

Spring 2016
Educational Psychology: Principles of Classroom Learning
05:300:306:02
Credits
Mon, Thurs 11:30-12:50

Instructor: Carol Tate	Email: carol.tate@gse.rutgers.edu
Office Hours: by arrangement at 10 Seminary Pl Rm 348	Prerequisites or other limitations: None
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: N/A

Learning goals: The purpose of the course is to introduce you to the theory and research on which instructional practice is based. The course will help you develop your identity as a teacher. If you do not plan to become a teacher, you can expect to better understand 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 various theories of learning and motivation with a view to understanding how different theories may have different implications for the decisions made in the classroom.

Course catalog description:

This course examines how individuals develop and learn, with particular emphasis upon the classroom. It includes motivation, student interests, creating a healthy learning climate, language development, testing, and individual differences.

Class materials/ Textbooks:

1. Textbook: O'Donnell, A.M., Reeve, J.M., & Smith, J.K. (2012). *Educational Psychology: Reflection for Action*(3rd Edition); Hoboken, NJ: John Wiley*
2. Additional readings (articles, etc.) as posted to Sakai

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 in the Course Assignments section.

Final 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:

Task	Points Possible
Class Participation	15
Quizzes	20
Midterm	15
Final	20
Sakai Forum Posts	10
Sakai Assignments	20

1. *Class participation/attendance/group work/classwork (15 points)*

Points for this criterion will be assigned in accordance with the attendance policy, technology use policy, and instructor expectations as described in the syllabus.

2. *Quizzes (20 points)*

Short quizzes will accompany each online OLI module. The lowest quiz grade will be dropped.

3. *Posting to Forum on Sakai (10 points)*

Each week, you will post a thoughtful, personal response to a class reading, video or other prompt. Additionally, you will provide appropriate comments to classmates' posts at least five times over the semester. You will be allowed to miss three postings without penalty.

4. *Assignments on Sakai (20 points)*

In addition to the forum posting, you will complete a short assignment related to the week's reading and viewing. This assignment will be evaluated based on how well you demonstrate understanding of course concepts as well as how well you express yourself in writing.

5. *Midterm Exam (15 points)*

There will be a midterm exam consisting of short essay questions and a case analysis.

6. *Final Exam* (20 points)

The final exam will essentially be a lengthier midterm-style exam: there will be short essay questions and two case analyses. A study guide and the cases to be analyzed will be available for study before the exam

Expectations for this Course

	For You	For Me
Respect	Carefully listening when others speak Respectfully responding to peers Providing constructive feedback Avoiding distractions during class	Carefully listening when others speak Respectfully responding to students Providing constructive feedback Actively including students' input for direction of the course
Participation	Working to connect the materials to real life Offering your experiences in discussion Sharing ideas in groups Asking questions	Providing real-life examples and connections Being available outside of class as needed Keeping the course motivating and engaging
Accountability	Becoming familiar with the syllabus Asking for clarification Helping classmates as needed Being prepared for class Following university policy for academic integrity	Providing clarification Being prepared for class Enforcing Academic Integrity policy
Timeliness	Being present and on time for class Posting and completing assignments on time Contacting the instructor before the last minute	Being on time for class Returning assignments in a timely fashion Contacting students as soon as necessary

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

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

Week	Dates	Topic	Chapters
1	(1/21)	What is Ed Psych? Research Designs Common sense vs. evidence	Chapter One
2	(1/25, 1/28)	Major Learning Theories	Chapter 5
3	(2/1, 2/4)	Information Processing Theory	Chapter 7
4	(2/8, 2/11)	Encoding Strategies/ Enhancing Memory	Chapter 3
5	(2/15, 2/18)	Prior Knowledge and Conceptual Change	Chapter 8
6	(2/22, 2/25)	Complex Cognition	Chapter 8
7	(2/29, 3/3)	Motivation	Chapter 10
8	(3/7, 3/10)		Chapter 11
	(3/14, 3/17)	Spring Break	
9	(3/21, 3/24)	Classroom Management	TBA
10	(3/28, 3/31)	Planning Instruction	Chapter 6
11	(11/16, 11/19)	Social-Emotional dimensions of learning	TBA
12	(4/4, 4/7)	Classroom Assessment	Chapter 14
13	4/11, 4/14	Standards-Based Assessment	Chapter 15
14	(4/18, 4/21)	Issues in Diversity-Review	Chapter 13

15	4/25, 4/28	Case analysis—putting it all together	Cases TBA
	5/2	Review for final exam	

Weekly assignments are on Sakai under “Lessons.” The chapters listed here are just the textbook readings, there will be additional articles added. **All weekly assignments and other required postings must be completed before 5:00 a.m. Tuesday morning.**