

Educational Psychology: Principles of Classroom Learning
05:300:306:01 (Spring 2015)
3 Credits

Instructor: Anna Lee, Ph.D.	Day & Time: Monday & Wednesday 2:50-4:10 PM
Location: Monday: SC 114, Wednesday: ED 25A	Email: swanna96@rci.rutgers.edu
Mode of Instruction: Lecture	Office Hrs: 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	ongoing	20%
Final Project Paper	5/4	10%
Quiz & Midterm Exam	2/18, 4/1	20%, 20%
Final Exam	5/4	30%

Attendance

Class attendance is required. You should arrive before the class begins. You should not leave the classroom while the class is in session or before it is over. Absence is not acceptable. Lateness and departure during class discussion will lower your grade.

Quiz

The Quiz will be an in-class exam. It is scheduled on February 18th. Exam will be worth 20 % of your grade. The exam will cover lectures, assigned readings, class discussion, and group work. It will be consisted of 35 multiple-choice items, 1 essay. 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 April 1st. Exam will be worth 20 % of your grade. The exam will cover lectures, assigned readings, and class discussion. It will be consisted of 35 multiple-choice items, 1 essay. 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 May 4th. Exam will be worth 30 % of your grade. The exam will cover lectures, assigned readings, class discussion, and group work. The exam will consist of 35 multiple-choice questions and 2 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 Project 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 May 4th.

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.
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	<p>Readings:</p> <ol style="list-style-type: none"> 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:

Week		Topic	Assignments/ Readings
1	1/21	Introduction	
2	1/26	Principles of Behavioral Learning Theory	Chapter 5
2	1/28	Applied Behavioral Analysis	Chapter 5
3	2/2	Social Learning Theory	Chapter 8
3	2/4	Memory Systems	Chapter 7
4	2/9	Encoding, Retrieval, Forgetting, Categorization	Chapter 7
4	2/11	Complex Cognition & Social Constructivism	Chapter 8
5	2/16	Instruction influenced by Social Constructivism	Chapter 8
5	2/18	Quiz	
6	2/23	Engagement	Chapter 10
6	2/25	Intrinsic and Extrinsic Motivation	Chapter 10
7	3/2	Psychological Needs, Curiosity and Interest	Chapter 10
7	3/4	Self-Efficacy, and Mastery Beliefs	Chapter 11
8	3/9	Goals and Self-Regulation	Chapter 11
8	3/11	Intelligence	Chapter 12
9	3/16, 18	Spring Break	
10	3/23	Talent, Learners with special needs	Chapter 12
10	3/25	Teacher Development	Chapter 2
11	3/30	Planning, Approaches to Teaching	Chapter 2
11	4/1	Midterm Exam	
12	4/6-8	No Class - AERA conference	
13	4/13	Classroom Assessment	Chapter 14
13	4/15	Standardized Assessment	Chapter 15
14	4/20	Standardized Assessment	Chapter 15
14	4/22	Designing the Physical and Social Environments Managing Day-to-Day Instruction	Chapter 6
15	4/27	Perspectives on Peer Learning	Chapter 9
15	4/29	Tutoring & Learning in Heterogeneous Groups	Chapter 9
16	5/4	Final Exam & Final Project Paper	