

Spring 2016  
Educational Psychology: Principles of Classroom Learning  
05:300:306: 07 (Index #12887)  
3 Credits  
Wednesday, 5:35- 8:35 PM, RAB 208 Douglass

Instructor Name: Suzanne Wichtel	Email: Suzanne.wichtel@gse.rutgers.edu
Phone Number: 848-932-4500	RAB 208 Douglass Campus
Office Hours: By appointment only.	Prerequisites or other limitations: General Psychology (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

Learning goals: In this course, you will be learning to connect abstract principles to concrete examples. The text is written to encourage “reflection for action” so that you can consider alternative strategies in the classroom. 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.*

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)
- Explain how human memory is thought to work and describe the implications of this understanding for how you would teach. (TEAC Claim 3)
- Characterize the role of motivation in classrooms and analyze the relationships between motivation and competence. (TEAC Claim 3)
- 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)
- Explain the rationale for a variety of practical instructional methods and choices such as cooperative learning, individual practice. (TEAC Claim 2)
- Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2)
- Understand your own strengths and weaknesses as a learner.

Course catalog description: The course surveys areas of psychology most relevant to education. How children think, learn, and remember; influence of motivation; and principles of measurement.

Class materials/ Textbooks: O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2011). *Educational Psychology: Reflection for Action* (3<sup>rd</sup> Edition); Hoboken, NJ: John Wiley. Available at New Jersey Bookstore, Easton Avenue.

Websites- [www.sakai.rutgers.edu](http://www.sakai.rutgers.edu) and [www.wileyplus.com](http://www.wileyplus.com)

Overview: The purpose of the course is to introduce you to the theory and research that underlies instructional practice. Whether you plan to become a teacher or not, you can expect to learn about your own thinking skills and learning strategies. Most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting etc.). 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) in the classroom. My primary goal for this course is to have you reason about the psychological basis of behavior when learning and teaching. The title of the textbook, *Reflection for Action*, describes the intent of the course. I want you to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans. The course will introduce competing theories of learning and motivation with a view to understanding how different theories may have different implications for decisions made in classrooms.

Grading policy: The evaluation of your performance in the 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 following pages. The following is a list of the number of points you will need in order to earn the associated grade.

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To Earn	A	B+	B	C+	C	D	F
Points Needed	90+	87	80	77	70	60	<60

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**Make Up Exam:** Make-up assessments/exams will NOT be scheduled unless you miss an exam because of religious observance or because of a properly documented illness. Proper

documentation means that you provide a doctor's note that states you were unable to attend class on the specific day of the exam.

Assignments<sup>1</sup>: A mixed methods of instructional techniques will be used as a means of instruction in this course. These techniques may include the use of lectures, class discussion, small group activities, cooperative group activities, individual activities, the use of videos, web resources, etc. The methods used to assess student performance will also be mixed. These methods may include written assessments including test items involving multiple choice, short answer, essay, or true/false response. In addition, students will be expected to work together in order to formulate solutions to case-based problems.

<i>Required Activities</i>	<i>Due Date</i>	<i>Percent of Grade</i>
Blog Entries	Ongoing	20%
Comprehension Assessment #1	February 4th	10%
Comprehension Assessment #2	February 18th	10%
Comprehension Assessment #3	March 11th	10%
Problem Solution	March 11th	10%
Final Examination Part 1 (Take-home)	TBA	20%
Final Examination Part 2	TBA	20%

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<sup>1</sup> Including exams, papers etc.

## Details of Assignments/Requirements/Policies

### **1. Sakai Blog Entry (20% of total grade):**

You will complete a blog entry on Sakai of your reflections related to the course readings. Additionally, you must respond to at least two of your fellow classmates' blogs before the next course meeting. This assignment is intended to encourage you to carefully reflect upon the readings and consider the information from multiple perspectives.

### **2. Comprehension Assessments (30% of total grade):**

The comprehension assessments are intended to test knowledge of course content presented in the lectures, readings, and/or group work.

