



*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 2016

*Meeting times:* **MW 4:00-5:15pm, GR 4.301**

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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 3.208

*Office hours:* MW 2-3:45, or email me to set an appointment that fits your schedule

*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 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. Students who plan to become certified to teach in Texas will be well prepared for the TExES Pedagogy and Professional Responsibilities EC-12 test.

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TExES Pedagogy and Professional Responsibilities EC-12 Competencies addressed in this course may be seen here: [http://cms.texas-ets.org/files/9113/4193/1936/ppr\\_EC\\_12\\_160\\_TAAG.pdf](http://cms.texas-ets.org/files/9113/4193/1936/ppr_EC_12_160_TAAG.pdf)

**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. The chart on the following page 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 *program-level objectives	Method of assessing achievement of objectives		
	Exams	Discussion Board Participation	Clicker Participation
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. (2014). *Educational psychology: Developing learners (8<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice-Hall, ISBN 0132974428. A copy of the textbook is available on reserve in the library. The 7<sup>th</sup> edition of the textbook may be used in conjunction with the newer edition on reserve.
2. You will respond to in-class activities using a response clicker system from Turning Point. The system is being upgraded this semester, and we will discuss details in class.
3. Pick up **5 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) to each scheduled exam.
4. 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.

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. 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.
3. Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press.
4. De Bruykere, P., Kirschner, P.A., Hulshof, C. (2015). *Urban myths about learning and education*. San Diego, CA: Academic Press.
5. Didau, D. (2015). *What if everything you knew about education was wrong?* Bethel, CT: Crown House Publishing.
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. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
9. 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.
10. 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), are a junior or senior with a psychology GPA of 3.5 or higher, 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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**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 2016**

MONDAYS	WEDNESDAYS
<p><b><u>AUG 22</u></b>            Course Overview            Introduction to the psychology of education</p>	<p><b><u>AUG 24</u></b>            Ch. 1: Education research and its uses</p>
<p><b><u>AUG 29</u></b>            Ch. 2: Cognitive development (pp. 18-45, 50-53)  <i>Ch 2 Discussion post due in eLearning before 3pm</i></p>	<p><b><u>AUG 31</u></b>            Ch. 2: Cognitive development (pp. 18-45, 50-53)</p>
<p><b><u>SEP 5</u></b>   <i>NO CLASSES</i></p>	<p><b><u>SEP 7 -- CLICKERS NEEDED AS OF TODAY</u></b>            Ch. 3: Personality and social development  <i>Ch 3 Discussion post due in eLearning before 3pm</i></p>
<p><b><u>SEP 12</u></b>            Ch. 3: Personality and social development</p>	<p><b><u>SEP 14</u></b>            Ch. 4: Group differences  <i>Ch 4 Discussion post due in eLearning before 3pm</i></p>
<p><b><u>SEP 19</u></b>  <b>EXAM 1 (Chapters 1, 2, 3, 4)</b></p>	<p><b><u>SEP 21</u></b>            Review Exam 1 &amp; Chew EC            Ch. 5: Students with special educational needs (pp. 118-121, 123-153)</p>
<p><b><u>SEP 26</u></b>            Ch. 5: Students with special educational needs  <i>Ch 5 Discussion post due in eLearning before 3pm</i></p>	<p><b><u>SEP 28</u></b>            Ch. 6: Learning and cognitive processes  <i>Ch 6 Discussion post due in eLearning before 3pm</i>  <i>Chew EC DUE in class</i></p>
<p><b><u>OCT 3</u></b>            Ch. 6: Learning and cognitive processes  <i>Chew EC DUE in class at 4pm (last chance)</i></p>	<p><b><u>OCT 5</u></b>            Ch. 7: Knowledge construction (pp. 194-209, 216-225)  <i>Ch 7 Discussion post due in eLearning before 3pm</i></p>
<p><b><u>OCT 10</u></b>            Ch. 8: Higher-level thinking skills (pp. 226-242, 260-263)  <i>Ch 8 Discussion post due in eLearning before 3pm</i></p>	<p><b><u>OCT 12</u></b>  <b>EXAM 2 (Chapters 5, 6, 7, 8)</b>             Midterm grades posted Oct 15</p>
<p><b><u>OCT 17</u></b>            Review Exam 2            Ch. 9: Behaviorist views of learning</p>	<p><b><u>OCT 19</u></b>            Ch. 9: Behaviorist views of learning  <i>Ch 9 Discussion post due in eLearning before 3pm</i></p>

