

Educational Psychology: Principles of Classroom Learning

05:300:306:05

3 Credits

Mondays, 4:50-7:30 PM, SC120 COE

Spring 2015

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(848)932-0878	10 Seminar PI Rm _360__
Office Hours: after class	Prerequisites or other limitations: General Psychology (01:830:101)
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 Directions about where to get permission numbers:

Learning Goals

The purpose of the course is to introduce you to the theory and research findings that underlie instructional practice. The course will explore competing theories of learning with a view to understand how different theories may have different implications for instruction adopted in classrooms. The primary method of instruction in this course will be the use of lectures and class discussions, supplemented by small group activities.

Whether you plan to become a teacher or not, you can expect to enhance your own thinking skills and learning strategies. 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.

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 collaborative 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.

Course Catalog Description

→If you are taking an education minor:

The education minor is designed for undergraduate students interested in investigating learning and teaching in a broad range of human contexts. This minor takes a multidisciplinary approach to the study of educative practices and is premised on several key assumptions: learning and teaching are fundamental human and cultural processes; education is intimately bound up with social, cultural, economic, and political systems; and reflection and inquiry are powerful tools for exploring teaching and learning in all human contexts. Through a minor in education, students will examine each of these assumptions by investigating educative practices in and outside of formal settings. The education minor is designed for students interested in educational practice, policy, and research, but it is not a pathway to teacher certification. Instead, the aim is to provide students with an interdisciplinary study of the multiple settings in which education takes place, and how educative practices are part of daily life. Education minors will take a minimum of 18 credits. All minors will take 05:300:200 Introduction to Education. In addition, they will take five other courses, one of which may be taken outside the Graduate School of Education, from an approved list of courses. At least 12 credits in the minor must be completed at the 300 level or above. Students must achieve a minimum grade of C for all courses in the minor.

→If you are already in the teachers education program:

The Graduate School of Education (GSE) offers a five-year joint bachelor's degree/master's degree/initial teacher certification program. Rutgers undergraduates are admitted to the program at the end of their junior year. GSE teacher education curriculum provides for certification through five-year combined programs in the following areas: biological science (K-12), elementary education with subject matter specialization (K-8), elementary education with preschool through grade three (K-5/P-3), English (K-12), English as a Second Language (K-12), foreign languages (Chinese, French, German, Italian,

Japanese, Latin, Russian, and Spanish), mathematics (K-12), physical science and physics (K-12), social studies (K-12), and special education (K-12).

The GSE in combination with Mason Gross School of the Arts offers a five-year program in dance education (K-12). The GSE in combination with the School of Environmental and Biological Sciences offers two five-year programs in agricultural or biological science (K-12) and physical science (K-12). The GSE in combination with the School of Environmental and Biological Sciences offers two five-year programs in agricultural or biological science (K-12) and physical science (K-12).

All programs require that a student have an undergraduate major appropriate to the area of licensure, 90 credits in liberal arts, and satisfaction of the general education distribution. The requirements needed to satisfy the general education distribution can be found in the Office of Student and Academic Services, Room 110, Graduate School of Education (732-932-7496, ext. 8132). Some programs may require a comprehensive examination, portfolio, and/or writing requirement for program completion.

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.
Other readings as announced in class or on Sakai.

Course Policies

Attendance:

Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. Excused absences include absences due to religious observance (please let me know *before* the holiday), travel on university business (e.g., sports team), and properly documented illnesses.

Missed Classes:

It is your responsibility to get notes, including handouts, from another student if you miss class. If you miss class when exams are returned, you will need to make an appointment to look at your exam.

Make Up Exam:

Make-up exams will be executed in an essay form with multiple questions without cues.

Grading Policy:

Grades are assigned based on a points system.

Classroom Culture:

Please turn all cell phones to **SILENT** during class. Please refrain from sending text messages during class. If you bring a laptop to class, I expect that you will **use it for the purposes of the class ONLY**. I expect that all of us will treat one another with respect and have a pleasant learning environment.

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.

Academic problems. If you are having difficulties with this course, you should seek assistance from me after class 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.

Grading Policy

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 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	>89	85-89	80-84	75-79	70-74	60-69	<60

Assignments & Requirements

Exam I and Exam II (70pt, 35pt respectively)

Purpose: The exams are intended to test knowledge of course content presented in the lectures, assigned readings, and group work, and to evaluate application of content knowledge to educational problems.

Format: The exams will consist of multiple choices questions and/or essay items.

Grading: Grading of essay items is based on the number of required concepts correctly addressed. Each question will expect a certain number of concepts to be explained in the answer.

Date: Exam I will be held on **March 2**.

Exam II will be held on **April 20**.

Lesson Plan (10pt) & Teaching Practicum (10pt)

Purpose: These activities allow you to practice using the content from this course to real teaching.

Format: You will have **10 minutes** to teach a topic of your choice to your interested grade level. You are required to ground your teaching practice on one of the learning theories and the instructional techniques presented in this course. Mutual feedback in written will be practiced immediately after each lesson in order to reflect on your peers' teaching and to receive constructive comments from them.

Lesson Plan: A hard copy of lesson plan is due on **April 27**. You will have to address the discipline, grade year, topic, learning objectives, materials, procedures as well as the learning theory and the instructional approach that you would like to employ. You need to also explain how your students will be motivated and evaluated.

Teaching Practicum: **April 27 and May 4.**

Grading: Grading of lesson plan is based on how well you integrate the theory and the instructional techniques and apply them to a real teaching practice. Grading rubrics of teaching practicum will be announced on Sakai.

Attendance and Class participation (10 pt)

Grading: Grading is based on your attendance rate and your participation in class discussion and group work. The use of your phone and laptop not for the purpose of the class will result in points being taken off.

Web Site

The class web site can be found on Sakai.

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:

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: ods.rutgers.edu/students/registration-form.

Course Schedule

	DATE	TOPIC	READING
1	01/26	Teachers and Teaching	Ch 2
2	02/02	Cognitive Development	Ch 3
3	02/09	Cognitive Learning Theory	Ch 7
4	02/16	Cognitive Strategies	Ch7
5	02/23	Complex Cognition Self-regulation	Ch 8 (pp. 262-268) pp. 397-401
6	03/02	Exam I	
7	03/09	Social Constructivism	Ch 8
8	03/16	(Spring Break)	
9	03/23	Learning from Peers Jigsaw Activity	Ch 9
10	03/30	Motivation	Ch 10, 11
11	04/06	Behavioral Learning Theory	Ch 5
12	04/13	Social Learning Theory Assessment of Learning	Ch 8 (pp. 256-262) Ch 14
13	04/20	Exam II	
14	04/27	Lesson Plan due Teaching Practicum	
15	05/04	Teaching Practicum	