

# *The University of Texas at Dallas*

## *Course Syllabus*

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### **Course Information**

*Course number:* PSY/CLDP 3339.001  
*Course title:* **EDUCATIONAL PSYCHOLOGY**  
*Term:* Fall 2014  
*Meeting times:* **Mondays & Wednesdays 1-2:15pm, GR 4.428**

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### **Professor Contact Information**

*Professor's name:* Dr. Huxtable  
*Phone number:* 972-883-6434 (I can return calls to local numbers only)  
*Email:* [drkarenhj@utdallas.edu](mailto:drkarenhj@utdallas.edu) (twitter @drkarenhj #edpsy – I'll follow back on request)  
*Office location:* JO 3.116  
*Office hours:* <http://drkarenhj.youcanbook.me/>  
Use this link to make an appointment any time. This adds your appointment directly to my calendar and sends you a reminder message. I am always in my office for 90 minutes before class, and you are welcome to stop by without an appointment.  
*Other information:* Email is the fastest and best way to reach me. **Please put the course name in your subject line [ED] and use your UTD email account, or use the eLearning mail system.**

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*Required prior knowledge or skills:* none

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### **Course Description**

In this study of teaching, learning, and the teaching-learning process we will examine the development of cognitive functions, language and personality, gender and cultural differences, and research on teaching, tests, measurement and evaluation. Concepts to be covered in the course include learning theories, developmental theories, motivation, measurement and assessment, including the concept of intelligence, guidance and discipline, role of the teacher, teaching and learning and how they interrelate, teaching and learning styles (and how we know there is no evidence to support the idea of learning styles), issues of gender, special needs, and diversity. This class is expected to be beneficial to students in psychology, education, and other professions involving teaching and learning.

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### **Student Learning Objectives/Outcomes**

Specific Competencies of the TExES addressed—not *how* but *why*:

*Competency 001:* The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.

*Competency 002:* The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

*Competency 003:* The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

*Competency 004:* The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

*Competency 005:* The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

*Competency 006:* The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

*Competency 007:* The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

*Competency 008:* The teacher provides appropriate instruction that actively engages students in the learning process.

*Competency 0010:* The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

*Competency 0011:* The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

*Competency 0012:* The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

### School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes

My job is to guide your learning activity by giving you credit for engaging in the behaviors that will help you learn.

This chart shows how the assignments will help you to achieve the course objectives.

After completing the course, students will have achieved the following objectives:

| Student learning objectives/outcomes |  | Method of assessing achievement of objectives |                                       |                              |
|--------------------------------------|--|---|---------------------------------------|------------------------------|
| <b>*program-level objectives</b>     |  | <b>Exams</b>                                  | <b>Discussion Board Participation</b> | <b>Clicker Participation</b> |
| 1.1                                  | Describe and explain the nature of Educational psychology as a scientific discipline.  | X   |                                       |                              |
| 1.2*                                 | Describe and analyze major theoretical perspectives and overarching themes of Educational psychology and their historical development.   | X   | X                                     |                              |
| 1.3*                                 | Describe, apply, and analyze five selected content areas within Educational psychology.  | X   | X                                     | X                            |
| 2.1                                  | Identify and explain different research methods used by Educational psychologists.   | X   |                                       | X                            |
| 2.5                                  | Use critical thinking to evaluate popular media, scholarly literature, and empirical reports.  | X   | X                                     | X                            |
| 3.1                                  | Apply ethical standards to evaluate Educational psychology science and practice.   | X   |                                       | X                            |
| 3.2                                  | Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.  | X   | X                                     |                              |
| 4.1                                  | Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing). |   | X                                     |                              |
| 4.2                                  | Demonstrate effective oral communication skills in various contexts (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).                      |   |                                       | X                            |
| 5.1                                  | Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities   | X   | X                                     | X                            |
| 5.3                                  | Develop meaningful professional direction for life after graduation  |   | X                                     |                              |

**"Learning is not the product of teaching. Learning is the product of the activity of the learners."**

**—John Holt**

## Required Textbooks and Materials

### ***NO LAPTOPS OR OTHER ELECTRONIC DEVICES***

1. Ormrod, J. E. (2011). *Educational psychology: Developing learners* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall, ISBN 978-0-13-700114-9. A copy of the textbook is available on reserve in the library.
2. You will respond to in-class activities using a response clicker, the Response Card RF-LCD made by Turning Point. These can be purchased in bookstores on and off campus.
3. Additional chapters, journal articles, and other readings may be assigned. Details will be discussed in class.
4. Pick up 4 *Exam System II #229630* answer sheets for Exams, available free at the off-campus bookstore. You must bring your answer sheet (and your #2 pencils, of course) to each scheduled exam.
5. We will be using the eLearning system throughout the semester for recording your grades, for participation in online discussions, and for providing supplemental readings and handouts.