Continued on next page →

<b>TUESDAYS</b>	<b>THURSDAYS</b>
<p><b><u>OCT 24</u></b>            Ch. 10: Social cognitive views of learning  <i>Ch 10 Discussion post due in eLearning before 3pm</i></p>	<p><b><u>OCT 26</u></b>            Ch. 11: Affective factors in motivation  <i>Ch 11 Discussion post due in eLearning before 3pm</i></p>
<p><b><u>OCT 31</u></b>            Ch. 11: Affective factors in motivation</p>	<p><b><u>NOV 2</u></b>            Ch. 13: Classroom management  <i>Ch 13 Discussion post due in eLearning before 3pm</i></p>
<p><b><u>NOV 7</u></b>  <b>EXAM 3 (Chapters 9, 10, 11, 13)</b></p>	<p><b><u>NOV 9</u></b>            Review Exam 3            Ch. 12: Instructional strategies</p>
<p><b><u>NOV 14</u></b>            Ch. 12: Instructional strategies  <i>Ch 12 Discussion post due in eLearning before 3pm</i></p>	<p><b><u>NOV 16</u></b>            Ch. 14: Classroom assessment strategies  <i>Ch 14 Discussion post due in eLearning before 3pm</i></p>
<p><b><u>NOV 21</u></b>  <i>NO CLASSES</i></p>	<p><b><u>NOV 23</u></b>  <i>NO CLASSES</i></p>
<p><b><u>NOV 28</u></b>            Ch. 14: Classroom assessment strategies</p> <p>Please check your UTD email this week for the link to complete course evaluations. Grades will be revealed in eLearning when the rate of completion reaches 70% or greater.</p>	<p><b><u>NOV 30</u></b>            Ch. 15: Effective use of assessment (pp. 504-507, 511-540)  <i>Ch 15 Discussion post due in eLearning before 3pm</i></p>
<p><b><u>DEC 5</u></b>  <b>EXAM 4 (Chapters 12, 14, 15)</b></p>	<p><b><u>DEC 7</u></b>            Review Exam 4 and review for Final Exam</p>
<p><b><u>DEC 12</u></b>  <b>5:00pm-7:15pm CUMULATIVE FINAL EXAM in GR 4.301</b></p>	<p>The final exam schedule is decided by the Office of the Registrar,  <a href="http://www.utdallas.edu/registrar/final-exam-assignments/#">http://www.utdallas.edu/registrar/final-exam-assignments/#</a>.            Please be sure to log in to Galaxy/Orion to check your personal final exam schedule.</p>

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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	54%
Final Exam	100	27%
Class Participation	30	8%
Discussion Board (14 @ 1 or 3 pts each)	40	11%
TOTAL	370	100%

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
343-370	93-100%	A
332-342	90-92%	A-
324-331	88-89%	B+
306-323	83-87%	B
295-305	80-82%	B-
287-294	78-79%	C+
269-286	73-77%	C
258-268	70-72%	C-
250-257	68-69%	D+
239-249	65-67%	D
0-238	0-64%	F

*I want to help you be successful in this course in every way I can BEFORE the end of the semester. Aside from the exams and assignments listed here, 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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## 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:* Extra credit points are already built in to the exams and assignments. 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 and submitted before 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, being uninvolved, 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!*

*Etc.:* Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here.

*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

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.

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

### Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

**“As a Comet, I pledge honesty, integrity, and service in all that I do.”**

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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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## Detailed Descriptions of Course Assignments

### Midterm Exams & Cumulative Final Exam

1. **Four 50-item midterm exams worth 50 points each and a 75-item Final Exam worth 100 points** 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. You are welcome to go over each completed exam with me in my office until the date of the next exam (for example, you can come review Exam 1 until we have Exam 2, etc.).
4. 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).**
5. *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. Be aware, make-up Exams are designed to be more difficult to compensate for having more study time. All pages of relevant chapters will be included.
6. The final exam will include content from the entire course. Half of the items on the final exam will be nearly the same items you completed in class throughout the course.

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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 **create your clicker account** in eLearning before the date indicated in the course calendar!*

You will have opportunities to earn participation credit using your clicker in just about every class. A minimum of 80% of possible opportunities must be attempted in order to earn *any* participation credit (e.g., you can't earn half credit by attending half of the class sessions).

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 excused 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 14 graded discussion submissions, each worth 4 points. Overall, you may earn up to 40 points (11% 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 extra credit points. The remaining discussions, one per chapter 2-15, all involve giving an example from your own observations or experiences that relates to a key concept from the chapter. *Please do not give a definition of the concept or copy an example from some other source—use a real-life example from your own observations or experiences.* 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 others' ideas about the concept.

You may participate in as many of the 14 discussion forums as you wish, earning up to 4 points for each, until you have your full 40 points.

**Reflection on an event that illustrates a chapter concept should contain these elements, in no less than 250 words, double-spaced and no more than one page in length.**

The instructions in eLearning will look like this:

Choose one of the major, specific concepts from the assigned chapter of your textbook, listed in the syllabus. 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**. You should use 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?

#### **Grading rubric:**

**0 points = no discussion example submitted or was submitted late, or does not meet minimal expectations (e.g., less than 250 words or equivalent of ½ double-spaced page in length, or contains grammatical and spelling errors)**

**1 point = discussion example submitted before deadline but contains definition of concept, example appears in textbook, or is superficial (i.e., lacks sufficient elaboration, examination of distinctiveness, personal relevance, or application)**

**4 points = discussion example submitted before deadline, key concept indicated clearly, with fully explained example**

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

Two important final notes:

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1. You only need to contribute to the discussion once for your work to be considered for grading. You may submit multiple contributions to the discussion, however, as you use the discussions to develop your understanding of the concepts.
  2. Please remember to save and submit your contributions to the discussions. If you click on the “save as draft” option your work will be saved for you to edit and submit later, but if you do not log back in and submit before the deadline, your draft will not be submitted automatically. Drafts do not appear in the grading queue.
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**Choose your subject line from this list for each chapter:**

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.

