textbook chapter 15: Standardized and standards-based assessments</p> <p>TBD</p>
14 (12/8)	<p>Teachers and teaching: What do we know about teacher psychology and what can they do about it?</p> <p>Textbook Chapter 2: Teachers and teaching</p> <p>Campitelli, G. & Fernand, G. (2011). Deliberate practice: Necessary but not sufficient. <i>Current Directions in Psychological Science</i>, 20 (5), 280-285.</p>

	Yeager, D. S., & Walton, G. M. (2011). Social-Psychological interventions in education: They're not magic. <i>Review of Educational Research, 81</i> (2), 267-301.
12/17 (FINAL)	Comprehensive final. 8am-11am
12/18 11:59pm	Individual Paper Due