

Rutgers, The State University of New Jersey

Fall 2016

Educational Psychology: Principles of Classroom Learning

05:300:306:02

3 Credits

Mondays and Thursdays 11:30 AM - 12:50 PM

Scott Hall 202

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Office Phone: 848-932-0827	Office Location: GSE, 10 Seminar Pl, 321B
Office Hours: By arrangement	Prerequisites or other limitations: 01:830:101
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

Course Description

The purpose of this course is to introduce you to different psychological perspectives to teaching and learning in classroom contexts through an overview of principles, issues, and related research in educational psychology. Through lectures, readings, and class discussions, we will interpret and evaluate important theories in the field of educational psychology. Our attention will be focused mainly on how psychological principles can help inform teachers about the processes underlying student learning, motivation, and instruction. Whether you plan to become a teacher or not—most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting)—you can expect to learn about your own thinking skills and learning strategies.

Course Catalog Description:

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

Important Note: This syllabus, along with course assignments and due dates, are subject to change. Any major changes will be clearly noted in a course announcement in class and on the course website.

Learning Goals for the Course:

The learning goals for the course are based on (a) the claims made by our teacher education program as part of our accreditation through the Teacher Education Accreditation Council (TEAC) and (b) the New Jersey Professional Teaching Standards (<http://www.state.nj.us/education/profdev/profstand>). At the end of the course, you will be able to meet the following objectives:

- Describe and critique the major theories that seek to explain how humans learn (TEAC Claim 3; NJ Professional Teaching Standards 1, 2).
- 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 1, 2, 3, 8).
- Characterize the role of motivation in classrooms and analyze the relationships between motivation and competence (TEAC Claim 3; NJ Professional Teaching Standards 1, 2, 3, 7, 8).
- Describe various approaches to defining intelligence and explain the effects of these views on students and teachers (TEAC Claim 3; NJ Professional Teaching Standards 1, 2).
- 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 1, 2, 3, 7, 8).
- Explain the rationale for a variety of practical instructional methods and choices such as cooperative learning and individual practice (TEAC Claim 2; NJ Professional Teaching Standards 3, 7, 8).
- Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2; NJ Professional Teaching Standard 6).
- Understand your own strengths and weaknesses as a learner.

Class Materials/Textbooks

There is a required textbook to purchase for this course, which you can purchase at the Rutgers bookstore (<http://rutgers.bncollege.com>):

Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2017). *Educational psychology: Developing learners* (9th ed.). Boston, MA: Pearson.

Additional required readings will be made available online on the class website.

Website

<http://sakai.rutgers.edu>

Grading Policy

Grading Breakdown by Course Assignment:

1. Attendance and Participation	20%
2. Quizzes	10% (5% each)
3. Final Exam	25%
4. Instructional Analysis	25% (5% draft; 20% final)
5. Self-Reflection	20% (5% draft; 15% final)

Grading Scale:

- A = 90-100
- B+ = 85-89
- B = 80-84
- C+ = 75-79
- C = 70-74
- F = Below 70

Academic Integrity Policy

I expect that you will comply with standards of academic integrity in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. 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 (<http://academicintegrity.rutgers.edu/academic-integrity-policy/>).

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 Requirements

1. Attendance and Participation

Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. You should arrive promptly before the class begins and remain until it is complete. 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*. Students who are frequently absent tend not do as well in the course as those who are regularly in attendance. If you do miss class, it is your responsibility to get notes, including handouts, from another student. While you are in class, you are expected to be an active and respectful participant. You are encouraged to share your ideas and questions, and to build off of others' ideas and questions. Avoid using technology (computers, mobile phones) for purposes other than activity directly related to class.

2. Quizzes

The quizzes are intended to test knowledge of course content presented in the assigned readings, lectures, and class activities. The quizzes may consist of multiple-choice, true-false, and short-answer items. Make-ups will NOT be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

3. Final Exam

The final exam is cumulative. The cumulative nature of the final reflects the idea that knowledge is cumulative and it is the totality of your knowledge that will assist you in using the knowledge in later practical contexts. The final exam will be in a form similar to the quizzes, including multiple-choice, true-false, and short-answer items. The final exam was scheduled according to the University schedule that allocates exam slots based on the period/day of the class. The exam will consist of multiple-choice, true-false, and short-answer items.

4. Instructional Analysis

This assignment will consist of a paper in which you will analyze an authentic instructional case. The analysis should be 6 to 10 pages in length (using the formatting guidelines described below). The assignment will give you the opportunity to apply your understanding of educational psychology to an actual case of learning and teaching. Specific guidelines on structure, format, and submission will be provided.

