



Blended Course Syllabus

Course Information

Course Number/Section PSY/CLDP 3339.0H1

Course Title

Educational Psychology

Term

Spring 2017

Meeting Times

Wednesdays, 4:00-5:15 p.m., CRA 12.110

Professor Contact Information

Professor

Dr. Huxtable

Office Phone

972-883-6434 (I can return calls to local numbers only)

Email Address

drkarenhj@utdallas.edu

Office Location

JO 3.208

Office Hours

Available by appointment or drop-in; I often am in my office between 9-11 am and 1:30-3:30 pm. I have an open-door policy, so even if you find my door closed, please knock. If I am free, we can talk right away and if I am not, we can schedule a time. If you want to talk for longer than 15 minutes, please schedule an appointment and I will make time for you.

Other Information

Email is the fastest and best way to reach me. Please use your UTD email account.

Resource Connections- Academic Outreach

You may request confidential assistance that does not affect your academic record by making an appointment or completing the online form at this link: <https://oue.utdallas.edu/special-programs/resource-connections/>. Resource Connections can help you with study skills, organization, time management, counseling referrals, or general support with personal or academic issues.

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

Required prior knowledge or skills: none

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. For more information, see

(1) Preparation Manual: [http://cms.texas-](http://cms.texas-ets.org/files/9514/2841/1753/160_pedagogy_professional_responsibilities_ec_12.pdf)

[ets.org/files/9514/2841/1753/160_pedagogy_professional_responsibilities_ec_12.pdf](http://cms.texas-ets.org/files/9514/2841/1753/160_pedagogy_professional_responsibilities_ec_12.pdf) and

(2) Test at a Glance: http://cms.texas-ets.org/files/9114/2841/1965/ppr_ec_12_160_TAAG.pdf and

(3) ETS Interactive Practice Test:

https://practice.ets.org/iptmgr/validate.do?s_num=texas1ipt&WT.ac=texas ipt ws 140212.

Student Learning Objectives/Outcomes

School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes

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		
	Proctored Exams	Discussion Board Participation	In-Class Activities
*program-level objectives			
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

Required Texts

1. Ormrod, J. E. (2014). *Educational psychology: Developing learners* (8th ed.). Upper Saddle River, NJ: Prentice-Hall, ISBN 0132974428.

A copy of the textbook is available on reserve in the library. The 7th edition of the textbook may be used *in conjunction with* the newer edition on reserve. You do not need to bring your textbook to class, but you are welcome to do so.

Required Materials

1. Please be sure to pick up ONE *Exam System II* #229630 answer sheet for your FINAL EXAM. You will need to bring your answer sheet and #2 pencils to our in-class final exam during finals week. All other exams will be completed online in the Testing Center.
2. You will need reliable access to eLearning and your UTD email account. 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 or call the UT Dallas Computer Help Desk at 972-883-2911.

Suggested Course Materials

Suggested 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.

Suggested Materials

There will be times during class when I will invite you to use laptops or other electronic devices if you wish, and other times when I will ask you to put them away. You will be able to take notes more effectively by hand than with a device.

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.

Information required by eLearning technical support:

Textbooks and some other bookstore materials can be ordered online through Off-Campus Books <http://www.offcampusbooks.com> or the UT Dallas Bookstore <http://www.bkstr.com/texasatdallasstore/home>. They are also available in stock at both bookstores.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements <http://www.utdallas.edu/elearning/students/getting-started.html#techreqs> on the Getting Started with eLearning webpage <http://www.utdallas.edu/elearning/students/getting-started.html>.

Course Access and Navigation

The course can be accessed using the UT Dallas NetID account at: <https://elearning.utdallas.edu>. Please see the course access and navigation <http://www.utdallas.edu/elearning/students/getting-started.html#courseaccessandnav> section of the site for more information.

To become familiar with the eLearning tool, please see the Student eLearning Tutorials <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html>.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The eLearning Support Center <http://www.utdallas.edu/elearninghelp> services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the eLearning Tutorials webpage

<http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html> for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students page <http://www.utdallas.edu/elearning/students/cstudents.htm> for details.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk <http://www.utdallas.edu/elearninghelp>. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Important notes regarding the course calendar:

1. 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.
2. You will complete midterm exams in the Testing Center, and the cumulative final exam in class during Final Exam Week. For each 90-minute midterm exam, you will reserve a seat and complete the exam at your convenience. Although every student will be tested over the same material, exam items will be randomly generated from a pool of items. Thus, every exam will be different.
3. You will have two chances to complete each midterm exam. Your higher score will be the one that counts.
4. Timing: The window of opportunity to complete each midterm exam will begin BEFORE we finish discussing all of the corresponding material in class. You are welcome to take the exam before the last class session for the unit, then come to class with questions before you try the exam again.
5. The final exam schedule is decided by the Office of the Registrar, <http://www.utdallas.edu/registrar/final-exam-assignments/#>. Please be sure to log in to Galaxy/Orion to check your personal final exam schedule.

