

Spring 2016
Educational Psychology: Principles of Classroom Learning (3 Credits)
Tuesdays and Thursdays, 11:30am-12:50pm
05:300:306 Section 03
Scott Hall 214

Instructor: Brandon Mauclair-Augustin	mauclair000@gmail.com
Phone: Email is the best way to contact me	10 Seminar Pl Rm 360
Office Hours: By appointment	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 Directions about where to get permission numbers:

Learning goals:

This course is designed to introduce you to prominent educational psychology theories and considerations in classroom learning. Early into the course we will see that human cognition, affect, and experience complement and complicate learning in a formal setting. The classroom is not an isolated sphere. We will delve into social influences that guide how we think. In fact, we will find that a great deal of learning occurs outside the classroom and will in turn impact a learner's development and reasoning. By the end of the course you will be able to understand and critique the major theories we've discussed and the out-of-classroom influences that help shape how we think and learn. You are expected to skillfully and creatively apply that knowledge to a real-world setting that is relevant to your needs.

•

The Department of Educational Psychology seeks to inform and improve educational practice through the creation and application of knowledge; the preparation of educational professionals and researchers; and a constructive engagement with educational agencies and institutions at the local, state, national, and international levels.

•

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.*

***The New Jersey Professional Standards for Teachers can be found at:
<http://www.state.nj.us/education/profdev/profstand/>*

Course catalog description:

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

Prerequisite: 01:830:101.

Class materials/Textbooks:

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action* (3rd Edition); Hoboken, NJ: John Wiley. Available at the Rutgers Barnes & Noble Bookstore.

Additional **required** readings will be included each week. They are in the form of PDFs that can be found under the “Resources” section of Sakai.

Grading Policy:

Your grades will reflect your development and your ability to provide clear analysis and critical reflection. Hence, your grades will not be dependent on the performance of other students. It is important to be timely with your work.

A 90□100

B+87□89

B 80□86

C+77□79

C 70□76

D 60□69

F <60

Weekly Responses (20pts)- These assignments are 500 word responses to the weekly readings (although, you may likely exceed 500 words). Post your 500 word responses to the Forum section in Sakai by ***Sunday night***.

The post should include a *brief summary* of the reading and a *critical reflection* on the ideas that are conveyed. Responses should also show *where you stand* in regards to the ideas behind the readings and should also include *questions or concerns* you would like to be addressed in class.

Participation (20pts)- Your participation in classroom activities, quizzes, and group-led discussion will be considered in this section in addition to your growth and refinement as observed in your writings, discussions, and projects. You will be the driving force during class discussions. Please have questions ready at the start of class. This class is a safe space where ideas and perspectives are respected. Disagreements and problem-solving will always be executed in a respectful manner.

Midterm (25pts)- You will design a learning environment of your choosing that utilizes the principles found in educational psychology. This project is an opportunity to demonstrate your understanding of what you have learned thus far. Use at least three principles and clearly identify them. Be sure to develop ways to compensate for their drawbacks and the out-of-classroom influences that may affect the environment. Thoughtful considerations and creative application of each principle is greatly encouraged.

****More information about this project will be provided as the semester progresses**

Final (35pts)- The final project is a thorough analysis of a learning environment found in one of the readings or other resources provided in class. You will be asked to identify educational psychology principles and link them to other influences we've discussed throughout the semester. You must identify problems within that learning environment and propose solutions using principles and theories we've discussed. It is highly recommended that your solutions involve initiatives both in and beyond the classroom. To make the most out of the project you may work from the perspective of a role that is meaningful to your personal goals for the class (i.e. teacher/professor, researcher, principal, counselor, legislator, etc.).

**More information about this project will be provided as the semester progresses

Attendance Policy:

You must make every effort to attend class. In the event of an unexpected emergency, illness, or other life event you are permitted two absences during the semester. These two absences do not require documentation. It is your responsibility to get notes/information and class updates **from your peers** if you take an absence.

These absences are **only to be used when absolutely necessary** (they are NOT the equivalent of accumulated time off that should be spent by the end of the semester). If I notice that there are too many absences that occur on a given day than I will have an in class quiz. Anything that is beyond the two absences will impact your grade: 3 absences= ½ grade, 4 absences= 1 full grade, 5 absences= failing.

How to Meet Course Goals:

In order to meet the goals of the class you will need to do the assigned weekly readings, complete the responses and projects, and actively participate. The articles are copious and require critical reflection. Be sure to organize your time wisely to assure you get through it all each week. The assignments are meant to help you summarize theories in educational psychology and pose questions to bring up during class to facilitate our discussion. The articles provide empirical data or theoretical and practical complications and comparisons to the principles found in the textbook. You are expected to regularly participate and voice questions and observations about what you are learning. Critical thinking and thoughtfulness are highly encouraged when analyzing problems.

