

2016  
Educational Psychology: Principles of Classroom Learning  
05:300:306: 03  
3 Credits  
Monday, 5:35 p.m. - 8:35 p.m., & HCK-129

Instructor Name Suzanne Wichtel	Email address Suzanne.wichtel@gse.rutgers.edue
Phone Number 848-932-4500	10 Seminar Pl Rm ____
Office Hours By appointment only.	Prerequisites or other limitations: General Psychology (01:830:101)
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 to get permission numbers:

**Learning goals:** In this course, you will be learning to connect abstract principles to concrete examples. The text is written to encourage “reflection for action” so that you can consider alternative strategies in the classroom. We have initial accreditation for our teacher education program from the *Teacher Education Accreditation Council* (TEAC). As part of the accreditation process, we make **four claims** about the totality of our teacher preparation program. The claims are as follows:

1. *Our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Core Curriculum Content Standard.*
2. *Our students demonstrate pedagogical content knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning.*
3. *Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment.*
4. *Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth.*

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 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 teachers and children. (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, 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.

**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:** Ormrod, J.E., Anderman, E.M., & Anderman, L. (2017) *Educational Psychology Developing Learners* (9<sup>th</sup> Edition); United States: Pearson. Available at New Jersey Bookstore, Easton Avenue.

**Overview:** The purpose of the course is to introduce you to the theory and research that underlies instructional practice. Whether you plan to become a teacher or not, you can expect to learn about your own thinking skills and learning strategies. Most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting etc.). 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. My primary goal for this course is to have you reason about the psychological basis of behavior when learning and teaching. The title of the textbook, *Educational Psychology: Developing Learners*, describes the intent of the course. I want you to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans. The course will introduce competing theories of learning and motivation with a view to understanding how different theories may have different implications for decisions made in classrooms.

Grading policy: The evaluation of your performance in the 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 in the following pages. The following is a list of the number of points you will need in order to earn the associated grade.

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To Earn	A	B+	B	C+	C	D	F
Points Needed	90+	87	80	77	70	60	<60

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**Make Up Exam:** Make-up assessments/exams will NOT be scheduled unless you miss an exam because of religious observance or because of a properly documented illness. Proper documentation means that you provide a doctor's note that states you were unable to attend class on the specific day of the exam.

Assignments<sup>1</sup>: A mixed methods of instructional techniques will be used as a means of instruction in this course. These techniques may include the use of lectures, class discussion, small group activities, cooperative group activities, individual activities, the use of videos, web resources, etc. The methods used to assess student performance will also be mixed. These methods may include written assessments including test items involving multiple choice, short answer, essay, or true/false response. In addition, students will be expected to work together in order to formulate solutions to case-based problems.

Required Activities	Points Available/ % of Grade
Online Assignments	20
Quiz #1	10
Quiz #2	10
Reflection	15
Problem Solution	15
Final Examination (In-Class)	15
Final Examination (Take-Home)	15

Web site: <[www.sakai.rutgers.edu](http://www.sakai.rutgers.edu) > and  
<<https://www.pearsonmylabandmastering.com/northamerica/myeducationlab/>>

### **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 [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/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>.

Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible

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<sup>1</sup> Including exams, papers etc.

## **Details of Assignments/Requirements**

### ***1. Online Assignments (via Sakai) (20% of total grade):***

You will complete a blog entry on Sakai of your reflections related to the course readings. Additionally, you must respond to at least two of your fellow classmates' blogs before the next course meeting. This assignment is intended to encourage you to carefully reflect upon the readings and consider the information from multiple perspectives.

### ***2. Quizzes (20% of total grade):***

The quizzes are intended to test knowledge of course content presented in the lectures, readings, and/or group work.

Format: Multiple Choice and Fill-in the blank.

Grading: Your grade will be based on the extent to which you are able to answer the questions and demonstrate competency in a particular area of content.

**NOTE:** *Make-ups will NOT be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.*

### ***3. Problem Solution: (15% of total grade).***

This assignment will consist of students working independently or in small groups to formulate viable solutions to a problem outlined in a case provided by the instructor. This assignment is intended to encourage you to practice different aspects of problem solving while learning course content.