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If you experience any problems with eLearning, please call the eLearning Helpdesk at 866-588-3192. If you experience any problems with your UT Dallas account you may email [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UT Dallas Computer Help Desk at 972-883-2911.

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### **Recommended optional readings:**

1. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
2. Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University Press.
3. Bennett, T. (2013). *Teacher proof: Why research in education doesn't always mean what it claims, and what you can do about it*. New York: Routledge.
4. Bowen, J. A., (2014). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco, CA: Jossey-Bass.
5. Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press.
6. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
7. Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: W. W. Norton.
8. Lang, J. M. (2013). *Cheating lessons: Learning from academic dishonesty*. Cambridge, MA: Harvard University Press.
9. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
10. Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey-Bass.
11. Willingham, D. T. (2012). *When can you trust the experts? How to tell good science from bad in education*. San Francisco: Jossey-Bass.

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### **Undergraduate Teaching Internship Opportunity**

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B+ might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

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## Grading Policy

The basis for assigning grades in this course will be as follows:

|                         | <u>Points</u> | <u>% of final grade</u> |
|-------------------------|---------------|-------------------------|
| Exams (4 @ 50 pts each) | 200           | 80%                     |
| Class Participation     | 15            | 6%                      |
| Discussion Board        | 40            | 16%                     |
| TOTAL                   | 250           | 102%                    |

Assignment of letter grades is as follows:

| <u>Points earned</u> | <u>Percent</u> | <u>Letter grade</u> |
|----------------------|----------------|---------------------|
| 232-250              | 93-100%        | A                   |
| 224-231              | 90-92%         | A-                  |
| 219-223              | 88-89%         | B+                  |
| 207-218              | 83-87%         | B                   |
| 199-206              | 80-82%         | B-                  |
| 194-198              | 78-79%         | C+                  |
| 182-193              | 73-77%         | C                   |
| 174-181              | 70-72%         | C-                  |
| 169-173              | 68-69%         | D+                  |
| 162-168              | 65-67%         | D                   |
| 0-161                | 0-64%          | F                   |

*I want to help you be successful in this course in every way I can BEFORE the end of the semester. After Exam 4, the course is over. At that point, I simply cannot give you extra points or additional assignments. I can help you if you ask me "what can I do to improve my grade?" on the first day, not the last day.*

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## Assignments & Academic Calendar

*Topics, Reading Assignments, Due Dates, Exam Dates:* See course calendar.

IMPORTANT: I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed *before* we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

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**PSY/CLDP 3339.001 ♦ EDUCATIONAL PSYCHOLOGY ♦ FALL 2014**

