

Summer 2016: 05:300:306 Section H1
Principles of Classroom Learning/Introduction to Educational Psychology

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Fax #: 732-932-6829	Prerequisites: General Psychology
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If you need a permission # for some reason, contact Dr. O'Donnell
Office Hours: by appointment	Class Meets in Person: 7/11; 7/25; 8/8 Rm124 GSE.
Class Meets online: 7/11/2016 to 8/17/2016	Websites: www.sakai.rutgers.edu www.wileyplus.com
Required Texts: O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). <i>Educational Psychology: Reflection for Action</i> (3rd Edition); Hoboken, NJ: John Wiley. Available at the Rutgers Barnes & Noble Bookstore.	

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.

How You Earn Your Grade

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 (100) for this course. This system allows you to monitor your progress as the semester progresses. Details of requirements are provided on succeeding pages. 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+	87	80	77	70	60	<60

Goals for the Course

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 to solving problems 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.*

The New Jersey Professional Teaching Standards can be found below.

Standards
Standard One – Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard Two – Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard Three – Learning Environments – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard Four –Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard Five – Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard Six – Assessment – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.
Standard Seven – Planning for Instruction –The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard Eight – Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard Nine – Professional Learning – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
Standard Ten – Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Standard Eleven – Ethical Practice – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Our claims for TEAC are congruent with these standards.

Learning Goals for the Course

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 1, 2)
- 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 1, 2, 3, 8)

- Characterize the role of motivation in classrooms and analyze the relationships between motivation and competence. (TEAC Claim 3; NJ Professional Teaching Standards 1, 2, 3, 7, 8)
- Describe various approaches to defining intelligence and explain the effects of these views on teachers and children. (TEAC Claim 3; NJ Professional Teaching Standards 1, 2)
- 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 1, 2, 3, 7, 8).
- Explain the rationale for a variety of practical instructional methods and choices such as cooperative learning, individual practice. (TEAC Claim 2; NJ Professional Teaching Standards 3, 7, 8)
- Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2; NJ Professional Teaching Standard 6)
- Understand your own strengths and weaknesses as a learner.

Class Format

The course will be a hybrid format with three meetings in a face to face format and all other interactions occurring in an asynchronous online format. The first meeting will focus on introductions to one another and to the courses goals and intended learning outcomes. The format of the classes during the face to face meetings will consist of standard instructional activities including the use of lectures, videos, discussions, and in class exercises. The format of the classes in the online portion of the course place a strong emphasis on student initiated learning. You will be asked to engage in discussions and questions about the reading materials. Some of the discussions will revolve around problems of application. There will be three quizzes. Finally, there is a class paper that you will do. This is explained below.

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Discussions	ongoing	25
Quiz # 1	July 18th	20
Quiz # 2	Aug 1st	20
Quiz # 3	Aug 14th	20
Paper		15

The calendar below shows the day by day activities and due dates in the course
July Calendar

July 2016						
◀ June						August ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 1st class meeting: Chapter 1	12 Chapter 2	13 Chapter 5	14 Chapter 7	15 Chapter 7	16
17	18 Quiz # 1: Chapter 8	19 Chapter 8	20 Chapter 8	21 Chapter 12	22 Chapter 12	23
24	25 2nd class meeting: Chapter 12	26 Chapter 10	27 Chapter 10	28 Chapter 11	29 Chapter 11	30
31	Notes:					

August Calendar

August 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Quiz # 2 Chapter 2	2 Chapter 2	3 Chapter 2	4 Chapter 6	5 Chapter 6	6
7	8 3 rd Class meeting Chapter 9	9 Chapter 9	10 Chapter 9	11 Chapter 13	12 Chapter 13	13
14	15 Quiz # 3 Chapter 14	16 Chapter 14	17 Chapter 14 Paper Due	18	19	20
21	22	23	24	25	26	27
28	29	30	31	Notes:		

More Calendar: [Sep](#), [Oct](#), [PDF Calendar](#)

Policies

Academic Integrity: I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. 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. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. The Office of Student Conduct supervises issues related to violations of academic integrity (see (<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>). Please familiarize yourself with the university policy on academic integrity. See also the resources available for students at <http://academicintegrity.rutgers.edu/resources> that will help you understand the nature of violations of academic integrity.

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. If you are a student with special needs, you should contact the Office of Disability Services if you need accommodations in the course. The office can be found at <http://disabilityservices.rutgers.edu/> The site provides instructions about how to request accommodations for your courses.

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>.

Details of Assignments/Requirements/Policies

1. Quizzes (60% of total grade):

Purpose: The quizzes are intended to test knowledge of course content presented in the lectures, assigned readings, and group work.

Format: The quizzes will consist of multiple-choice items and short answer items.

Grading: Grading is based on the number of correct answers on the multiple-choice questions, combined with scores from the alternative format questions. Make-ups will **NOT** be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

2. Paper: Use of Cognitive Concepts in a Film (15%).

Purpose. This paper is intended to provide opportunities for you to apply your knowledge of cognition and memory in ways that will enhance your memory of the material. Watching a film and thinking about its content in terms of the content of Chapter 7 will help you elaborate on the information and thus make it more memorable.

General Directions: Watch a film (either at home or at the cinema) with a view to identifying the use of cognitive concepts from Chapter 7. Describe the use of these constructs in the film and critique their use. For example, a student in a previous version of the course chose the film “Eternal Sunshine of the Spotless Mind” in which the character Joel is having his memory of his ex-girlfriend erased. The doctors “map” where memories of her are stored. The student links this to the information in the text about how the structures of the brain are implicated in memory, identifies these structures, and how they function to consolidate memory. Depending on the film you select, the constructs you choose will be different. You may choose very detailed constructs (e.g., working memory lasts 20 seconds) or broader constructs (e.g., retrieval from long term memory occurs through a process of spreading activation). Last semester, a few students chose the film, *Finding Nemo*. They included constructs such as rehearsal, elaboration, interference, implicit memory, procedural memory, visual cues and others.

Specific Requirements: You should first provide a brief summary of the film and then elaborate on how constructs from Chapter 7 can be used in interpreting the film.

Required Elements: Your paper should include specific mention of **no less than 7 concepts** from Chapter 7 (see the end of chapter for a listing of concepts in the chapter). For each concept, you should explain what it is and how it is relevant to the film. For example, you might explain how a particular event in the film or film technique is an illustration of a concept from the course.

Submit/Format: 6-8 page paper.

Grading: The paper will be graded based on your use of relevant constructs from the course using the following scoring rubric.

3. Discussions (25% of the grade). There will be a discussion topic for each of five weeks of the course. For example, Chapter 2 is titled “Teachers and Teaching” and covers content related to the nature of teacher expertise, differences between novice and expert teachers, etc. The chapter begins with a vignette about Ms. Newby. A discussion topic on this chapter might be the following: “Ms. Newby is nervous. She is anxious, doubtful, and lacks confidence. What can she do to grow her confidence and silence her fears?” You need to consider the question and post a thoughtful response. Additionally, you will need to respond to at least 2 of your classmates. These discussions will take place in small groups so that you are not inundated with messages. In replying to a previously posted response, you need to elaborate on the response and not simply say “I agree.” Points are earned (5 per week) for responses that show knowledge of the course content and are coherent and elaborated.