Format: The assessments will consist of open-ended questions requiring a response in essay format.

Grading: Your grade will be based on the extent to which you are able to answer the questions and demonstrate competency in a particular area of content.

### **3. Problem Solutions: (10% of total grade).**

These assignments will consist of students working independently or in small groups to formulate viable solutions to a problem outlined in a case provided by the instructor. This assignment is intended to encourage you to practice different aspects of problem solving while learning course content.

Grading: The specific requirements of the deliverable problem solution will be outlined in detail by a written description of the assignment and rubric provided by the instructor before the beginning of the assignment.

**Please note: You must be present at course lectures and actively participate in discussions to earn credit towards cooperative problem solutions.**

### **4. Take-home Final Examination (20% of total grade)**

The take-home final exam will give students the opportunity to demonstrate their ability to apply course content to the solution of novel problems.

### **5. Final Examination (20% of total grade)**

The final exam will be cumulative. Specifically, this means that any material that has been covered up to the point of the exam is fair game. Reasons for cumulative exams include an appeal to the cumulative nature of knowledge and a chance to capitalize on previous success.

Format: These examinations may include multiple choice, short answer, essay, true/false responses, application, or problem-solving items.

Grading: Your grade is based on the number of correct answers on the multiple-choice questions, combined with scores from the alternative format questions.

**Please note: The final exam is to be scheduled according to the University schedule that allocates exam slots based on the period/day of the class and is still subject to change accordingly.**

### **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](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>.

**Attendance:** Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. Your final grade will be reduced as indicated for excessive absence from course meetings (unless, of course, an absence is considered "excused" for an appropriate reason): 2 absences – reduction of a half a grade; 3 absences--reduction of 1 full grade; 4 absences--reduction of 2 full grades; 5 absences--failing grade in course. Excused absences include absences due to religious observance (please let me know *before* the holiday), travel on university business (e.g., sports team), and properly documented illnesses. Attendance will be monitored by a sign-in sheet that will be circulated at each course meeting. It is the responsibility of each student to be diligent about signing the attendance sheet at each class meeting to avoid any discrepancies related to their attendance.

**Missed Classes:** It is your responsibility to get notes, including handouts, from another student if you miss class. If you miss class when exams are returned, you will need to come to office hours to look at your exam.

**Policy on Late Assignments:** Assignments must be submitted on time. Late assignments will be accepted but the grade will be reduced.

**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**. In other words, please do not use your laptop to surf the web or check email. If you like doing the puzzles in the Targum, please solve these puzzles **BEFORE** coming to class. I expect that all of us (instructor included) will treat one another with respect and have a pleasant learning environment (I cannot make promises about the heating/cooling issues!!).

**Course Schedule**

Week	Assignments & Readings
January 20	Introduction Teachers and Teaching Chapter 1 and Chapter 2 Blog #1 Due
January 27	Behavioral Learning Theory 1 Managing Learning in Classrooms Chapter 5 and Chapter 6 Blog #2 Due
February 3	Behavioral Learning Theory II Applied Behavioral Analysis and Autism Reading on Sakai TBA Problem Solution #1 Due Comprehension Assessment #1
February 10	Motivation and Engagement Motivation to Learn Chapter 10 and Chapter 11 Blog #3 Due
February 17	Problem-Based Learning Cooperative Learning Reading on Sakai
February 24	Constructivist Theories of Learning I Chapter 8 and Chapter 9
March 2	Constructivist Theories of Learning II Problem Solution #2 Due Comprehension Assessment #2
March 9	TBA Blog #4 Due
March 23	TBA Problem Solution #3 Due Comprehension Assessment #3
March 30	Individual Differences and Special Needs I & II Chapter 12 Blog #5 Due
April 6	Assessment for Learning Standardized and Standards-Based Assessments Chapter 14 and Chapter 15 Blog #6 Due
April 13	Application to Environment No Readings and No Blog
April 20	Review
April 27	In-Class Final Exam
TBA	Take-Home Final Exam

All readings are to be completed before the corresponding date.