| <b>DATE</b>            | <b>TOPIC</b>  | <b>TEXTBOOK<br/>READING</b>        | <b>DISCUSSION Qs &amp;<br/>Replies DUE</b>                   |
|------------------------|---|------------------------------------|--|
| <b>Mon<br/>Aug 25</b>  | Course overview: Intro to psychology of education   |                                    |  |
| <b>Wed<br/>Aug 27</b>  | Education research and its uses   | Chapter 1                          | Intro/Ch 1 Discussion<br>Qs due before 12n Fri<br>8/29       |
| <b>Mon<br/>Sept 1</b>  | No class  |                                    | Intro/Ch 1 Discussion<br>Replies due in eL<br>before 12n 9/1 |
| <b>Wed<br/>Sept 3</b>  | <b>CLICKERS NEEDED AS OF TODAY—register<br/>your clicker in eLearning</b><br>Piaget's theory of cognitive development | Chapter 2                          | Ch 2 Discussion Qs<br>due before 12n Fri 9/5                 |
| <b>Mon<br/>Sept 8</b>  | Vygotsky's theory of social cognitive development   |                                    | Ch 2 Discussion<br>Replies due in eL<br>before 12n 9/8       |
| <b>Wed<br/>Sept 10</b> | Personality and social development  | Chapter 3                          | Ch 3 Discussion Qs<br>due before 12n Fri<br>9/12             |
| <b>Mon<br/>Sept 15</b> | Personality and social development  |                                    | Ch 3 Discussion<br>Replies due in eL<br>before 12n 9/15      |
| <b>Wed<br/>Sept 17</b> | Group differences   | Chapter 4                          | Ch 4 Discussion Qs<br>due before 12n Fri<br>9/19             |
| <b>Mon<br/>Sept 22</b> | <b>EXAM 1</b>   |                                    | Ch 4 Discussion<br>Replies due before 12n<br>9/22            |
| <b>Wed<br/>Sept 24</b> | Review Exam 1<br>How students differ  |                                    | Ch 5 Discussion Qs<br>due before 12n Fri<br>9/26             |
| <b>Mon<br/>Sept 29</b> | Students with special educational needs   | Chapter 5<br>(skip pp.<br>138-142) | Ch 5 Discussion<br>Replies due in eL<br>before 12n 9/29      |
| <b>Wed<br/>Oct 1</b>   | Learning and cognitive processes  | Chapter 6                          | Chs 6 & 7 Discussion<br>Qs due before 12n Fri<br>10/3        |
| <b>Mon<br/>Oct 6</b>   | Learning and cognitive processes  |                                    | Chs 6 & 7 Discussion<br>Replies due in eL<br>before 12n 10/6 |
| <b>Wed<br/>Oct 8</b>   | Knowledge construction  | Chapter 7                          | Ch 8 Discussion Qs<br>due before 12n Fri<br>10/10            |
| <b>Mon<br/>Oct 13</b>  | Higher-level thinking skills  | Chapter 8                          | Ch 8 Discussion<br>Replies due in eL<br>before 12n 10/13     |
| <b>Wed<br/>Oct 15</b>  | <b>EXAM 2</b>   |                                    | Ch 9 Discussion Qs<br>due before 12n Fri<br>10/17            |

|                       |  |                                     |   |
|-----------------------|--|-------------------------------------|---|
| <b>Mon<br/>Oct 20</b> | Review Exam 2<br>Behaviorist views of learning                                 |                                     | Ch 9 Discussion<br>Replies due in eL<br>before 12n 10/20  |
| <b>Wed<br/>Oct 22</b> | Behaviorist views of learning  | Chapter 9                           | Ch 10 Discussion Qs<br>due before 12n Fri<br>10/24        |
| <b>Mon<br/>Oct 27</b> | Social cognitive views of learning   | Chapter 10                          | Ch 10 Discussion<br>Replies due in eL<br>before 12n 10/27 |
| <b>Wed<br/>Oct 29</b> | Affective and cognitive factors in motivation                                  | Chapter 11                          | Ch 11 Discussion Qs<br>due before 12n Fri<br>10/31        |
| <b>Mon<br/>Nov 3</b>  | Affective and cognitive factors in motivation                                  |                                     | Ch 11 Discussion<br>Replies due in eL<br>before 12n 11/3  |
| <b>Wed<br/>Nov 5</b>  | Classroom management: from prevention to<br>Intervention                       | <i>Chapter 13</i>                   | Ch 13 Discussion Qs<br>due before 12n Fri<br>11/7         |
| <b>Mon<br/>Nov 10</b> | <b>EXAM 3</b>  |                                     | Ch 13 Discussion<br>Replies due in eL<br>before 12n 11/10 |
| <b>Wed<br/>Nov 12</b> | Review Exam 3<br>Instructional strategies                                      |                                     | Ch 12 Discussion Qs<br>due before 12n Fri<br>11/14        |
| <b>Mon<br/>Nov 17</b> | Instructional strategies   | <i>Chapter 12</i>                   | Ch 12 Discussion<br>Replies due in eL<br>before 12n 11/17 |
| <b>Wed<br/>Nov 19</b> | Classroom assessment strategies  | Chapter 14                          | Ch 14 Discussion Qs<br>due before 12n Fri<br>11/21        |
| <b>Mon<br/>Dec 1</b>  | Classroom assessment strategies  |                                     | Ch 14 Discussion<br>Replies due in eL<br>before 12n 12/1  |
| <b>Wed<br/>Dec 3</b>  | Effective use of assessment  | Chapter 15<br>(skip pp.<br>556-559) | Ch 15 Discussion Qs<br>due before 12n Fri<br>12/5         |
| <b>Mon<br/>Dec 8</b>  | Effective use of assessment<br>Check UTD email for link to course evaluations. |                                     | Ch 15 Discussion<br>Replies due in eL<br>before 12n 12/8  |
| <b>Wed<br/>Dec 10</b> | <b>EXAM 4</b>  |                                     |   |

Note: Final course grades will be viewable in Orion by December 17.

