

Spring 2017: 05:300:306 Section 4 Index # 06991
Principles of Classroom Learning/Introduction to Educational Psychology

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Fax #: 732-932-6829	Prerequisites: General Psychology
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input 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 If you need a permission # for some reason, contact Dr. O'Donnell
Office Hours: 1-2 p.m Tues/Thur	Class Meets: Tues/Thurs 2.50 to 4.10 HH B2
Websites: www.sakai.rutgers.edu	
Required Texts: Ormrod, J. E., Anderman, E. M., & Anderman, L. (2017). <i>Educational psychology: Developing learners (9ed)</i> . 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 primary method of instruction in this course will be the use of lectures and class discussions, supplemented by small group activities and the use of videos, web resources etc. 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.

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
<i>Attendance</i>	<i>ongoing</i>	<i>05</i>
<i>Quiz # 1</i>	<i>Feb 9th</i>	<i>15</i>
<i>Quiz # 2</i>	<i>March 9th</i>	<i>20</i>
<i>Paper</i>	<i>April 6th</i>	<i>15</i>
<i>Homework</i>	<i>TBD</i>	<i>15</i>
<i>Final Examination</i>	<i>May 5th</i>	<i>30</i>

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. Attendance (5% of total grade):

Purpose: Active participation is required.

Format: Sometimes I will pass out an attendance sheet. On other occasions, I will collect information from you related to a class activity.

2. Quizzes (35% 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.

3. Paper: Use of Cognitive Concepts in a Film (15% of total grade).

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 Chapters 6 and/or 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 6 and/or 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 6 and/or 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.

4. Homework Assignments (15% of the total grade). Instructions will be provided separately on sakai. Purpose. The goal of the assignments is to either review material from the class or to help you prepare for a class.

Format. There will be 3 assignments each worth 5% of the grade.

4. Final Examination (30% of total grade): 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 will assist you in using the knowledge in later practical contexts. The final exam was scheduled according to the University schedule that allocates exam slots based on the period/day of the class. The exam will consist of multiple-choice and short answer items.

Planned Schedule and Assigned Readings

Date	Topic	Reading
January		
17	Introduction	Chapter 1
19	Behaviorist views of learning I	Chapter 9, pp. 288-304
24	Behaviorist views of learning II	Chapter 9, pp. 304-321
26	Creating a productive learning environment I	Chapter 13, pp. 456-474
31	Creating a productive learning environment II	Chapter 13, pp.475-495
February		
02	Learning, cognition, and development I	Chapter 6, pp. 170-195
07	Learning, cognition, and development II	Chapter 6, pp. 195-212
09	Quiz # 1	
14	Complex cognitive processes I	Chapter 7, pp. 212-230
16	Complex cognitive processes II	Chapter 7, pp. 230-247
21	Learning and cognition in context I	Chapter 8, pp. 248-265
23	Learning and cognition in context II	Chapter 8, pp. 265-287
28	Social cognitive views of learning I	Chapter 10, pp. 322-339
March		
02	Social cognitive views of learning II	Chapter 10, pp. 339-357
07	Learning from Peers (from O'Donnell et al. available on sakai).	Chapter 9, 290-311
09	Quiz # 2	
Spring Break		
21	Learning from Peers II (from O'Donnell et al. available on sakai).	Chapter 9, 311-331
23	Group differences I	Chapter 4, pp. 96-118
28	Group differences II	Chapter 4, pp. 118-128
30	Individual differences I	Chapter 5, pp. 128-141
April		
04	Individual differences II	Chapter 5, pp. 141-169
06	Motivation and affect I	Chapter 11, pp. 358-374; Paper Due
11	Motivation and affect II	Chapter 11, pp. 374-411
13	Instructional strategies I	Chapter 12, pp. 412-433
18	Instructional strategies II	Chapter 12, pp. 433-455
20	Classroom assessment I	Chapter 14, pp. 496-516; O'Donnell et al. (available on sakai)
25	Classroom assessment II	Chapter 14, pp. 516-539
27	Classroom assessment III	Chapter 15, pp. 540-564
May		
02, 03	Reading Day	
05	Final 12.00 to 3.00 p.m.	