Assignments & Academic Calendar

DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
JAN 11	Course overview & Introduction to education research	Ch. 1	Online self-introduction	3pm 2/1
JAN 18	Cognitive Development	Ch. 2 pp. 18-45, 50-53	Ch. 2 Discussion post	3pm 1/18
JAN 25	Personality & Social Development	Ch. 3	Ch. 3 Discussion post	3pm 1/25
FEB 1	How groups of students may (or may not) differ	Ch. 4	Ch. 4 Discussion post	3pm 2/1
EXAM 1 available during Testing Center hours Jan 27 - Feb 7				
FEB 8	How individual students may differ from one another – Students with special needs	Ch. 5 pp. 118-121, 123-153	Ch. 5 Discussion post	3pm 2/8
FEB 15	Learning and cognitive processes	Ch. 6	Ch. 6 Discussion post	3pm 2/15
FEB 22	Metacognition, promoting transfer and higher-level thinking	Ch. 7 pp. 194-209, 216-225	Ch. 7 Discussion post	3pm 2/22
MARCH 1	Contexts of learning: peer interactions and cultural influences	Ch. 8 pp 226-242, 260-263	Ch. 8 Discussion post	3pm 3/1
EXAM 2 available during Testing Center hours Feb 24 - March 7				

CONTINUED →

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
March 8	Behaviorist views of learning	Ch. 9	Ch. 9 Discussion post	3pm 3/8
MARCH 15	Spring Break—Testing Center is CLOSED March 13-18			
MARCH 22	Social cognitive views of learning	Ch. 10	Ch. 10 Discussion post	3pm 3/22
MARCH 29	Affective factors in motivation	Ch. 11	Ch. 11 Discussion post	3pm 3/29
APRIL 5	Classroom management	Ch. 13	Ch. 13 Discussion post	3pm 4/5
EXAM 3 available during Testing Center hours March 31 - April 11				
APRIL 12	Instructional strategies	Ch. 12	Ch. 12 Discussion post	3pm 4/12
APRIL 19	Classroom assessment strategies	Ch. 14	Ch. 14 Discussion post	3pm 4/19
APRIL 26	Effective use of assessment	Ch. 15 pp. 504-507, 511-540	Ch. 15 Discussion post	3pm 4/26
EXAM 4 available during Testing Center hours April 21 - May 3				
FRIDAY MAY 5	IN-CLASS REQUIRED CUMULATIVE FINAL EXAM Friday, May 5, 5:00-7:15pm CRA 12.110 – Please bring <i>Exam System II</i> #229630 scantron			

Testing Center Procedures

You will complete four midterm exams in the Testing Center, scheduled any time during the 10-day window for each. You must reserve your seat in advance at <http://www.utdallas.edu/studentsuccess/testingcenter/>. Please remember that you will not be admitted to the Testing Center without an appointment. Everyone automatically can take each midterm exam up to two times in that 10-day window, and the higher of the two grades will count. The Testing Center is closed on Sundays.

Grading Policy

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

	Points	% of final grade
Exams (4 @ 50 pts each)	200	54%
Final Exam	100	27%
In-Class Activities	30	8%
Discussion Board (14 @ 1 or 4 pts each)	40	11%
TOTAL	370	100%

Assignment of letter grades is as follows:

Points earned	Percent	Letter grade
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

Midterm grades are due to the registrar's office by March 4, 2017. You might not be finished with Exam 2 by then. I will submit your midterm grade using the information available to me at the time of submission.

Please note: 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.

Course Policies

Make-up exams

You have two chances to complete each midterm exam, scheduled at times you choose during the window of opportunity for each. It is up to you to plan ahead to be sure you can complete the exam in the time available.

The Final Exam will be held in person, in class. **You must be present for the Final Exam.** If you might miss the exam, notify me by EMAIL or at 972-883-6434 IMMEDIATELY. I must hear from you **before** the scheduled time of 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.

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.

Late Work

All assignments must be completed and submitted before they are due. **Late assignments will not be accepted.**

Class Participation

Class attendance and participation are required, and are assessed by your participation throughout each class period. Because participation will be assessed using small group activities, you must come to class on time and prepared to discuss the day's topics. 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 sample tests, activities, and discussions, and frequently will cover content not found in the textbook.

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.*

Classroom Citizenship

Because laptops and other electronic devices can be a source of distraction to yourself and others, their use will be limited during class. You may bring your device of choice, and I will let you know when it may be useful and for what purpose. As a general rule, however, devices may be used for class purposes only, in the service of some immediate activity. You will not need a device for taking notes.

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.”

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.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

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. 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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Class Participation

You will have opportunities to earn participation credit 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. 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.

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:

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.

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.