## Course & Instructor Policies

**NO LAPTOPS** or other electronic devices (e.g., cell phones, netbooks, voice recorders, etc.) **will be allowed to be used during class time.** I have received an increasing number of complaints from students about other students making distracting use of laptops and cell phone texting during class time. In addition, research evidence indicates that taking notes on a laptop results in reduced learning and lower grades than taking handwritten notes.

*Extra credit:* Please note that absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see me early to clear up points of confusion rather than waiting, which may simply add to your frustration and decrease your learning efficiency.

*Late work:* All assignments must be completed before class begins on the day they are due. **Late assignments will not be accepted.**

*Class participation:* **Class participation is required**, and is assessed by your participation throughout each class period. Because participation will be assessed using clickers, you must remember to bring your clicker to every class session. Not having your clicker, arriving late, or leaving early all result in losing participation points for that day. Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook.

NOTE: Please be sure to acquire missed lecture notes, assignments, handouts, and announcements **from a classmate—NOT from me.** You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of exams, and details given regarding assignments. Please see me for help any time!*

*Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.*

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## UT Dallas Syllabus Policies and Procedures

You are responsible for understanding the University Policies that may be seen at:  
<http://go.utdallas.edu/syllabus-policies>

Field Trip Policies  
Student Conduct & Discipline  
Email Use  
Withdrawal from Class

Student Grievance Procedures  
Incomplete Grade Policy  
Services for Students with Special Needs  
Religious Holy Days

**Also, please be sure that you understand the following Course & Instructor Policies:**

### Academic Integrity

I expect from you—and from myself and every member of the academic community—a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

**Plagiarism, especially from the web, from any textbook, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).** This course will use the resources (among others) of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

Using the work of another student or providing your own work to another student, currently or at any point in the future, is considered unacceptable and also will be treated as plagiarism and/or collusion in this or any other course.

Please note that academic integrity means more than just avoiding plagiarism or cheating. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and each other. Academic integrity is the core of our common goal: to create an intellectually honest and rigorous academic community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I am asking you to join me in supporting the culture of academic honor in this class and at this university.

To signify endorsement of academic integrity and a promise to behave with integrity, all students will sign the following Honor Pledge that will be attached to and submitted with each exam:

I pledge that I have not given, received, or used any unauthorized assistance  
In preparing for or completing this exam, and that the work presented herein is entirely  
my own.

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#### **Video, audio, or other recording in class**

No instructional materials or any type of recording made in class may be reproduced or disseminated by students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, course materials may not be posted on the Internet without express written permission. Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

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#### **Official University Course Evaluations:**

Please note that all students in the UT System are now required to complete online evaluations of every course that has an enrollment of five or more students. Course evaluations help faculty improve their courses and their teaching, affect faculty professional development, and influence overall evaluations of faculty at the institutional level. By order of the UT System Regents, students who complete course evaluations will have priority access to course grades, once grades have been officially submitted to the registrar. Students who do not complete course evaluations will not have access to course grades until the "Final Grades Viewable Online" date listed in the academic calendar.

Toward the end of the semester, you will receive an official university email that will contain links you may use to complete the evaluation forms for each of your classes. You also can log in to Course Lookup to complete the course evaluations.

