Spring, 2016
EDUCATIONAL PSYCHOLOGY: PRINCIPLES OF CLASSROOM LEARNING
05:300:306-Section 06
3 Credits
Tuesday 4:50pm-7:30pm
Murray Hall (510 George Street, NB), Room 115

Kevin Crouse	kevin.crouse@gse.rutgers.edu
Office Hours: Tuesdays, 6:35-7:15 or by appointment	GSE, 10 Seminary Place, 34D
Mode of Instruction: _X__ Lecture ___ Seminar ___ Hybrid ___ Online ___ Other	Permission required: _X_ No __ Yes

Course Description

Learning goals:

This course will introduce students to different psychological perspectives to teaching and learning in classroom contexts through an overview of principles, issues, and related research in educational psychology. Lectures, readings, and class discussions will interpret and evaluate important theories in the field of educational psychology. Particularly, discussions will focus mainly on how psychological principles can help inform teachers about the processes underlying student learning, motivation, and their own instruction. We will apply these theories and constructs in consideration of effective instruction, classroom management, and the assessment of student learning.

At the conclusion of the course, students will:
- Be aware of important theories and evidence regarding how humans learn, how human memory is thought to work, and the role motivation plays in the classroom (NJ Professional Teaching Standards[1] 2,3,6, and 7);
- Consider the impact that individual differences and variations have on learning;
- Challenge "simple stories" (as Charles Tilly calls them) about intelligence and learning to help them become more effective teachers;
- Read, interpret, and critique research in educational psychology.
- Explain the rationale for a variety of practical instructional methods (NJ Professional Teaching Standards 4 and 5)
- Understand different forms of assessments and use assessment data to inform their own teaching (NJ Professional Teaching Standards 4 and 5)

---

[1]See http://www.state.nj.us/education/profdev/profstand

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.   **Weekly articles posted on sakai.**

Grading Policy

Assignments:

Task	Percent of Final Grade
Online and in-class participation	20
In-class chapter presentation	15
Group paper/project	20
Individual paper	20
In-class quizzes	10
Final	15
Failure to comply with classroom expectations or respect students	May lose up to 10 points

Grading Description

These will be further discussed in class. For significant assignments (e.g., papers and projects), rubrics will be provided.

Online and in-class participation (20 %)

> At least 10 times throughout the semester, students will need to post novel insights into readings on sakai by Sunday night. Students are also expected to frequently read and respond to their peers online before class or address their ideas during class. The 20 points will be divided between primary sakai posts (13 points); the remaining 7 points can come from a combination of substantial classroom discussion, online commentary, and other methods of engaging other students. Students who are uncomfortable with engaging in discussion during class can send a brief but insightful reflection to the discussion that occurred to the professor after class.

In-class chapter presentation (15%)

During the first class, students will sign up to present one textbook chapter to the class on a specific week. This task includes the following parts:

1. Students will develop a 1-2 page handout (akin to a study guide) highlighting the most important points about the chapter, to be sent to the professor 1 week in advance (by the prior Tuesday night);
2. Students will schedule a 15-30 minute period to discuss their presentation plan with the professor. This can be done in person or virtually via Google Hangouts.
3. The meeting with the professor should occur no later than Saturday. Draft slides must be sent to the professor no later than the previous day.
4. Students will present the chapter information and lead the class in conversation, discussion, or other classroom activities. This should take 30-45 minutes and include time for questions or discussion.

Group paper (20%)

Students will work in small groups to more deeply examine a topic related to educational psychology. Presentations to the class on the group papers will occur near to Thanksgiving break.

Individual summative project (20%)

Students will have several options to apply their expertise in educational psychology in a final project, which may be a paper or the application of psychological principles to instructional designs. If a paper is chosen, the topic may not overlap with their group paper.

In-class quizzes (10%)

Quizzes will be administered at random points throughout the semester to test attention to the readings or important concepts discussed in class. Quizzes are released on Sakai at 4:50pm on the Monday before the relevant class and due at the beginning of class. The lowest quiz score will be dropped. Quizzes cannot be made up.

Final (15%)

The final exam will consist of multiple choice, short answer, and one essay question. Multiple choice is primarily based on core concepts from the textbook and cumulative throughout the year. Short answer and essay may include important concepts from the textbook or the articles.

Failure to comply with classroom expectations or respect students.

> There are general expectations of university students that include coming prepared to class, completing assignments on time, abiding by the attendance policy, notifying the teacher of any special circumstances, and respecting other classmates during discussions and debates online and offline. Failure to abide by general expectations of behavior may lead to a deduction from the final grade of up to 10 points beyond any impact that such behavior has on other assignments. Points will be deducted from the *Online and In-class Participation* grade. *Examples* of deductions in previous semesters are absences in which no notification was given or multiple absences, putting one's head down during peer presentations, using cell phones during class discussion, and surfing the internet.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity. The full Academic Integrity Policy for which students are responsible is available at http://academicintegrity.rutgers.edu/academic-integrity-policy/.

While students are entirely responsible for knowing and abiding by the policy, I want to highlight how the policy relates to *plagiarism*. As one would expect, the Office of Student Conduct (2013) indicates that "every direct quotation must be identified by quotation marks"; IN ADDITION, plagiarism also includes paraphrasing a text or another person's (or organization's) words/work (Office of Student Conduct, 2013). It is expected that all submitted work is the original writing of the students and any ideas borrowed from another source are attributed correctly.

<u>Course Requirements</u>

Attendance Policy:

Students should arrive promptly before the class begins and remain until it is complete.

Students that are absent from class time will lose points from their final grade (see <u>Grading Policy</u>, *Failure to comply to classroom expectations or respect peers*).

