

Educational Psychology: Principles of Classroom Learning

Spring 2016 05:300:306:01 for 3 Credits
Monday (SC114) & Wednesday (ED 25A), 2:50-4:10 PM

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| Chi-Chun Hung (848) 932-0878 | leahcchung@gmail.com 10 Seminar PI Rm 360 |
| Office Hours: by appointment | Prerequisites or other limitations: <i>General Psychology (01:830:101)</i> |
| 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 |

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.

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

**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). 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 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.

Web Site

The class web site can be found on Sakai.

Academic Integrity Policy

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.

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**. I expect that all of us will treat one another with respect and have a pleasant learning environment.

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 class.

Make Up Exam:

Make-up exams will be executed in an essay format with advanced difficulty.

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 in the next section. 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 | ≥90 | 85-89 | 80-84 | 70-79 | 65-69 | 60-64 | ≤59 |

Assignments & Requirements

Exam I and Exam II (25pt & 20pt)

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 held on **Feb 24**. Exam II will be administrated on Sakai class site on **May 11**.

Lesson Plan & Supporting Essays (25pt)

Purpose: This compound assignment walks you through the preparation phase for a class lesson.

Lesson Plan & Supporting Essays: There are four major sections for this written assignment:

- (1) In your lesson plan you will have to specify the discipline, grade year, and topic you would like to teach. You will address learning objectives and materials. For the following information in a table fashion, you will have the first column as the time in minute, the second column as learning goals, the third column as the procedures, the forth column as the learning activities corresponding to the procedures, the fifth column as the expected learning

performance and misconceptions, and the sixth column as feedbacks and formative assessments corresponding to the learning performance. Finally, you need to list out the homework or exams that you will plan to do in a matrix table, specifying the time the items to be done, the contents of the items, and the learning objectives the items will meet.

(2) Support the instructional approach that you employ with appropriate learning theories.

(3) You need to also explain how your students will be motivated.

Grading: Grading of the lesson plan is based on how clear and thorough your plan is laid out.

Grading of the supporting essays [(2), (3)] is based on how well you integrate the theory and the instructional techniques and apply them to a real teaching practice. You need to elaborate your plan and justify it with theories and concepts from this course.

Date: A hard copy of your lesson plan [(1)] and supporting essays [(2), (3)] in one single document is due **one class before your presentation day**.

Teaching Practicum (20pt)

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

Teach a lesson: You will have **8-10 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 four classes (**Apr 18/20/25/27**).

Attendance and Class participation (10pt)

Grading: Grading is based on your attendance rate and your participation in class discussion and group work. The inappropriate use of your phone and laptop may cause points being taken off accordingly.

Course Schedule

| WEEK | DATE | TOPIC | READING |
|-------------|----------------|--------------------------------------------------------|---------------------------------------------|
| 1 | 01/20 | Introduction | Ch 1 |
| 2 | 01/25 01/27 | Teachers and Teaching Cognitive Development | Ch 2 Ch 3 |
| 3 | 02/01 02/03 | Cognitive Development Cognitive Development | Ch 3 Ch 3 |
| 4 | 02/08 02/10 | Cognitive Learning Theory Cognitive Learning Theory | Ch 7 Ch 7 |
| 5 | 02/15 02/17 | Complex Cognition Complex Cognition | Ch 8 (pp. 262-268) Ch 8 (pp. 262-268) |
| 6 | 02/22 02/24 | Self-Regulation & Study Guide Exam I | pp. 397-401 |
| 7 | 02/29 03/02 | Exam Review Social Constructivism | Ch 8 |
| 8 | 03/07 03/09 | Social Constructivism Learning from Peers | Ch 8 Ch 9 |
| 9 | 03/21 03/24 | Jigsaw Activity Motivation | Ch 10 |
| 10 | 03/28 03/30 | Motivation Behavioral Learning Theory | Ch 11 Ch 5 |
| 11 | 04/04 04/06 | Behavioral Learning Theory Social Learning Theory | Ch 8 (pp. 256-262) |
| 12 | 04/11 04/13 | (No class) Assessment of Learning | Ch 14 |
| 13 | 04/18 04/20 | Teaching Practicum Teaching Practicum | Lesson plan due on your presentation day |
| 14 | 04/25 04/27 | Teaching Practicum Teaching Practicum | |
| 15 | 05/02 | Study Guide | |
| 16 | 05/11 | Exam II | Wed 12:00-15:00, ED25A |