You will be asked the extent which you agree or disagree with each of the following statements:

1. **The instructor clearly defined and explained the course objectives and expectations.**
2. **The instructor was prepared for each instructional activity.**
3. **The instructor communicated information effectively.**



4. The instructor encouraged me to take an active role in my own learning.
  5. The instructor was available to students either electronically or in person.
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## Detailed Descriptions of Course Assignments

### Exams

1. **Four semi-cumulative exams** will be given to assess your mastery of the material in each section of the course. Exam format will be multiple-choice, based on material from the readings, lectures, videos, and class discussions.
  2. See me or a TA early if you need help preparing for an Exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an Exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong and discuss how you should prepare differently in the future.
  3. Preparing for an Exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the Exams. Keeping up with the readings is essential. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**
  4. **Make-up Exams: You must be present for Exams.** If you might miss an Exam, notify me by EMAIL or at 972-883-6434 IMMEDIATELY. I must hear from you **before** the scheduled time of the Exam. **If you wait to talk to me at the next class meeting, you will not be able to make up the Exam.** Make-up Exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the Exam (and have appropriate verifiable documentation), or (c) you made arrangements prior to the Exam to attend an urgent event supported by verifiable documentation. In any of these cases, **you must notify me in advance of the scheduled time of the Exam (call and leave a voice-mail message if you can do nothing else).** Otherwise, you will receive 0 points. It is your responsibility to make sure that the Exam is made up **before the next class** session or within one week. If you do not show up for your makeup Exam at the scheduled time, you will receive 0 points. Beware, make-up Exams are designed to be more difficult to compensate for having more study time. All pages of relevant chapters will be included.
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### Clickers and Class Participation

This course will require the use of a clicker. A clicker is a student response device that resembles a small calculator. This allows you to provide real-time feedback to your instructor during class. Class summary results are displayed graphically, providing students and the instructor a gauge as to how well the class is grasping the material. You can purchase (and sell back) your clicker at the bookstores. ***Please remember to register your clicker in eLearning before the date indicated in the course calendar!***

Attending and being prepared for class earns you credit for class participation. Responses to clicker questions will make up the majority of your participation grade.

The in-class activities count toward the final course grade only if you miss all or part of no more than two classes (*this does not mean you are “allowed” to miss 2 classes*). There are no unexcused absences, because this leeway is sufficient to take into account that you might be ill, have a religious holiday, etc. Thus, if you miss one class for any reason, your overall grade is unlikely to be affected. If you miss three or more classes for any reason, your overall grade will be affected—no points for participation may be earned. I am not going to keep track of the reasons for any absences or decide which are and which are not valid. This includes religious observances, illness, etc.

Quite often, we will use clicker questions to measure class opinions or perspectives, or to monitor comprehension of various concepts. Other times, clicker questions will be used to assess whether or not you have completed reading

assignments before class or have paid attention to discussions during class. Clicker questions that have correct and incorrect answers are accountability questions. I will let you know which kind of question I am asking, but you should be prepared for both kinds in each class session. To earn credit for the accountability questions, you must come to class prepared and actively work to process course information effectively.

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### Discussion Board Participation

The course includes 15 graded discussions, each worth 4 points but for which you might earn up to 5 points. Overall, you may earn up to 40 points (16% of your grade) for participation in discussions. Although classified as a "discussion," the first discussion assignment actually involves introducing yourself to your classmates, and is automatically worth 4 points. The remaining 14 discussions, one per chapter 2-15, all involve reflecting on specific events from your own observations or experiences that relate to key concepts from the chapter. You will generate an example of a concept, offer and explain your perspective on issues related to the application of the concept, and engage in meaningful discussion of your own and other's ideas about the concept.

For the initial introduction to classmates, you are required to make only a single post. All other discussions will be available from 2:30pm Monday to noon on the following Monday for the week they are scheduled. For each of these chapter discussions, you are required to make at least two posts. The first required post is due no later than noon on Friday. Your second required post should include a meaningful, substantive response to or comment on one of your classmates' posts within that same thread. "Meaningful" posts are those in which you carefully state and justify your position/answer or respond to someone else's position. Please treat these discussions as you would discussions in class. That means respecting others' opinions and *politely* disagreeing if you have a different point of view. Note that responses such as "I agree," "I disagree," or "That happened to me also" are NOT considered meaningful, substantive responses. Please write your discussion postings in full sentences using proper grammar and spelling. Feel free to bring up information related to the topic at hand, even if it goes beyond the questions asked. For example, you might refer your classmates to web pages with information relevant to the general topic. Within a week after each discussion is completed, I will post feedback and grades for each discussion forum. **Grading criteria:** Involvement in the discussion is worth 1-4 points, but you can earn up to 5 points for a discussion if you meaningfully address all required items in your initial post, offer a meaningful response to at least one of your classmates' posts (not required for introduction to your classmates), meet stated deadlines for posts, and prepare your posts using full, grammatical sentences.

