

Educational Psychology: Principles of Classroom Learning

Spring 2017 05:300:306:06 for 3 Credits

Instructor: Leah C.-C. Hung	Email: leahcchung@gmail.com
Office phone: (848) 932-0878	Office: 10 Seminar Pl Rm 360
Office Hours: by appointment	Prerequisites: <i>General Psychology (01:830:101)</i>
Class meets: Tuesday, 4:50-7:30 at MU115 A2 CAC	Class website: sakai
Mode of Instruction: Lecture	Permission required: No
Textbook: Ormrod, J. E., Anderman, E. M., & Anderman, L. (2017). <i>Educational psychology: Developing learners (9ed)</i> .	

Learning Goals

The purpose of the course is to introduce you to the theory and research findings that underlie instructional practice. The course will explore competing theories of learning with a view to understand how different theories may have different implications for instruction adopted in classrooms. The primary method of instruction in this course will be the use of lectures and class discussions, supplemented by small group activities. Whether you plan to become a teacher or not, you can expect to enhance your own thinking skills and learning strategies.

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, etc.) in the classroom. We have initial accreditation for our teacher education program from the Teacher Education Accreditation Council (TEAC). At the end of this 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 2, 3, 4, 5, 6, and 7)
- Explain the implications of individual differences such as socioeconomic status, race, gender, and ability for classroom instruction. (TEAC Claim 2, 3; NJ Professional Teaching Standards 1, 2, 3, 7, 8)
- Explain the rationale for a variety of practical instructional methods and choices such as collaborative 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 Standards 6)
- Understand your own strengths and weaknesses as a learner.

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.

Course Catalog Description

For those of you who are taking an education minor:

The education minor is designed for undergraduate students interested in investigating learning and teaching in a broad range of human contexts. This minor takes a multidisciplinary approach to the study of educative practices and is premised on several key assumptions: learning and teaching are fundamental human and cultural processes; education is intimately bound up with social, cultural, economic, and political systems; and reflection and inquiry are powerful tools for exploring teaching and learning in all human contexts. Through a minor in education, students will examine each of these assumptions by investigating educative practices in and outside of formal settings. The education minor is designed for students interested in educational practice, policy, and research, but it is not a pathway to teacher certification. Instead, the aim is to provide students with an interdisciplinary study of the multiple settings in which education takes place, and how educative practices are part of daily life. Education minors will take a minimum of 18 credits. All minors will take 05:300:200 Introduction to Education. In addition, they will take five other courses, one of which may be taken outside the Graduate School of Education, from an approved list of courses. At least 12 credits in the minor must be completed at the 300 level or above. Students must achieve a minimum grade of C for all courses in the minor.

For those of you who are considering the 5-year Teacher Education Programs:

The Graduate School of Education (GSE) offers a five-year joint bachelor's degree/master's degree/initial teacher certification program. Rutgers undergraduates are admitted to the program at the end of their junior year. GSE teacher education curriculum provides for certification through five-year combined programs in the following areas: biological science (K-12), elementary education with subject matter specialization (K-8), elementary education with preschool through grade three (K-5/P-3), English (K-12), English as a Second Language (K-12), foreign languages (Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish), mathematics (K-12), physical science and physics (K-12), social studies (K-12), and special education (K-12).

The GSE in combination with Mason Gross School of the Arts offers a five-year program in dance education (K-12). The GSE in combination with the School of Environmental and Biological Sciences offers two five-year programs in agricultural or biological science (K-12) and physical science (K-12).

All programs require that a student have an undergraduate major appropriate to the area of licensure, 90 credits in liberal arts, and satisfaction of the general education distribution. The requirements needed to satisfy the general education distribution can be found in the Office of Student and Academic Services, Room 110, Graduate School of Education. Some programs may require a

comprehensive examination, portfolio, and/or writing requirement for program completion.

As part of the TEAC 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.

University Policies

Academic Integrity:

I expect that you will comply with standards of academic integrity in this course. If you need assistance in understanding an exam question or course content, please seek assistance from me. You should not turn in the same work in two separate classes. You should not “borrow” friends’ work or plagiarize work from the Internet. The university provides professors devices to detect violations of such. 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 at 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: 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: ods.rutgers.edu/students/registration-form.

