

## **Educational Psychology: Principles of Classroom Learning**

**05:300:306:06**

3 Credits

Tuesdays 4:50-7:30, Murray Hall 115

Spring 2015

Instructor: Jamie Liberti	Email address: jamie.liberti@gse.rutgers.edu
Phone Number:	10 Seminary Pl Rm: 348
Office Hours: By Arrangement	Prerequisite: 01:830:101 General Psychology
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input checked="" 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 primary goal of this course is to introduce you to the theory and research on which instructional practice is based. You will be exposed to the psychology behind teaching and learning, as it exists in classrooms and other contexts. The course will help you develop your identity as a teacher. If you do not plan to become a teacher, you can expect to gain a better understanding of 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 competing theories of learning and motivation with the goal of understanding how different theories may have different implications for the decisions made in the classroom.

### **Course catalog description**

The course surveys areas of psychology most relevant to education. How children think, learn, and remember; influence of motivation; and principles of measurement.

### **Class materials/ Textbooks**

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.

Note: It is recommended that you bring the textbook to each class as a reference for class discussions

Short supplemental readings (journal articles or book chapters) will also be posted on the course Sakai site

*Attendance Policy*

Attendance of all classes is required in accordance with the university attendance policy. I will record attendance daily. Excused absences are those due to religious holidays (as outlined in the University Calendar; inform me in advance if such an absence is to take place), or a properly documented illness. All absences must be reported using the online absence reporting system found at <https://sims.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 Policy*

Please refrain from using cell phones to make or receive calls and/or text messages. Cell phones should be in silent mode and put away at all times during the class. If you need to take an emergency call, please step outside of the classroom. Use of a laptop or tablet is permitted for class work only (not checking email, playing games, etc.). **Inappropriate use of technology in class will lower your grade.**

*Course 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.

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 & Attendance	10
Weekly Quizzes & Journal Entries	15
Midterm Exam	20
Response Paper 1	15
Response Paper 2	15
Group Presentation	10
Final Paper	15

**Total = 100 points**

*Class participation & Attendance (10 points)*

Points for this criterion will be assigned in accordance with the attendance policy, technology use policy, and instructor expectations as outlined previously within this syllabus. Each unexcused absence will result in deduction of 3 points. Participation in small- and whole-group discussions and activities is critical to the success of the class as well as for your learning of the content; lack of participation will result in a lower grade.

*Weekly Quizzes & Journal Entries (15 points)*

Short weekly quizzes will take place at the beginning of each class period. The quizzes will be assigned a grade in order to provide feedback on your understanding of the material. The total points assigned for quizzes will come from your quiz average. Your lowest quiz grade will be excluded from this average. You will also compose a journal entry in class each week in response to prompts based on the content of that week's assigned reading. These will be used for discussion and will be submitted at the end of each class meeting.

*Midterm Exam (20 points)*

There will be a mandatory 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 other properly documented excused absence. The exam is scheduled for **March 10th**.

*Response Papers (15 points each)*

Two short papers will be assigned (approximately 2 pages, double spaced using Times New Roman 12 point font). **No late assignments will be accepted.** You will submit a hard copy of the papers in class on the day they are due.

- The first paper will be related to students' prior conceptions and the role they play in teaching and learning. This paper is due in class on **February 24th**. Details will follow on the Sakai site.
- The second paper allows you to reflect on the connection of the readings to your personal life, giving focus to your future teaching role. Your paper should highlight the main points of the readings for a chosen week and include discussion of questions raised for you by the readings as well as thoughts about the significance of the content for your future teaching. You should make connections to previous readings where appropriate. This paper is more than a simple summarization of the week's readings. **You may choose to write your response paper on any topic that we cover over the course of the semester; the paper is due in class one week after the topic has been covered in class.**

### *Group Presentation* (10 points)

Each student will be responsible for working with a group to lead and moderate class discussions and activities for part of one class period. This will include preparing discussion questions and activities (I encourage you to be creative when designing activities). You will sign up for a week to lead discussion on the first day of class, and you will have time to meet with your group in class during our first meeting to exchange contact information and to discuss your group's plans and strategies. The remainder of your group activity will take place outside of class. The goal is to provide you with the opportunity to work with peers in thinking critically about how to apply theories, ideas and concepts from the course to design effective instruction.

### *Final Paper* (15 points)

At the end of the semester, you will write a paper that involves thinking critically as you work to integrate theory and concepts from Educational Psychology and apply these ideas in designing effective instruction. Details will follow on the course Sakai site. The paper is due on or before **April 28th. No late assignments will be accepted.**

**Course web site:** Sakai- [www.sakai.rutgers.edu](http://www.sakai.rutgers.edu)

### **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

### Tentative Course Outline and Important Dates

	Date	Topic	Readings
Week 1	January 20	Intro to Educational Psychology and Reflective Practice	Text: Chapter 1
Week 2	January 27	Behavioral Learning Theory	Text: Chapter 5
Week 3	February 3	Information Processing Theories of Learning	Text: Chapter 7
Week 4	February 10	Students' Prior Conceptions	Reading TBA (posted on Sakai)
Week 5	February 17	Cognitive Development and Learning	Text: Chapter 3
Week 6	February 24 <b>Response Paper 1 Due</b>	Social Constructivism; Complex Cognition	Text: Chapter 8
Week 7	March 3	Finish Chap 8; Review for Midterm	Finish Chapter 8
Week 8	March 10 <b>Midterm Exam</b>	Midterm Exam- No Readings	
	March 17	Spring Break, No Class	
Week 9	March 24	Motivation Part I	Text: Chapter 10
Week 10	March 31	Motivation Part II	Text: Chapter 11
Week 11	April 7	Learning from Peers	Text: Chapter 9
Week 12	April 14	Classroom Management	Text: Chapter 6 & pp. 139-141 (Section on Bullying)
Week 13	April 21	Assessment	Text: Chapter 14
Week 14	April 28 <b>Final Paper Due in Class</b>	Final Reflections	No reading