You may participate in as many discussion forums as you wish, earning up to 5 points for each, until you have your full 40 points.

Higher quality entries typically include critical thinking, which could incorporate any combination of the following elements:

- Identifying values, biases, and assumptions;
- Analyzing arguments and counterarguments;
- Analyzing the kinds and quality of evidence;
- Critical thinking about research, critical writing and reading;
- Drawing conclusions.

**Reflection on an event that illustrates a chapter concept should contain four elements:**

- 1. Key concept, indicated clearly at the beginning of the post**
- 2. Example of key concept from your own observations or experiences**
- 3. Explanation of what makes the example a good illustration of the key concept**

- 4. Further analysis, which is likely to be integrated with the explanation in higher quality papers, such that the focus is on using the example as a vehicle for reflection on experiences in teaching or learning.**

Guidelines:

1. Before creating a new thread or posting a comment in a forum, please make sure that your specific topic or comment has not been posted on the board already. I can't give you credit if it looks like you copied someone else's post or simply repeated what someone else already said.
2. When replying to a posting, rename the subject area so that readers will quickly know your main topic.
3. You do not have to dominate the conversation to receive credit. Please allow others to participate and contribute ideas.
4. Only post comments related to the topic.

The instructions in eLearning will look like this:

Choose one of the major, specific concepts from the assigned chapter of your textbook. Using that concept as the subject, create a thread for discussion of that concept or join someone else's thread. Give an example of the concept from your own observations of or experience with teaching or learning. Describe the example and explain how it illustrates the concept. Respond to a post within a thread using any of these learning strategies:

1. Elaboration: How does this concept relate to other concepts?
2. Distinctiveness: How is this concept different from other concepts?
3. Personal Relevance: How can I relate this information to my personal experience?
4. Appropriate Retrieval and Application: How can I use or apply this concept?

The objective of these discussions is to develop meaningful understanding of key concepts.

Your participation in the forum for each chapter is worth 1-4 points. Outstanding contributions may earn a total of 5 points for that chapter forum.

**Concepts that may be selected for discussions:**

Please remember to discuss each concept *in the context of the chapter*—reading just the paragraph in which the concept appears will not provide sufficient foundation for your analysis.

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| <b>Chapter 2:</b> <ul style="list-style-type: none"><li>• Assimilation &amp; accommodation</li><li>• Disequilibrium &amp; equilibration</li><li>• Sociocognitive conflict</li><li>• Cognitive tool</li><li>• Self-talk &amp; inner speech</li><li>• Internalization</li><li>• Zone of proximal development &amp; level of potential development</li><li>• Scaffolding, cognitive apprenticeship, guided participation</li><li>• Pragmatics</li><li>• Metalinguistic awareness</li><li>• Subtractive bilingualism</li></ul>   | <b>Chapter 3:</b> <ul style="list-style-type: none"><li>• Authoritative, authoritarian, permissive, neglectful parenting styles</li><li>• Temperament &amp; goodness of fit in teaching</li><li>• Sense of self and implications for behavior</li><li>• Self-efficacy</li><li>• Imaginary audience &amp; personal fable</li><li>• Ethnic identity</li><li>• Peer pressure &amp; self-socialization</li><li>• Cliques &amp; crowds</li><li>• Gangs &amp; subculture</li><li>• Recursive thinking &amp; social information processing</li><li>• Physical, relational, social aggression</li><li>• Proactive &amp; reactive aggression</li><li>• Induction of empathy and empathy-based guilt</li><li>• Service learning</li></ul> |
| <b>Chapter 4:</b> <ul style="list-style-type: none"><li>• Culture shock (from Ch 3) &amp; cultural mismatch</li><li>• Acculturation</li><li>• Worldview</li><li>• Culturally responsive teaching</li><li>• Stereotypes</li></ul>   | <b>Chapter 5:</b> <ul style="list-style-type: none"><li>• Distributed intelligence</li><li>• Inclusion, LRE, IEP</li><li>• Accommodations &amp; adaptation of instruction with regard to specific categories of needs</li></ul>   |
| <b>Chapter 6:</b> <ul style="list-style-type: none"><li>• Construction or constructivism</li><li>• Encoding, storage, &amp; retrieval</li><li>• Human memory system: sensory register, working memory, long term memory</li><li>• Central executive</li><li>• Declarative, procedural, conditional knowledge</li><li>• Explicit and implicit knowledge</li><li>• Rote learning, rehearsal</li><li>• Meaningful learning</li><li>• Elaboration</li><li>• Organization</li><li>• Knowledge base, prior knowledge activation</li><li>• Meaningful learning set</li><li>• Mnemonic techniques</li><li>• Situated learning, situated cognition</li><li>• Hot cognition</li><li>• Automaticity</li><li>• Recognition versus recall tasks</li><li>• Interference</li><li>• Reconstruction error</li></ul> | <b>Chapter 7:</b> <ul style="list-style-type: none"><li>• Construction</li><li>• Reconstruction error</li><li>• Individual constructivism</li><li>• Social constructivism</li><li>• Distributed cognition</li><li>• Undergeneralization and overgeneralization of concepts</li><li>• Schema and script</li><li>• Worldview</li><li>• Conceptual understanding</li><li>• Authentic activity</li><li>• Problem-based learning</li><li>• Project-based learning</li><li>• Service learning</li><li>• Community of learners</li><li>• Misconception and conceptual change</li><li>• Confirmation bias</li></ul>   |

