

Rutgers, The State University of New Jersey

Spring 2017

Educational Psychology: Principles of Classroom Learning

05:300:306:01

3 Credits

Mondays and Wednesdays 2:50 PM - 4:10 PM

Scott Hall 221

Instructor: Eli M. Silk	Email: eli.silk@gse.rutgers.edu
Office Phone: 848-932-0827	Office Location: GSE 321B
Office Hours: Mondays 10 AM – 12 PM or 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

Course Description

The purpose of this course is to introduce you to different psychological perspectives to teaching and learning in classroom contexts through an overview of principles, issues, and related research in educational psychology. Through lectures, readings, and class discussions, we will interpret and evaluate important theories in the field of educational psychology. Our attention will be focused mainly on how psychological principles can help inform teachers about the processes underlying student learning, motivation, and instruction. Whether you plan to become a teacher or not—most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting)—you can expect to learn about your own thinking skills and learning strategies.

Course Catalog Description:

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

Important Note: This syllabus, along with course assignments and due dates, are subject to change. Any major changes will be clearly noted in a course announcement in class and on the course website.

Learning Goals for the Course:

The learning goals for the course are based on (a) the claims made by our teacher education program as part of our accreditation through the Teacher Education Accreditation Council (TEAC) and (b) the New Jersey Professional Teaching Standards (<http://www.state.nj.us/education/profdev/profstand>). At the end of the course, you will be able to meet the following objectives:

- 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 students and teachers (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 and 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 Materials/Textbooks

There is a required textbook to purchase for this course, which you can purchase at the Rutgers bookstore (<http://rutgers.bncollege.com>):

Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2017). *Educational psychology: Developing learners* (9th ed.). Boston, MA: Pearson.

Additional required readings will be made available online on the class website.

Website

<https://sakai.rutgers.edu/portal/site/8273b6b3-d169-4353-8065-5fa2f3c81781>

Grading Policy

Grading Breakdown by Course Assignment:

1. Attendance and Participation	15%
2. Reflective Blog	25%
3. Instructional Analysis	25% (5% draft; 20% final)
4. Midterm Exams	10% (5% each)
5. Final Exam	25%

Grading Scale:

- A = 90-100
- B+ = 85-89
- B = 80-84
- C+ = 75-79
- C = 70-74
- D = 60-69
- F = Below 60

Academic Integrity Policy

I expect that you will comply with standards of academic integrity 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. 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. 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 (<http://academicintegrity.rutgers.edu/academic-integrity-policy/>).

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 Requirements

1. Attendance and Participation

Attendance and in-class participation are critical part of the learning activities in this course, and are a significant part of the course grade. Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. You should arrive promptly before the class begins and remain until it is complete. While you are in class, you are expected to be an active and respectful participant in whole class and group activities. You are encouraged to share your ideas and questions, and to build off of others' ideas and questions. Avoid using technology (computers, mobile phones) for purposes other than activity directly related to class. If you do have to miss class, it is appreciated that you inform the instructor ahead of time and provide an explanation. 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*. There will not be an option to make-up a missed class. However, the presentation slides and handouts will be posted on the class website under "Resources".

2. Reflective Blog

Weekly reflective blog entries are included to encourage you to identify the critical ideas in the readings and to elaborate on your understanding of those ideas. You will submit the blog entries on the class website under the "Blog" tool. Please title each blog entry with the entry number (e.g., "*Reflective Blog #7*"). Each blog entry should build off 1-2 quotes about a key idea from the reading (citing page numbers from the textbook). Then, you should expand on the quote in your own words by explaining further what the idea means, connecting the idea to your own prior experiences and understandings, and/or exploring similarities or distinctions between that idea and other ideas from the course. Each blog entry is expected to be about 2-3 paragraphs. You are encouraged (but not required) to complete a blog entry every week. The top 8 grades of the 14 possible reflective blog assignments will be factored into the overall course grade for the reflective blog. Each blog entry is due by the start of that Monday's class. Late blog entries will not be accepted. The blog entries will be graded on the following scale:

0. Reflection not handed in or handed in late (must post entry before start of class on the scheduled due date).
1. Idea reflected on is not grounded in reading or not explored with much clarity, precision, meaning, or depth.
2. Idea reflected on is grounded in the reading, but may not be a key idea, or may be elaborated on with only adequate levels of clarity, precision, meaning, or insight.
3. Idea reflected on is a key idea from the reading and is elaborated on with high levels of clarity, precision, meaning, and insight.

3. Instructional Analysis

This written assignment will consist of a formal paper in which you will analyze an authentic instructional case. The assignment will give you the opportunity to apply your understanding of educational psychology to an actual case of learning and teaching. All needed materials for the instructional cases (transcripts, videos) and more specific guidelines on the structure and submission of the assignment will be provided on the class website under “Assignments”.