Grading: The specific requirements of the deliverable problem solution will be outlined in detail by a written description of the assignment and rubric provided by the instructor before the beginning of the assignment.

**Please note: You must be present at course lectures and actively participate in discussions to earn credit towards cooperative problem solutions.**

### ***4. Reflection: Use of Cognitive Concepts in a Film (15%).***

**Purpose.** This paper (or presentation) is intended to provide opportunities for you to apply your knowledge of cognition and memory in ways that will enhance your memory of the material. Watching a film and thinking about its content in terms of the content of Chapters 6 and/or 7 will help you elaborate on the information and thus make it more memorable. **General Directions:** Watch a film (either at home or at the cinema) with a view to identifying the use of cognitive concepts from Chapter 6 and/or 7. Describe the use of these constructs in the film and critique their use. For example, a student in a previous version of the course chose the film "Eternal Sunshine of the Spotless Mind" in which the character Joel is having his memory of his ex-girlfriend erased. The doctors "map" where memories of her are stored. The student links this to the information in the text about how the structures of the brain are implicated in memory, identifies these structures, and how they function to consolidate memory. Depending on the film you select, the constructs you choose will be different. You may choose very detailed constructs (e.g., working memory lasts 20 seconds) or broader constructs (e.g., retrieval from long term memory occurs through a process of spreading activation). Last semester, a few students chose the film, Finding Nemo. They included constructs such as rehearsal, elaboration, interference, implicit memory, procedural memory, visual cues and others. **Specific Requirements:** You should first provide a brief summary of the film and then elaborate on how constructs from Chapter 6 and/or 7 can be used in interpreting the film.

**Required Elements:** Your paper should include specific mention of no less than 7 concepts from Chapter 7 (see the end of chapter for a listing of concepts in the chapter). For each concept, you should explain what it is and how it is relevant to the film. For example, you might explain how a particular event in the film or film technique is an illustration of a concept from the course. **Submit/Format:** 4 page paper. Presentation time will TBD.

### ***5. Take-home and In-Class Final Examination (30% of total grade)***

The take-home final exam will give students the opportunity to demonstrate their ability to apply course content to the solution of novel problems.

The final exam will be cumulative. Specifically, this means that any material that has been covered up to the point of the exam is fair game. Reasons for cumulative exams include an appeal to the cumulative nature of knowledge and a chance to capitalize on previous success.

**Format:** These examinations may include multiple choice, short answer, essay, true/false responses, application, or problem-solving items.

**Grading:** Your grade is based on the number of correct answers on the multiple-choice questions, combined with scores from the alternative format questions.

**Please note: The final exam is to be scheduled according to the University schedule that allocates exam slots based on the period/day of the class and is still subject to change accordingly.**

## Assignments

Week	Assignments & Readings	Reading
9/12	Teaching and Education & Cognitive Linguistic Development	Chapters 1 & 2
9/19	Personal and Social Development & Group Differences Quiz #1	Chapters 3 & 4
9/26	Social Cognitive Views of Learning & Additional Reading TBA	Chapter 10 & TBA
10/3	Additional Reading TBA Problem Solution Presentation	TBA
10/10	Learning, Cognition, and Memory & Complex Cognitive Processes	Chapters 6 & 7.
10/17	Learning Cognition in Context & Additional Reading TBA *Movie Reflection Assignment Due	Chapter 8
10/24	Behaviorist Views of Learning	Chapter 9
10/31	Happy Halloween! Class will take place online this week. Motivation and Affect	Chapter 11
11/7	Applied Behavior Additional Reading TBA	TBA
11/14	Individual Differences and Special Educational Needs	Chapter 5
11/21	Quiz #2 & Presentations	
11/28	Instructional Strategies &	Chapters 12 & 13
12/5	Classroom Assessment Strategies	Chapter 14
12/12	Summarizing Students' Achievements and Abilities	Chapter 15
12/22	Final Exam	

