

## EDUCATIONAL PSYCHOLOGY: PRINCIPLES OF CLASSROOM LEARNING

### 05:300:306-Section 02

Spring 2015

3 Credits

Mo/Th 11:30am-12:50pm

Campbell Hall A5

Carol Tate	carol.tate@gse.rutgers.edu
Office Hours: M-Th by appointment	10 Seminar 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:

**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 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

	For You	For Me
<b>Respect</b>	<ul style="list-style-type: none"><li>• Carefully listening when others speak</li><li>• Respectfully responding to peers</li><li>• Providing constructive feedback</li><li>• Avoiding distractions during class</li></ul>	<ul style="list-style-type: none"><li>• Carefully listening when others speak</li><li>• Respectfully responding to students</li><li>• Providing constructive feedback</li><li>• Actively including students' input for direction of the course</li></ul>
<b>Participation</b>	<ul style="list-style-type: none"><li>• Working to connect the materials to real-life</li><li>• Offering your experiences in discussion</li><li>• Sharing ideas in groups</li><li>• Asking questions</li></ul>	<ul style="list-style-type: none"><li>• Providing real-life examples and connections</li><li>• Being available outside of class as needed</li><li>• Keeping the course motivating and engaging</li></ul>
<b>Accountability</b>	<ul style="list-style-type: none"><li>• Becoming familiar with the syllabus</li><li>• Asking for clarification</li><li>• Helping classmates as needed</li></ul>	<ul style="list-style-type: none"><li>• Providing clarification</li><li>• Being prepared for class</li><li>• Enforcing Academic Integrity policy</li></ul>

	<ul style="list-style-type: none"> <li>• Being prepared for class</li> <li>• Following university policy for academic integrity</li> </ul>	
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>• Being present and on time for class</li> <li>• Handing in assignments on time</li> <li>• Contacting the instructor before the last minute</li> </ul>	<ul style="list-style-type: none"> <li>• Being on time for class</li> <li>• Returning assignments in a timely fashion</li> <li>• Contacting students as soon as necessary</li> </ul>

**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	10
Quizzes	10
Midterm	20
Final	25
Presentation/Paper 1	10
Presentation/Paper 2	15
Sakai Posts	10

1. *Class participation/attendance/group work*(10 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*(10 points)  
Short quizzes will take in each online module. The lowest grade will be dropped.

3. *Midterm Exam*( 20 points)  
There will be a midterm exam consisting of short answer, multiple choice, and essay questions. Make-ups will be permitted only when there is an explicit conflict with a religious observance or properly documented excused absence.
4. *Final Exam* (25 points)  
The final exam will essentially be a lengthier midterm-style exam: there will be a mix of short answer and multiple-choice questions, with two take-home essays handed out the last day of class. The exam will be scheduled by the university and the essays will be due at that time.
5. *Presentations/Papers* (25 points)  
There will be two presentations/papers during the semester. The first paper will be 2-3 double-spaced pages and will link your prior knowledge to class readings. The second paper will be 3-5 pages, and will explore current research in the framework of class learning. Presentations should be 5-10 powerpoint slides and last 10-15 minutes. Details will follow on sakai
6. *Posting to Sakai* (10 points)  
5 times over the course of the semester, you will post a thoughtful response to a class reading or a prompt. Additionally, you will provide appropriate comments to classmates' posts 5 times over the semester.

### **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>.

## Course Schedule

Week	Assignments & Readings
1 (1/22)	Intro to Ed Psych
2 ( <b>1/26</b> , 1/29)	Novice and Expert Practice, Chapter 2
3 ( <b>2/2</b> , 2/5)	Behavioral Learning Theories, Chapter 5
4 (2/9, 2/12)	Presentations/Paper 1
5 ( <b>2/16</b> , 2/19)	Developmental Theories, Chapter 3 and 4
6 ( <b>2/23</b> , 2/26)	Information Processing and Complex Cognition Theories, Chapter 7
7 ( <b>3/2</b> , 3/5)	Social Constructivism, Chapter 8
8 (3/9, 3/12)	Review and Midterm
SPRING	BREAK
9 ( <b>3/23</b> , 3/26)	Assessment, Chapters 14 and 15
10 ( <b>3/30</b> , <b>4/2</b> )	Assessment, Chapters 14 and 15
11 ( <b>4/6</b> , 4/9)	Special Needs Learners Chapter 13
12 ( <b>4/13</b> , 4/16)	Diversity, Chapter 12
13 (4/20, 4/23)	Presentations/Paper 2
14 ( <b>4/27</b> , 4/30)	Social Learning and Motivation, Chapters 9-11
Final Exam	TBD

**Bold** dates are online classes