It is also highly encouraged that you approach the concepts with an open-mind considering many commonplace assumptions about diversity (in its various forms) and equality/equity will be challenged. I hope to foster a thoughtful and critical dialogue about these topics and the ways they appear in the classroom and in society at large.

Course Schedule:

Date		Due This Week*	Class Activity
Week 1	1/19, 1/21	None	Introductions; Course Overview; Reflective Writing
Week 2	1/26, 1/28	Response Ch 1	Discussion Ed Psych and Reflective Practice
Week 3	2/2, 2/4	Response Ch 3	Discussion Cognitive Development
Week 4	2/9, 2/11	Response Ch 4	Discussion Social Development
Week 5	2/16, 2/18	Response Ch 4	Discussion Social Development
Week 6	2/23, 2/25	Response Ch 5	Discussion Behavioral Learning Theory
Week 7	3/1, 3/3	Response Ch 7	Discussion Cognitive Learning Theory
Week 8	3/8, 3/10	Response Ch 6	Discussion Managing Learning in Classrooms
Week 9	SPRING BREAK		
Week 10	3/22, 3/24	Response Ch 11	Discussion Motivation to Learn
Week 11	3/29, 3/31	Response Ch 12	Discussion Individual Differences and Special Needs
Week 12	4/5, 4/7	Response Ch 13	Discussion Issues in Diversity
Week 13	4/12, 4/14	Response Ch 13	Discussion Issues in Diversity
Week 14	4/19, 4/21	Response Ch 9	Discussion Learning from Peers
Week 15	4/26, 4/28	Response Ch 8	Discussion Social Learning Theory, Complex Cognition, and Social Constructivism
Week 16	5/3, 5/5	Response Ch 2	Discussion Teachers and Teaching
	5/10	Final due	Final workshop

*Additional readings are listed below. **These are also required.**

**Due Week 2

Chinn, C. A., & Brewer, W. F. (1993). The role of anomalous data in knowledge acquisition: A theoretical framework and implications for science instruction. *Review of educational research*, 63(1), 1-49.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, Winter, 31-36.

Due Week 3

Spelke, E. S. (2005). Sex differences in intrinsic aptitude for mathematics and science?: a critical review. *American Psychologist*, 60(9), 950.

**Due Week 4

Apple, M. W. (1979). On analyzing hegemony. *Ideology and Curriculum* (pp. 1-13). New York: Routledge.

Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33, 1-1.

**Due Week 5

Wu, F. H. (2002). The model minority: Asian American "success" as a race relations failure. In *Yellow: Race in America beyond black and white* (pp. 39-67). Basic Books.

Tatum, B. D. (2003). " *Why are all the Black kids sitting together in the cafeteria?": and other conversations about race*. Basic Books.

Due Week 6

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of education*, 67-92.

Due Week 7

Stobart, G. (2008). *Testing times: The uses and abuses of assessment*. Routledge.

Au, W. (2014). Hiding behind high-stakes testing: Meritocracy, objectivity and inequality in US education. *International Education Journal: Comparative Perspectives*, 12(2).

Due Week 8

Ferguson, A. A. (2001). *Bad boys: Public schools in the making of black masculinity*. University of Michigan Press.

Lewis, K.R. (2015). What If Everything You Knew About Disciplining Kids Was Wrong? *Mother Jones*. Retrieved from: <http://www.motherjones.com/print/276026>

**Due Week 10

Chau, A., Rubinfeld, J. (2014)._What Drives Success? New York Times. Retrieved from: <http://nyti.ms/1floVUM>

**Due Week 11

Varenne, H., & McDermott, R. (1999). Disability as cultural fact. In *Successful failure: The school America builds* (pp. 131-155). Westview Press.

Due Week 12

Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. *Review of Educational Research*, 70(1), 25-53.

Due Week 13

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. John Wiley & Sons.

Due Week 14

Chinn, C. A., O'Donnell, A. M., & Jinks, T. S. (2000). The structure of discourse in collaborative learning. *The Journal of Experimental Education*, 69(1), 77-97.

Due Week 15

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). The design of learning environments. In *How people learn* (pp. 131-154).

**Due Week 16

Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing.

****Students must post reflections for these weeks.**

Web site:

Sakai <http://sakai.rutgers.edu>

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>.

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

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. You might first contact Counseling, ADAP, and Psychiatric Services (CAPS) at (848) 932-7884.

Academic problems. If you are having difficulties with this course, you should seek assistance from me during office hours 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.

Considerations:

Be sure to save your work frequently. It is often a good idea to type your written responses into Microsoft Word first then copy and pasting into Sakai. In addition, I recommend you save all of your academic work (from all courses). If you are considering graduate school, admissions teams will often request a writing sample.

**Elements of the syllabus are subject to change.