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| <p><b>Chapter 8:</b></p> <ul style="list-style-type: none"> <li>• Lower-level thinking</li> <li>• Higher-level thinking</li> <li>• Metacognition</li> <li>• Learning strategies</li> <li>• Comprehension monitoring</li> <li>• Illusion of knowing</li> <li>• Epistemic belief</li> <li>• Positive and negative transfer</li> <li>• Specific and general transfer</li> <li>• Convergent and divergent thinking</li> <li>• Critical thinking</li> <li>• Higher-level questions</li> </ul>                   | <p><b>Chapter 9:</b></p> <ul style="list-style-type: none"> <li>• Importance of contiguity</li> <li>• Generalization and discrimination</li> <li>• Extinction</li> <li>• Classical conditioning</li> <li>• Instrumental (operant) conditioning</li> <li>• Extrinsic and intrinsic reinforcers</li> <li>• Logical consequences</li> <li>• Positive-practice overcorrection</li> <li>• Time-out</li> <li>• Group contingency</li> <li>• Extinction in instrumental conditioning</li> <li>• Intermittent reinforcement</li> <li>• Shaping</li> <li>• Reinforcement of incompatible behavior</li> </ul>  |
| <p><b>Chapter 10:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Reciprocal causation</li> <li>• Self-regulation</li> <li>• Incentives</li> <li>• Cognitive modeling</li> <li>• Resilient self-efficacy</li> <li>• Collective self-efficacy</li> <li>• Effortful control</li> </ul>   | <p><b>Chapter 11:</b></p> <ul style="list-style-type: none"> <li>• Situated motivation</li> <li>• Extrinsic and intrinsic motivation</li> <li>• Need for arousal</li> <li>• Self worth and self handicapping</li> <li>• Self determination</li> <li>• Need for relatedness and affiliation</li> <li>• Expectancy and value</li> <li>• Internalized motivation</li> <li>• Mastery and performance goals</li> <li>• Internal and external attributions</li> <li>• Incremental and entity views of intelligence</li> <li>• Mastery orientation and learned helplessness</li> <li>• Self-fulfilling prophecy</li> <li>• Cognitive dissonance</li> <li>• Facilitating and debilitating anxiety</li> </ul> |
| <p><b>Chapter 13:</b></p> <ul style="list-style-type: none"> <li>• What makes a well-managed classroom</li> <li>• Prevention of and intervention with misbehavior</li> </ul>   | <p><b>Chapter 12:</b></p> <ul style="list-style-type: none"> <li>• Teacher-directed and learner-directed instruction</li> <li>• Information literacy</li> <li>• Inquiry learning</li> <li>• Effectiveness/appropriateness of various strategies</li> </ul>   |
| <p><b>Chapter 14:</b></p> <ul style="list-style-type: none"> <li>• Informal and formal assessment</li> <li>• Paper-pencil and performance assessment</li> <li>• Traditional and authentic assessment</li> <li>• Standardized and teacher-developed tests</li> <li>• Criterion-referenced and norm-referenced assessments</li> <li>• Formative and summative evaluations</li> <li>• RSVP characteristics of tests</li> <li>• Halo and horns effects (regarding assessment, <u>not</u> behavior!)</li> </ul> | <p><b>Chapter 15:</b></p> <ul style="list-style-type: none"> <li>• Criterion-referenced and norm-referenced assessments</li> <li>• Effectiveness/appropriateness of various assessment tools and strategies</li> </ul>   |

