

The University of Texas at Dallas
Course Syllabus

Course Information

Course number: PSY/CLDP 3339.001

Course title: **EDUCATIONAL PSYCHOLOGY**

Term: Fall 2017

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

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

Office location: JO 3.208

Office Hours: MW 1:30-3:30pm, available by appointment or drop-in. I tend to be on campus all day every day. 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. Occasionally, an unavoidable meeting or travel will keep me from being in my office during office hours. I will do my best to keep you informed of such events.

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.

If you face challenges securing food or housing and you believe this may affect your performance in the course, I urge you to contact Resource Connections or the Dean of Students (972-883-6391 or dos@utdallas.edu) for support. Please also feel free to come to me so that I can help make sure you get the assistance that will help you be successful.

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, 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 *program-level objectives | Method of assessing achievement of objectives | | |
|--|---|----------------------------|---------------------|
| | Proctored Exams | Reflection Journal Entries | In-Class Activities |
| 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

Required Textbook

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. Please do not bring your textbook to class.

Required Materials

1. Please be sure to pick up ONE *Exam System II #229630* answer sheet for the FINAL EXAM. 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.

Recommended *optional* readings

A number of relevant books by prominent researchers are widely available. I've listed some here for your benefit:

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 Bruyckere, 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.

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.

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% |
| In-Class Activities | 30 | 8% |
| <u>Reflection Essays (14 @ 1 or 4 pts each)</u> | <u>40</u> | <u>11%</u> |
| 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 |

Midterm grades are due to the registrar's office by October 14, 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.

Important note regarding the course calendar:

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.

Testing Center Procedures

You will complete four midterm exams in the Testing Center, scheduled any time during the opportunity 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, and the higher of the two scores will count. The Testing Center is closed on Sundays.

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| MONDAY | WEDNESDAY |
|--|--|
| <u>AUG 21</u> Course Overview & Introduction to the psychology of education Ch. 1: Education research and its uses | <u>AUG 23</u> → I will be away Aug 22-24. <i>In-class practice final exam</i> (no scantron needed) |
| <u>AUG 28</u> Ch. 1 & Ch. 2: Cognitive development (pp. 18-45, 50-53) <i>Ch 2 Discussion post due in eLearning before 3pm</i> | <u>AUG 30</u> Ch. 2: Cognitive development |
| <u>SEP 4</u> <i>NO CLASSES</i> | <u>SEP 6</u> Ch. 2 & Ch. 3: Personality and social development <i>Ch 3 Discussion post due in eLearning before 3pm</i> |
| <u>SEP 11</u> Ch. 3: Personality and social development | <u>SEP 13</u> Ch. 3 & Ch. 4: Group differences <i>Ch 4 Discussion post due in eLearning before 3pm</i> |
| Exam 1 (Chapters 1-4) available during Testing Center hours September 12-18 Retake option available September 19-25 | |
| <u>SEP 18</u> Ch. 5: Students with special educational needs (pp. 118-121, 123-153) | <u>SEP 20</u> Ch. 5: Students with special educational needs <i>Ch 5 Discussion post due in eLearning before 3pm</i> |
| <u>SEP 25</u> Ch. 6: Learning and cognitive processes <i>Ch 6 Discussion post due in eLearning before 3pm</i> | <u>SEP 27</u> Ch. 6: Learning and cognitive processes |
| <u>OCT 2</u> Ch. 7: Knowledge construction (pp. 194-209, 216-225) <i>Ch 7 Discussion post due in eLearning before 3pm</i> | <u>OCT 4</u> Ch. 8: Higher-level thinking skills (pp. 226-242, 260-263) <i>Ch 8 Discussion post due in eLearning before 3pm</i> |
| Exam 2 (Chapters 5-8) available during Testing Center hours October 3-9 Retake option available October 10-16 | |
| <u>OCT 9</u> → I will be away Oct 9-12. <i>NO CLASS</i> <i>In-class student-led informal study session</i> | <u>OCT 11</u> <i>NO CLASS</i> <i>In-class student-led informal study session</i> Midterm grades posted Oct 14 |
| <u>OCT 16</u> Ch. 9: Behaviorist views of learning | <u>OCT 18</u> Ch. 9: Behaviorist views of learning <i>Ch 9 Discussion post due in eLearning before 3pm</i> |