Class attendance is mandatory. Because this section only meets once per week and missing one class would result in missing an entire topic, no absences are permitted (as a general rule) aside from properly documented religious holidays as outlined in the University Calendar. Students who have a strong reason to be absent should notify the professor well in advance and be prepared to do equivalent work to reinforce the material that is missed. All absences must be reported using the online absence reporting system found at https://suns.rutgers.edu/ssra/

Technology Policy:

Mobile phones should be placed in airplane mode or set to silent and placed in your bag. Sending/receiving messages or receiving calls during class is strictly prohibited.

Students may use laptops to take notes during lecture. Students should not use their laptops/tablets to communicate with others, to surf the internet, or any other activity unrelated to class. It is expected that laptops will be closed when the class is not in some form of direct instruction.

Inappropriate use of technology will lead to a decreased final grade (see Grading Policy, *Failure to comply with classroom expectations or respect peers*).

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	Topic & Readings
1 (1/19)	**Introduction: *What are we doing here?***
2 (1/26)	**Intelligence: *Who is smart? What are "smarts"?*** Textbook chapter 12: Individual differences and special needs Artiles, A. J. & Bal, A. (2008). The next generation of disproportionality research: Toward a comparative model in the study of equity in ability differences. *The Journal of Special Education, 42* (1), 4-14. Roediger III, H. L. (2013). Applying cognitive psychology to education: Translational educational science. *Psychological sciences in the public interest, 14* (1), 1-3.

	Dweck, C. S. (2003). Ability conceptions, motivation and development. *Development and Motivation, 11*(2), 13-27.
3 (2/2)	**Diversity, Variation, and Impact** Textbook chapter 13: Issues in diversity Walton, Logel, Peach, and Zanna (2014). Two brief interventions to mitigate a "chilly climate" transform women's experience, relationships, and achievement in engineering. *Journal of Educational Psychology, 107* (2), 468-485. Watson, D. (2012). Norming suburban: How teachers talk about race without using race words. *Urban Education, 47* (5), 983-1004.
4 (2/9)	**Developmental Theories** Textbook chapter 3: Cognitive development Textbook chapter 4: Social development Rogoff, B. (2007). The cultural nature of human development. *The General Psychologist, 42* (1), 4-7.
5 (2/16)	**Behavioral and Social Development Theories** Textbook chapter 5: Behavioral learning theory Siegler, R. S. (2005). Children's learning. *American Psychologist, 60* (8), 769-778. Miller, P. H. (2011). Reflections. In P. H. Miller (Ed.), *Theories of Developmental Psychology* (5th Ed, pp. 423-438). New York: Macmillan.
6 (2/23)	**Social and situated learning and cognition: *What about the classroom itself… and all those other people in there*?** Textbook chapter 8: Social learning theory, Complex cognition. Barab, S. A. & Plucker, J. A. (2010). Smart People or Smart Contexts? Cognition, Ability, and Talent Development in an Age of Situated Approaches to Knowing and Learning. *Educational Psychologist, 37* (3), 165-182 Putnam, R. T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher, 29* (1), 4-15.

2/25, 11:59pm	**Group Prospectus Due**
7 (3/1)	**Information processing and memory:** *How do we process and remember things?* Textbook chapter 7: Cognitive learning theory Larsen-Freeman, D. (2013). Transfer of Learning Transformed. *Language Learning, 63* (1), 107-129. Paas, F., van Gog, T., & Sweller, J. (2010) Cognitive Load Theory: New Conceptualizations, Specifications, and Integrated Research Perspectives. *Educational Psychology Review, 22* (2), 115–121. Hurley, D. (2012). Can you make yourself smarter? *New York Times Magazine.*
8 (3/8)	*Group Presentations*
NO CLASS 3/15	**SPRING BREAK.**
9 (3/22)	*Group Presentations*
3/27, 11:59pm	**GROUP PAPER DUE**
10 (3/29)	**Motivation: Intrinsic/extrinsic, curiosity, creativity** Textbook chapter 10: Motivation and engagement Kuhn, D. (2007). Is direct instruction an answer to the right question?.*Educational psychologist*, *42*(2), 109-113. Hense, J., & Mandl, H. (2012). Learning" in" or" with" Games? Quality Criteria for Digital Learning Games from the Perspectives of Learning, Emotion, and Motivation Theory. In Sampson, Ifenthaler, Spector, Isaisas (Eds.), *Digital Systems for Open Access to Formal and Informal Learning (pp.* 181-193). Springer International Publishing.
11 (4/5)	**Goals, Self-efficacy, and Self-regulation** Textbook chapter 11: Motivation to learn Guthrie, J. T. & Davis, M. H. (2010). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading and Writing Quarterly, 19* (1), 59-85.

12 (4/12)	**Feedback: Formative, summative, good, and bad** Textbook chapter 14: Assessment for learning Black, P., Harrison, C., Lee, Cl., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan, 86* (1), 8-21. Nolen, S. B. (2011). The role of educational systems in the link between formative assessment and motivation. *Theory into practice, 50* (4), 319-326.
13 (4/19)	**Assessments and their validity: *SAT, ACT, AP, NJASK, HSPA: What do assessments mean and (when) are they useful?*** Textbook chapter 15: Standardized and standards-based assessments Hubley, A. M., & Zumbo, B. D. (2011). Validity and the consequences of test interpretation and use. *Social Indicators Research, 103*(2), 219-230.
3/24, 11:59pm	**Prospectus for Individual Paper Due**
14 (4/26)	**Teachers and teaching: *What do we know about teacher psychology and what can they do about it?*** Textbook Chapter 2: Teachers and teaching Walton, G. M. (2014). The New Science of Wise Psychological Interventions. *Current Directions in Psychological Science, 23* (1), 73-82.
(TBD)	**Comprehensive final.**
Sunday 5/8 11:59pm	**Individual Paper Due**