### **The *Independent Study* Course Enrichment Option**

One of the most important skills you can develop as an undergraduate is your ability to write. However, many classes that students take are fairly large, and therefore do not often require in-depth writing projects. I would like to offer you an opportunity to develop your writing skills and your ability to develop a research question relevant to this course by gathering, evaluating, and integrating a body of research. You'll do this by signing up for one credit of Independent Study, PSY 4V99.015. Special permission is needed, so you will have to get a form from a BBS adviser and I will have to sign it.

To earn the Individual Study PSY 4199 credit, you will write an 8- to 10-page research paper on a topic that interests you in this course. You will have to agree to follow the step-by-step procedure that I have laid out. This is important because it means that different components of the project will be due on specified dates throughout the semester (because I cannot accept any papers completed in a rush at the end of the semester without the collaboration and feedback that are at the heart of this experience). You will work closely with me to select a topic, generate a list of at least 10 references (primary sources), develop an outline, and then write and revise 2-3 drafts of an 8-to 10-page literature review.

Because this is Independent Study credit, your grade for this project will have no bearing on your course grade. **WARNING:** You will have to make a decision about whether or not you wish to take on this challenge right away. The deadline for adding PSY 4199 to your course schedule is September 2. As with any course, you may withdraw, but all of the usual deadlines apply—the last day to drop without W is 9/10/14, last day to drop with WL is 10/30/14.

## PSY/CLDP 3339.001 ♦ EDUCATIONAL PSYCHOLOGY ♦ Fall 2014

- The Graduate Teaching Assistant for this class will administer and score all exams, assist in grading written assignments, and in general facilitate your learning success.
- The Undergraduate Teaching Interns for this class will assist in proctoring exams, leading group study or tutoring sessions, assist in anonymous grading of written assignments, and in general facilitate your learning success.
- Names and contact information for the GTA and the UGTI will be posted in eLearning. Use the “mail” tool in eLearning and the Directory on the university’s main web page.

*It is your responsibility to keep track of your grades* so that you know where you stand at all times. Feel free to verify your grades with the TA or with me, at my office (not in class), any time until the last exam. I can help you more effectively if you check your grades in eLearning first, then come see me for any verification or clarification (or anything else).

\*\*\* Do not use eLearning to calculate your course grade! \*\*\*

You will notice that eLearning will show you a “total possible” that does not match reality. Ignore it. We can use eLearning only to record grades, but the calculations do not fit the way grades are actually calculated. Use the worksheet on this page and the chart on page 6.

You can record your grades here:

Exam 1 \_\_\_\_\_/50

Exam 2 \_\_\_\_\_/50

Exam 3 \_\_\_\_\_/50

Exam 4 \_\_\_\_\_/50

Discussion Board \_\_\_\_\_/40

Participation \_\_\_\_\_/15

TOTAL \_\_\_\_\_/250 (see chart under Grading Policy, p 6)

Discussion Board grades (10 to 15 at 4 pts each with maximum 40 points):

|       |       |       |       |        |       |        |       |
|-------|-------|-------|-------|--------|-------|--------|-------|
| Intro | _____ | Ch. 5 | _____ | Ch. 9  | _____ | Ch. 12 | _____ |
| Ch. 2 | _____ | Ch. 6 | _____ | Ch. 10 | _____ | Ch. 14 | _____ |
| Ch. 3 | _____ | Ch. 7 | _____ | Ch. 11 | _____ | Ch. 15 | _____ |
| Ch. 4 | _____ | Ch. 8 | _____ | Ch. 13 | _____ |        |       |

Accuracy in assigning and recording grades is of utmost importance. I encourage you to keep track of your grades and let me know when you would like for me to check over the grading of any Exams or assignments within THREE WEEKS of when the grade was assigned. It becomes much more difficult to verify your grades as time goes on, so please do not wait until the semester is over.

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