<p><b>Chapter 2:</b></p> <ul style="list-style-type: none"> <li>• Constructivism</li> <li>• Assimilation &amp; accommodation</li> <li>• Disequilibrium &amp; equilibration</li> <li>• Critique of Piaget’s ideas</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>• Mediated learning experience</li> <li>• Scaffolding, cognitive apprenticeship, and guided participation</li> </ul>	<p><b>Chapter 3:</b></p> <ul style="list-style-type: none"> <li>• Authoritative, authoritarian, permissive, neglectful parenting styles</li> <li>• Culture shock and teacher empathy</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>• Popular, rejected, controversial, and neglected students</li> <li>• Gangs &amp; subculture</li> <li>• Recursive thinking</li> <li>• Physical, relational, social aggression</li> <li>• Proactive &amp; reactive aggression</li> <li>• Hostile attributional bias</li> <li>• Induction of empathy and empathy-based guilt</li> <li>• Service learning and moral development</li> </ul>
<p><b>Chapter 4:</b></p> <ul style="list-style-type: none"> <li>• Culture shock (from Ch 3) &amp; cultural mismatch</li> <li>• Cultural and ethnic diversity and teacher assumptions or biases</li> <li>• Acculturation</li> <li>• Worldview</li> <li>• Culturally responsive teaching</li> <li>• Stereotypes and stereotype threat</li> <li>• Promoting gender equity</li> <li>• Poverty, homelessness, and resilience</li> </ul>	<p><b>Chapter 5:</b></p> <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Analytic and holistic thinking</li> <li>• Learning dispositions</li> <li>• Distributed intelligence</li> <li>• Inclusion, LRE, IEP</li> <li>• Accommodations &amp; adaptation of instruction with regard to _____(choose any specific category of needs/disability)</li> </ul>

Continued→

<p><b>Chapter 6:</b></p> <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 &amp; conceptual understanding</li> <li>• Misconceptions and conceptual change</li> <li>• Confirmation bias</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>	<p><b>Chapter 7:</b></p> <ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Comprehension monitoring</li> <li>• Illusion of knowing</li> <li>• Cognitive load</li> <li>• Epistemic belief</li> <li>• Transfer, positive and negative</li> <li>• Authentic activities</li> <li>• Culture of transfer</li> <li>• Encouraging creativity</li> <li>• Critical thinking</li> <li>• Convergent and divergent thinking</li> </ul>
<p><b>Chapter 8:</b></p> <ul style="list-style-type: none"> <li>• Situated learning and cognition</li> <li>• Distributed cognition and intelligence</li> <li>• Individual constructivism (ch 6) vs Social constructivism</li> <li>• Distributed cognition</li> <li>• Mediated learning experience</li> <li>• Information literacy</li> <li>• Schema and script</li> <li>• Worldview</li> <li>• Community of learners</li> <li>• Misconception and conceptual change</li> <li>• Confirmation bias</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 and classroom learning</li> <li>• Contingency</li> <li>• Instrumental (operant) conditioning</li> <li>• Extrinsic and intrinsic reinforcers</li> <li>• Delay of gratification</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>

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<p><b>Chapter 10:</b></p> <ul style="list-style-type: none"> <li>• Outcome expectations and incentives</li> <li>• Self-efficacy</li> <li>• Resilient 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>• Need for self-determination</li> <li>• Need for relatedness</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>• Formative assessment</li> <li>• Teachable moment</li> <li>• Lower-level and higher-level questions</li> <li>• Information literacy</li> <li>• Inquiry learning</li> <li>• Effectiveness/appropriateness of _____(choose from 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> <li>• Managing test anxiety</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 _____ (choose from various assessment tools and strategies)</li> <li>• Bias in assessment</li> </ul>

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## PSY/CLDP 3339.001 ♦ EDUCATIONAL PSYCHOLOGY ♦ FALL 2016

- 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, 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 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 that appears under “Grading Policy.”

You can record your grades here:

Exam 1	____/50
Exam 2	____/50
Exam 3	____/50
Exam 4	____/50
Final Exam	____/100
Intro (extra credit)	____/4
Discussion Board	____/40
Participation	____/30
TOTAL	____/370 (see chart under Grading Policy)

Discussion Board grades (10 to 14 at 4 pts each with maximum 40 points):

Ch. 2	____	Ch. 5	____	Ch. 9	____	Ch. 12	____
Ch. 3	____	Ch. 6	____	Ch. 10	____	Ch. 14	____
Ch. 4	____	Ch. 7	____	Ch. 11	____	Ch. 15	____
		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.