Chapter 2: <ul style="list-style-type: none"> • Constructivism • Assimilation & accommodation • Disequilibrium & equilibration • Critique of Piaget's ideas • Sociocognitive conflict • Cognitive tool • Self-talk & inner speech • Internalization • Zone of proximal development & level of potential development • Mediated learning experience • Scaffolding, cognitive apprenticeship, and guided participation 	Chapter 3: <ul style="list-style-type: none"> • Authoritative, authoritarian, permissive, neglectful parenting styles • Culture shock and teacher empathy • Temperament & goodness of fit in teaching • Sense of self and implications for behavior • Self-efficacy • Imaginary audience & personal fable • Ethnic identity • Peer pressure & self-socialization • Cliques & crowds • Popular, rejected, controversial, and neglected students • Gangs & subculture • Recursive thinking • Physical, relational, social aggression • Proactive & reactive aggression • Hostile attributional bias
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	<ul style="list-style-type: none"> • Induction of empathy and empathy-based guilt • Service learning and moral development
Chapter 4: <ul style="list-style-type: none"> • Culture shock (from Ch 3) & cultural mismatch • Cultural and ethnic diversity and teacher assumptions or biases • Acculturation • Worldview • Culturally responsive teaching • Stereotypes and stereotype threat • Promoting gender equity • Poverty, homelessness, and resilience 	Chapter 5: <ul style="list-style-type: none"> • Differentiated instruction • Analytic and holistic thinking • Learning dispositions • Distributed intelligence • Inclusion, LRE, IEP • Accommodations & adaptation of instruction with regard to _____ (choose any specific category of needs/disability)
Chapter 6: <ul style="list-style-type: none"> • Construction or constructivism • Encoding, storage, & retrieval • Human memory system: sensory register, working memory, long term memory • Central executive • Declarative, procedural, conditional knowledge • Explicit and implicit knowledge • Rote learning, rehearsal • Meaningful learning & conceptual understanding • Misconceptions and conceptual change • Confirmation bias • Elaboration • Organization • Knowledge base, prior knowledge activation • Meaningful learning set • Mnemonic techniques • Situated learning, situated cognition • Hot cognition • Automaticity • Recognition versus recall tasks • Interference • Reconstruction error 	Chapter 7: <ul style="list-style-type: none"> • Metacognition • Comprehension monitoring • Illusion of knowing • Cognitive load • Epistemic belief • Transfer, positive and negative • Authentic activities • Culture of transfer • Encouraging creativity • Critical thinking • Convergent and divergent thinking
Chapter 8: <ul style="list-style-type: none"> • Situated learning and cognition • Distributed cognition and intelligence • Individual constructivism (ch 6) vs Social constructivism • Distributed cognition • Mediated learning experience • Information literacy • Schema and script • Worldview • Community of learners • Misconception and conceptual change • Confirmation bias 	Chapter 9: <ul style="list-style-type: none"> • Importance of contiguity • Generalization and discrimination • Extinction • Classical conditioning and classroom learning • Contingency • Instrumental (operant) conditioning • Extrinsic and intrinsic reinforcers • Delay of gratification • Logical consequences • Positive-practice overcorrection • Time-out • Group contingency • Extinction in instrumental conditioning • Intermittent reinforcement • Shaping • Reinforcement of incompatible behavior

<p>Chapter 10:</p> <ul style="list-style-type: none"> • Outcome expectations and incentives • Self-efficacy • Resilient self-efficacy • Reciprocal causation • Self-regulation • Incentives • Cognitive modeling • Resilient self-efficacy • Collective self-efficacy • Effortful control 	<p>Chapter 11:</p> <ul style="list-style-type: none"> • Situated motivation • Extrinsic and intrinsic motivation • Need for arousal • Self worth and self handicapping • Need for self-determination • Need for relatedness • Expectancy and value • Internalized motivation • Mastery and performance goals • Internal and external attributions • Incremental and entity views of intelligence • Mastery orientation and learned helplessness • Self-fulfilling prophecy • Cognitive dissonance • Facilitating and debilitating anxiety
<p>Chapter 13:</p> <ul style="list-style-type: none"> • What makes a well-managed classroom • Prevention of and intervention with misbehavior 	<p>Chapter 12:</p> <ul style="list-style-type: none"> • Teacher-directed and learner-directed instruction • Formative assessment • Teachable moment • Lower-level and higher-level questions • Information literacy • Inquiry learning • Effectiveness/appropriateness of _____(choose from various strategies)
<p>Chapter 14:</p> <ul style="list-style-type: none"> • Informal and formal assessment • Paper-pencil and performance assessment • Traditional and authentic assessment • Standardized and teacher-developed tests • Criterion-referenced and norm-referenced assessments • Formative and summative evaluations • RSVP characteristics of tests • Halo and horns effects (regarding assessment, <u>not</u> behavior!) • Managing test anxiety 	<p>Chapter 15:</p> <ul style="list-style-type: none"> • Criterion-referenced and norm-referenced assessments • Effectiveness/appropriateness of _____ (choose from various assessment tools and strategies) • Bias in assessment

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- The Graduate Teaching Assistant for this class will assist in grading written assignments, and in general facilitate your learning success.
- The Undergraduate Teaching Interns for this class will assist lead 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.”

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.

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	____		