| MONDAY | | WEDNESDAY | |
|---|--|---|--|
| <u>OCT 23</u> Ch. 10: Social cognitive views of learning <i>Ch 10 Discussion post due in eLearning before 3pm</i> | | <u>OCT 25</u> → I will be away Oct 25-29. NO CLASS <i>In-class student-led informal study session</i> | |
| <u>OCT 30</u> Ch. 11: Affective factors in motivation <i>Ch 11 Discussion post due in eLearning before 3pm</i> | | <u>NOV 1</u> Ch. 11: Affective factors in motivation | |
| Exam 3 (Chapters 9, 10, 11, 13) available during Testing Center hours October 31-November 6 Retake option available November 7-13 | | | |
| <u>NOV 6</u> Ch. 13: Classroom management <i>Ch 13 Discussion post due in eLearning before 3pm</i> | | <u>NOV 8</u> Ch. 12: Instructional strategies | |
| <u>NOV 13</u> Ch. 12: Instructional strategies <i>Ch 12 Discussion post due in eLearning before 3pm</i> | | <u>NOV 15</u> Ch. 14: Classroom assessment strategies <i>Ch 14 Discussion post due in eLearning before 3pm</i> | |
| <u>NOV 20</u> NO CLASSES | | <u>NOV 22</u> NO CLASSES | |
| <u>NOV 27</u> Ch. 14: Classroom assessment strategies 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. | | <u>NOV 29</u> Ch. 15: Effective use of assessment (pp. 504-507, 511-540) <i>Ch 15 Discussion post due in eLearning before 3pm</i> | |
| Exam 4 (Chapters 12, 14, 15) available during Testing Center hours November 28-December 4 Retake option available December 5-12 | | | |
| <u>DEC 4</u> → I will be away Dec 2-5. <i>In-class practice final exam (no scantron needed)</i> | | <u>DEC 6</u> Ch. 15: Effective use of assessment, review practice exam | |
| <u>DEC 11</u> Please bring Exam System II #229630 scantron Tentative schedule: 5:00pm-7:15pm CUMULATIVE FINAL EXAM in GR 4.301 Date, time, and location of final exam will be confirmed after census day. | | 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. | |

Course Policies

NO LAPTOPS or other electronic devices (e.g., cell phones, netbooks, voice recorders, etc.) may 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.

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.

I recommend that you plan to complete each exam *early* in the window of opportunity rather than waiting until the end of each window. If something happens and you miss your chance to complete the exam, whether Trial 1 or Trial 2, there will not be another chance to reschedule.

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 course. 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, and how to study effectively. Please come to see me early to clear up points of confusion rather than waiting, which may simply decrease your learning.

Late Work

All assignments must be completed and submitted before they are due. **Late assignments cannot 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.*

Academic Integrity

The Comet 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.

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.

Detailed Descriptions of Course Assignments

Midterm Exams & Cumulative Final Exam

1. **Four 50-item midterm exams and a 75-item Final Exam** 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. 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 midterm exam will be different.
 3. Your higher score will be the one that counts. You are not required to complete both Trial 1 and Trial 2.
 4. 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.
 5. You are welcome to go over each completed exam with me or our Graduate TA until the date of the next exam (for example, you can come review Exam 1 until we have Exam 2, etc.).
 6. 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 pays off. **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).**
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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 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). For example, if there are 14 opportunities, missing 3 of those will allow you to earn partial credit, but missing 4 or more will not allow you to earn any credit.

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.