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.

Academic problems. If you are having difficulties with this course, you should seek assistance from me after class 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.

Course Policies

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.

Attendance:

Attendance at all regularly scheduled classes is required in accordance with the university's attendance policy. Excused absences include those due to religious observance (please let me know before the holiday), travel on university business (e.g. sports team), and properly documented illnesses.

Missed Classes:

It is your responsibility to get notes, including handouts, from another student if you miss a class.

Make-Up Exam:

Make-up exams will be executed in an essay format with advanced difficulty.

Grading Policy

The evaluation of your performance in this course is based on a points system. It is possible for you to earn a total of 100 points for this course. This system allows you to monitor your progress as the semester progresses. Details of

requirements are provided in the next section. 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	85-89	80-84	70-79	65-69	60-64	≤59

Assignments & Requirements

Exam I & Exam II (25pt & 25pt)

Purpose: The exams are intended to assess your conceptual knowledge of course content presented in the lectures, assigned readings, and group work. They also evaluate your abilities of application of content knowledge to educational problems.

Format: Multiple-choice questions and true and false.

Date: Exam I will be on **Feb 21**. Exam II will be on **Apr 04**.

Teaching Practicum (20pt)

Purpose: This activity allows you to apply the contents from this course to real teaching.

Teach a lesson: You will have **10 minutes** to teach a topic of your choice to your interested grade level. You are required to ground your teaching practice on the learning theories and the instructional techniques presented in this course. Mutual feedback in written will be practiced immediately after each lesson in order to reflect on your peers' teaching and to receive constructive comments from them.

Grading: Grading rubrics of teaching practicum will be announced on Sakai.

Date: You will be assigned to one of the final 2 classes (**Apr 18 and 25**).

Supporting Essays (20pt)

Purpose: This assignment encourages you to use your content knowledge and critical thinking skills to justify your teaching methods and evaluate your own and a peer member's teachings.

Details: There are 3 major sections for this written assignment:

- (1) In the first section (3pt): Summarize your teaching practicum. You will specify the discipline, grade, and topic you taught. Address learning objectives you expected your students to achieve and the materials you used. Describe the procedures and teaching techniques used in your lesson.
- (2) The second section (14pt): Do a self-evaluation in the following two dimensions: (A) Why do you think this is the best instructional techniques and classroom management strategies for the age group and topic you taught? (B) What could you have done alternatively to make it better? Throughout your explanations of (A) and (B), justify your reasons using the three categories of theories below:

- Cognitive development theories, include at least 3 concepts (3pt)
 - Learning theories, include at least 7 concepts (7pt)
 - Motivational theories, include at least 4 concepts (4pt)
- (3) In the final section (3pt): Critique one peer member's teaching. You have to use educational theories and concepts to justify your evaluation of its advantages and disadvantages.

Format: Use 12-point Times New Roman font, double spacing, and one inch margins for at least 6 pages.

Grading: Grading will be based on your sufficient use of appropriate and relevant concepts from this course.

Date: An electronic copy on Sakai is due **Monday, May 01**.

Attendance and Class participation (10pt)

Grading: Grading is based on your attendance rate and your participation in class discussion and group work.

Schedule and Readings

WEEK	DATE	TOPIC	READING
1	01/17	Introduction	Ch 1
2	01/24	Cognitive Development	Ch 2
3	01/31	Cognitive Learning Theory	Ch 6
4	02/07	Complex Cognitive Processes	Ch 7
5	02/14	Behaviorist Views of Learning	Ch 9
6	02/21	Exam I	
7	02/28	Social Cognitive Views of Learning	Ch 10
8	03/07	Motivation and Affect	Ch 11
9	03/14	Spring Recess	No Class
10	03/21	Social Constructivism and Learning from Peers	From O'Donnell et al. available on Sakai
11	03/28	Jigsaw activity	
12	04/04	Exam II	
13	04/11	Instructional Strategies	Ch 12
14	04/18	Teaching Practicum	
15	04/25	Teaching Practicum	
16	05/01	Supporting Essays due	