5. Self-Reflection

This assignment will consist of a paper in which you will elaborate on your own learning and teaching by connecting to the course ideas. The self-reflection should be 5 to 8 pages in length (using the formatting guidelines described below). Specific guidelines on structure, format, and submission will be provided.

Assignment Formatting

Each major written assignment should be formatted in a way that approximates the formal standards articulated by the APA publication manual for a manuscript.

American Psychological Association (2013). *Publication manual of the American Psychological Association, Sixth Edition*. Washington, DC: American Psychological Association.

Although your paper doesn't have to be strictly formatted in way that is consistent with every aspect of APA style, at a minimum, your paper should follow the following:

- Times New Roman 12 point font throughout the document
- One inch margins on all sides
- Page numbers right-aligned in the header of each page
- Cover page that includes title, course, student, professor, date
- Left alignment with default spacing between words and letters
- Double spaced lines with only one hard return between indented paragraphs
- Proper in-text citations and a separate bibliography or reference section

Refer to the APA manual for further details. Also, the following website is a good resource, although it is not as complete as the manual: <https://owl.english.purdue.edu/owl/resource/560/01/>

Course Schedule by Week

Date	Topics	Readings	Assignments
1: 9/8 Thu			
2: 9/12 Mon	Teaching and Educational Psychology	Chap 1 (pp. 2-18)	
3: 9/15 Thu	Cognitive and Linguistic Development	Chap 2 (pp. 20-55)	
4: 9/19 Mon			
5: 9/22 Thu	Group Differences	Chap 4 (pp. 96-127)	
6: 9/26 Mon			
7: 9/29 Thu	Individual Differences	Chap 5 (pp. 128-168)	
8: 10/3 Mon			
9: 10/6 Thu	Learning, Cognition, and Memory	Chap 6 (pp. 170-210)	

Date	Topics	Readings	Assignments
10: 10/10 Mon			<i>Quiz 1 (in class)</i>
11: 10/13 Thu	Complex Cognitive Processes	Chap 7 (pp. 212-247)	
12: 10/17 Mon			<i>Instructional Analysis Draft</i>
13: 10/20 Thu	Learning and Cognition in Context	Chap 8 (pp. 248-287)	
14: 10/24 Mon			
15: 10/27 Thu	Behaviorist Views of Learning	Chap 9 (pp. 288-321)	
16: 10/31 Mon			<i>Self-Reflection Draft</i>
17: 11/3 Thu	Social Cognitive Views of Learning	Chap 10 (pp. 322-356)	
18: 11/7 Mon			
19: 11/10 Thu	Motivation and Affect	Chap 11 (pp. 358-410)	
20: 11/14 Mon			<i>Quiz 2 (in class)</i>
21: 11/17 Thu	Instructional Strategies	Chap 12 (pp. 412-454)	
22: 11/21 Mon			
23: 11/22 Tue*	Creating a Productive Learning Environment	Chap 13 (pp. 456-495)	<i>Instructional Analysis Final</i>
24: 11/28 Mon	Classroom Assessment Strategies	Chap 14 (pp. 496-539)	
25: 12/1 Thu			
26: 12/5 Mon	Principles of Learning and Instruction	Bjork & Bjork (2011) Dunlosky (2013) Rosenshine (2012)	
27: 12/8 Thu			<i>Self-Reflection Final</i>
28: 12/12 Mon	Review	APA (2015)	
29: 12/15 Thu	Reading Day		

Date	Topics	Readings	Assignments
30: 12/22 Thu	Final Exam		<i>Final Exam (12-3 PM)</i>

* Note: Switched meeting day due to Thanksgiving break. See the Rutgers Academic Calendar for more information (<https://scheduling.rutgers.edu/scheduling/academic-calendar>).

Additional Readings

American Psychological Association, Coalition for Psychology in Schools and Education. (2015). *Top 20 principles from psychology for preK–12 teaching and learning*. Retrieved from <http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf>

Bjork, E. L., & Bjork, R. A. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher, R. W. Pew, L. M. Hough, & J. R. Pomerantz (Eds.), *Psychology and the real world: Essays illustrating fundamental contributions to society* (pp. 56–64). New York, NY: Worth Publishers.

Dunlosky, J. (2013). Strengthening the student toolbox: Study strategies to boost learning. *American Educator*, 37(3), 12–21.

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, 36(1), 12–19.