Shared Reflection Journals

You will write 10-14 brief essays reflecting on assigned reading. Each paper is worth 4 points. You may earn up to 40 points (11% of your grade), but not more than 40. Journal entries will be submitted via the eLearning discussion board so that they are shared publicly with the class. Thus, these essays are NOT ANONYMOUS. Please keep this in mind as you write. Although classified as a "discussion," the first writing assignment actually involves introducing yourself to your classmates, and is automatically worth 4 extra credit points. The remaining essays, 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 explain an experience, observation, or event that illustrates a concept, offer and explain your perspective on issues related to the application of the concept, and engage in meaningful reflection on the significance and applications of the concept.

Reflection on an event that illustrates a chapter concept should contain the following elements, in **no fewer than 250 words** (if this were written on paper, double-spaced, it would be about 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.** **Explain how the event illustrates the concept and can be better understood in light of the concept.** You can 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 essay submitted or was submitted late, or does not meet minimal expectations (e.g., fewer than 250 words or contains grammatical and spelling errors)

1 point = essay submitted before deadline but contains definition of concept, example appears in textbook or was shared by someone else in class, or is superficial (i.e., lacks sufficient elaboration, examination of distinctiveness, personal relevance, or application)

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

The objective of these shared reflection journals is to develop meaningful understanding of key concepts.

Two important final notes:

1. You only need to post your essay to the discussion board once for your work to be considered for grading. Engaging in discussion is encouraged but not required.
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.

Please note that the table on the next two pages *is your study guide* for the cumulative final exam.

The final exam will not involve simply knowing the concepts, but given that the final exam will assess your ability to explain and apply the main ideas of the course, and the following table lists the main concepts addressed in each chapter, it will help you to realize this is a useful tool for identifying what you need to know.

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>Chapter 2:</p> <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 | <p>Chapter 3:</p> <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 • Recursive thinking • Physical, relational, social aggression • Proactive & reactive aggression • Hostile attributional bias • Induction of empathy & empathy-based guilt • Service learning and moral development |
| <p>Chapter 4:</p> <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 | <p>Chapter 5:</p> <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) |
| <p>Chapter 6:</p> <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 • Elaboration and organization • Knowledge base, prior knowledge activation • Meaningful learning set • Mnemonic techniques • Situated learning, situated cognition • Hot cognition | <p>Chapter 7:</p> <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 |

| | |
|--|--|
| <ul style="list-style-type: none"> • Automaticity • Recognition versus recall tasks • Interference and Reconstruction error | |
| 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 and contingency • Generalization and discrimination • Extinction • Classical conditioning in the classroom • Instrumental (operant) conditioning • Extrinsic and intrinsic reinforcers • Delay of gratification • Logical consequences • Positive-practice overcorrection • Time-out from reinforcement • Group contingency • Extinction in instrumental conditioning • Intermittent reinforcement • Shaping • Reinforcement of incompatible behavior |
| Chapter 10: <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 | Chapter 11: <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 • Facilitating and debilitating anxiety |
| Chapter 13: <ul style="list-style-type: none"> • What makes a well-managed classroom • Prevention of and intervention with misbehavior | Chapter 12: <ul style="list-style-type: none"> • Teacher-directed and learner-directed instruction • Formative assessment • Teachable moment • Lower-level and higher-level questions • Information literacy • Effectiveness/appropriateness of _____ (choose a strategy) |
| Chapter 14: <ul style="list-style-type: none"> • Informal and formal assessment • Paper-pencil and performance assessment • Traditional and authentic assessment • Standardized and teacher-developed tests • Formative and summative evaluations • RSVP characteristics of tests • Halo and horns effects (regarding assessment, <u>not</u> behavior!) | Chapter 15: <ul style="list-style-type: none"> • Criterion-referenced and norm-referenced assessments (Ch 14 and Ch 15) • Effectiveness/appropriateness of _____ (choose from various assessment tools and strategies) • Bias in assessment |

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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 or by email), 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 | ____ | | |