The analysis should be 6 to 10 pages in length and should be formatted in a way that approximates the formal standards articulated by the APA publication manual for a manuscript.

American Psychological Association (2013). *Publication manual of the American Psychological Association, Sixth Edition*. Washington, DC: American Psychological Association.

A Microsoft Word template will be provided on the class website that you can use to simplify the process. Although your paper doesn't have to be strictly formatted in way that is consistent with every aspect of APA style, at a minimum, your paper should conform to the following:

- Times New Roman 12 point font throughout the document
- One inch margins on all sides
- Page numbers right-aligned in the header of each page
- Cover page that includes title, course, student, professor, date
- Left alignment with default spacing between words and letters
- Double spaced lines with only one hard return between indented paragraphs
- Proper in-text citations and a separate bibliography or reference section

Refer to the APA manual for further details. Also, the following website is a good resource, although it is not as complete as the manual: <https://owl.english.purdue.edu/owl/resource/560/01/>

4. Midterm Exams

The midterm exams are intended to provide you with formative feedback about your level of understanding of the course content presented in the assigned readings, lectures, and class activities. You should use the results of your exams to monitor your learning of the material, and to adjust your learning strategies if needed. The midterm exams consist of multiple-choice and short-answer items. Make-ups will NOT be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

5. Final Exam

The final exam is cumulative. The cumulative nature of the final reflects the idea that knowledge is cumulative and it is the totality of your knowledge that will assist you in using the knowledge in later practical contexts. The final exam will be in a form similar to the midterm exams, including multiple-choice and short-answer items. The final exam was scheduled according to the University schedule that allocates exam slots based on the period/day of the class.

Course Schedule by Week

Date	Topics	Reading	Assignments
1: 1/18 Wed	Course Introduction		
2: 1/23 Mon	Teaching and Educational Psychology	Chap 1 (pp. 2-18)	<i>Reflective Blog #1 (Chap 1)</i>
3: 1/25 Wed	Learning, Cognition, and Memory	Chap 6 (pp. 170-210)	
4: 1/30 Mon			<i>Reflective Blog #2 (Chap 6)</i>
5: 2/1 Wed	Behaviorist Views of Learning	Chap 9 (pp. 288-321)	
6: 2/6 Mon			<i>Reflective Blog #3 (Chap 9)</i>
7: 2/8 Wed	Social Cognitive Views of Learning	Chap 10 (pp. 322-356)	
8: 2/13 Mon			<i>Reflective Blog #4 (Chap 10)</i>
9: 2/15 Wed	Learning and Cognition in Context	Chap 8 (pp. 248-287)	
10: 2/20 Mon			<i>Reflective Blog #5 (Chap 8)</i>
11: 2/22 Wed			<i>Midterm 1 (in class)</i>
12: 2/27 Mon	Motivation and Affect	Chap 11 (pp. 358-410)	
13: 3/1 Wed			<i>Reflective Blog #6 (Chap 11)</i>
14: 3/6 Mon	Complex Cognitive Processes	Chap 7 (pp. 212-247)	
15: 3/8 Wed			<i>Reflective Blog #7 (Chap 7) Instructional Analysis Draft</i>
3/13 & 3/15	<i>No Class – Spring Break</i>		

Date	Topics	Reading	Assignments
16: 3/20 Mon	Cognitive and Linguistic Development	Chap 2 (pp. 20-55)	
17: 3/22 Wed			<i>Reflective Blog #8 (Chap 2)</i>
18: 3/27 Mon	Classroom Assessment Strategies	Chap 14 (pp. 496-539)	
19: 3/29 Wed			<i>Reflective Blog #9 (Chap 14)</i>
20: 4/3 Mon			<i>Midterm 2 (in class)</i>
21: 4/5 Wed	Instructional Strategies	Chap 12 (pp. 412-454)	
22: 4/10 Mon			<i>Reflective Blog #10 (Chap 12)</i>
23: 4/12 Wed	<i>No Class – Online Activities</i>	APA (2015) [non-textbook reading]	<i>Reflective Blog #11 (APA, 2015)</i>
24: 4/17 Mon	Group Differences	Chap 4 (pp. 96-127)	
25: 4/19 Wed			<i>Reflective Blog #12 (Chap 4) Instructional Analysis Final</i>
26: 4/24 Mon	Individual Differences	Chap 5 (pp. 128-168)	
27: 4/26 Wed			<i>Reflective Blog #13 (Chap 5)</i>
28: 5/1 Mon	Review		<i>Reflective Blog #14 (Your Choice)</i>
29: 5/3 Wed	Reading Day (no class)		
30: 5/10 Wed	Final Exam		<i>Final Exam (12-3 PM)</i>

Additional Non-Textbook Reading

American Psychological Association, Coalition for Psychology in Schools and Education.
(2015). *Top 20 principles from psychology for preK–12 teaching and learning*. Retrieved
from <http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf>