Educational Psychology:
Principles of Classroom Learning

Fall 2016 05:300:306:07 for 3 Credits

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**Office:** 10 Seminar Pl Rm 360

**Office Hours:** by appointment  
**Prerequisites:** General Psychology (01:830:101)

**Class meets:** Wednesday, 4:50-7:30 at FH A2 CAC  
**Class website:** sakai

**Mode of Instruction:** Lecture  
**Permission required:** No


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**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, etc.) in the classroom. We have initial accreditation for our teacher education program from the Teacher Education Accreditation Council (TEAC). At the end of this 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 2, 3, 4, 5, 6, and 7)
• Explain the implications of individual differences such as socioeconomic status, race, gender, and ability for classroom instruction. (TEAC Claim 2, 3; NJ Professional Teaching Standards 1, 2, 3, 7, 8)
• 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 3, 7, 8)
• Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2; NJ Professional Teaching Standards 6)
• Understand your own strengths and weaknesses as a learner.

The New Jersey Professional Teaching Standards can be found below.
Course Catalog Description

For those of you who 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.

For those of you who are considering the 5-year Teacher Education Programs:
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).

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. Some programs may require a
As part of the TEAC 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.

University Policies

Academic Integrity:
I expect that you will comply with standards of academic integrity in this course. If you need assistance in understanding an exam question or course content, please seek assistance from me. You should not turn in the same work in two separate classes. You should not “borrow” friends' work or plagiarize work from the Internet. The university provides professors devices to detect violations of such. 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 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.

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.

**Course Policies**

**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.

**Attendance:**
Attendance at all regularly scheduled classes is required in accordance with the university’s attendance policy. Excused absences include those 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 a class.

**Make-Up Exam:**
Make-up exams will be executed in an essay format with advanced difficulty.

**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 100 points for this course. This system allows you to monitor your progress as the semester progresses. Details of
requirements are provided in the next section. The following is a list of the number of points you will need in order to earn the associated grade.

<table>
<thead>
<tr>
<th>To Earn</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Needed</td>
<td>≥90</td>
<td>85-89</td>
<td>80-84</td>
<td>70-79</td>
<td>65-69</td>
<td>60-64</td>
<td>≤59</td>
</tr>
</tbody>
</table>

**Assignments & Requirements**

**Exam I & Exam II (25pt & 25pt)**

*Purpose:* The exams are intended to assess your conceptual knowledge of course content presented in the lectures, assigned readings, and group work. They also evaluate your abilities of application of content knowledge to educational problems.

*Format:* Multiple-choice questions and true and false.

*Date:* Exam I will be on Oct 12. Exam II will be on Nov 16.

**Teaching Practicum (20pt)**

*Purpose:* This activity allows you to apply the contents from this course to real teaching.

*Teach a lesson:* You will have 15 minutes to teach a topic of your choice to your interested grade level. You are required to ground your teaching practice on 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.

*Grading:* Grading rubrics of teaching practicum will be announced on Sakai.

*Date:* You will be assigned to one of the final 2 classes (Dec 7 and 14).

**Supporting Essays (20pt)**

*Purpose:* This assignment encourages you to use your critical thinking skills to justify your teaching methods and evaluate your own and a peer member’s teachings.

*Details:* There are 4 major sections for this written assignment:

1. In the first section: Summarize your teaching practicum. You will specify the discipline, grade, and topic you taught. Address learning objectives you expected your students to achieve and the materials you used. Describe the procedures and teaching techniques used in your lesson. (3pt)

2. In the second section: Use cognitive development theory(s) and motivational theory(s) to explain two dimensions of your self-evaluations. (A) Why do you think this is the best instructional approach(s) to promote conceptual advance or learning gains for students the age you taught? (B) What could you have done alternatively to make it better? You have to include at least 7 concepts. (7pt)
(3) In the third section: Use one or more learning theories from this course to justify the instructional techniques and classroom management strategies that you employed. You have to include at least 7 concepts. (7pt)

(4) In the final section: Critique one peer member’s teaching. You have to use educational theories and concepts to justify your evaluation of its advantages and disadvantages. (3pt)

Format: Use 12-point Times New Roman font and double spacing for at least 6 pages.

Grading: Grading will be based on your sufficient use of appropriate and relevant concepts from this course.

Date: An electronic copy is due Sunday, Dec 18.

Attendance and Class participation (10pt)

Grading: Grading is based on your attendance rate and your participation in class discussion and group work.
## Schedule and Readings

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/07</td>
<td>Introduction</td>
<td>Ch 1</td>
</tr>
<tr>
<td>2</td>
<td>09/14</td>
<td>Cognitive Development</td>
<td>Ch 2 (focus on Vygotsky)</td>
</tr>
<tr>
<td>3</td>
<td>09/21</td>
<td>Cognitive Learning Theory</td>
<td>Ch 6</td>
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<tr>
<td>4</td>
<td>09/28</td>
<td>Complex Cognitive Processes</td>
<td>Ch 7</td>
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<tr>
<td>5</td>
<td>10/05</td>
<td>Behaviorist Views of Learning</td>
<td>Ch 9</td>
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<tr>
<td>6</td>
<td>10/12</td>
<td>Exam I</td>
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<tr>
<td>7</td>
<td>10/19</td>
<td>Social Cognitive Views of Learning</td>
<td>Ch 10</td>
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<tr>
<td>8</td>
<td>10/26</td>
<td>Motivation and Affect</td>
<td>Ch 11</td>
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<tr>
<td>9</td>
<td>11/02</td>
<td>Social Constructivism and Learning from Peers</td>
<td>From O'Donnell et al. available on Sakai</td>
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<tr>
<td>10</td>
<td>11/09</td>
<td>Jigsaw activity</td>
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<tr>
<td>11</td>
<td>11/16</td>
<td>Exam II</td>
<td></td>
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<tr>
<td>12</td>
<td>11/23</td>
<td>Thanksgiving week</td>
<td>No class</td>
</tr>
<tr>
<td>13</td>
<td>11/30</td>
<td>Instructional Strategies</td>
<td>Ch 12</td>
</tr>
<tr>
<td>14</td>
<td>12/07</td>
<td>Teaching Practicum</td>
<td></td>
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<tr>
<td>15</td>
<td>12/14</td>
<td>Teaching Practicum</td>
<td></td>
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<tr>
<td>16</td>
<td>12/18</td>
<td>Supporting Essays due</td>
<td></td>
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