

Remote Course Syllabus

Course Information

Course Number/Section PSY/CLDP 3339.001
Course Title **EDUCATIONAL PSYCHOLOGY**
Term Fall 2020
Meeting times Mondays & Wednesdays 4-5:15pm (3:45-5:30) in Microsoft Teams

Professor Contact Information

Professor **Dr. Karen Huxtable**
Office Phone 972-883-6434 (messages only; I receive voice-to-text email)
Email Address drkarenhj@utdallas.edu
Office Location Microsoft Teams video chat
Online Student Hours 15 minutes before and after each class, and privately by arrangement
Other Information Email is the fastest and best way to reach me. Please use your UTD email account. You are welcome to try again after a couple of days.

Course Modality and Expectations

Instructional Mode: Remote	This is a scheduled course delivered online with synchronous and asynchronous options, as explained here: https://www.utdallas.edu/fall-2020/fall-2020-registration-information/ .
Course Platform	To participate in this course, use your UT Dallas NetID to log in to eLearning . You will need the Microsoft Teams app, available at https://www.utdallas.edu/oit/howto/microsoft-teams/ .
Expectations	Please let me know how I can support your success in this course.
Asynchronous Learning Guidelines	You do NOT need to notify me if you plan to participate asynchronously. You may do so at at time, for any length of time, as explained here: https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/ .

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors. Please see <http://go.utdallas.edu/syllabus-policies>.

Graduation Help Desk

Resources are available to help you overcome obstacles that may interfere with your progress toward graduation. The Graduation Help Desk, <https://oue.utdallas.edu/special-programs/graduation-help-desk>, connects you to the resources that will meet your specific needs. These resources can help you with study skills, organization, time management, counseling referrals, securing food or housing, or general support with personal or academic issues. To reach a person who can help, write to graduationhelpdesk@utdallas.edu.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your timely participation in this class. It also includes engaging in group or other activities throughout each week that solicit your involvement with homework assignments, readings, or materials covered in the recorded synchronous sessions. Class participation is documented by faculty, and *I will check in with you* if you seem to be uninvolved with the course. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

The instructor will record meetings of this course. Any recordings deemed relevant will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course.

Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. **Course materials may not be reproduced or shared with those not in class, or uploaded to other online environments** except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions
None.

Course Description

This course is designed to maximize the success of students who either have not previously done well in online classes, expect not to do well in an online class, or who have already been very successful in online classes. Difficulties in learning online often come from lack of structure, lack of connection with the instructor and other students, and lack of frequent and informative opportunities for practice and feedback. We will overcome these limitations.

In this study of teaching, learning, and the teaching-learning process we will examine the development of cognitive functions, personality and moral understanding, gender and cultural differences, and research on teaching, tests, measurement and evaluation. Concepts to be covered 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 strategies and how we know there is no evidence to support the idea of learning styles. We also will examine issues of gender, special needs, and diversity. This class is designed 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:

https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX160_PrepMaterials.html and

(2) ETS Interactive Practice Test:

https://practice.ets.org/iptmgr/validate.do?s_num=texas1ipt&WT.ac=texas_ipt_ws_140212.

School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes

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

After completing the course, students will be able to do the following:

Student learning objectives/outcomes	Method of assessing achievement of objectives		
	Quizzes	Reflective Discussions	Activity Assignments
*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 conscientiously fulfilling all responsibilities.	X	X	X
5.3 Develop meaningful professional direction for life after graduation. Marketable skills you will develop in this course: time management, writing fluency and proficiency, communication and interpersonal skills, effective learning strategies.		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 Textbook

Ormrod, J. E., Anderman, E. M., & Anderman, L. (2020). *Educational psychology: Developing learners* (10th ed.). Upper Saddle River, NJ: Prentice-Hall, ISBN-13: 978-0135206478.

You do not need publisher materials such as MyLab or REVEL or anything else.

Recommended *optional* readings

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

1. Agarwal, P. K., & Bain, P. M. (2019). *Powerful teaching: Unleash the science of learning*. San Francisco, CA: Jossey Bass.
2. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
3. Bennett, T. (2013). *Teacher proof: Why research in education doesn't always mean what it claims, and what you can do about it*. New York: Routledge.
4. Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press.
5. de Bruykere, P., Kirschner, P.A., Hulshof, C. (2015). *Urban myths about learning and education*. San Diego, CA: Academic Press.
6. Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: W. W. Norton.
7. Hendrick, C., & MacPherson, R. (Eds.). (2017). *What does this look like in the classroom? Bridging the gap between research and practice*. ISBN 978-1911382379 (I can share the pdf with you, free from Hendrick)
8. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
9. **Oluo, I. (2018). *So you want to talk about race*. New York: Seal Press. ISBN 978-1580056779 ← chapters 7-8 (pp. 99-133) are required**
10. Tatum, B. D. (2017). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books.
11. Tolman, A. O., & Kremling, J. (Eds.). (2017). *Why students resist learning: A practical model for understanding and helping students*. Sterling, VA: Stylus.
12. **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.**
13. Willingham, D. T. (2012). *When can you trust the experts? How to tell good science from bad in education*. San Francisco: Jossey-Bass.

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#), and may be less expensive at other 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 on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes 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 [Student eLearning Tutorials](#) webpage 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](#) webpage for more information.

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](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Undergraduate Teaching Internship Opportunity

If you decide that you have found this course worthwhile, 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.

Office Hours in Microsoft Teams

Office hours, also referred to as Student Hours, are times for making connections with faculty. Getting to know your professors is important not only for your success in each course, but for making the most of your education overall. You can ask questions and share ideas about course material and study strategies, guidance for career pathways, the meaning of life, or how course ideas change your understanding of yourself and others. These kinds of conversations build your *cultural capital*, an idea developed by sociologist Pierre Bourdieu, which is connected to your understanding of the academic and professional world. If you can, please join our class sessions a few minutes early or stick around for a bit afterward to talk about whatever is on your mind.

Assignments & Academic Calendar

Topics, Reading Assignments, Assessments, Due 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 and on the discussion boards. You will find class sessions to be much more interesting and involving if you are *prepared* to discuss the topics every week.

SUGGESTED WEEKLY PLAN

MON	TUE	WED	THU	FRI	SAT	SUN
New Module Begins Teams Meeting 4-5:15pm	Read, watch videos	Teams Meeting 4-5:15pm Main Discussion post due before 9pm	Read, watch videos Complete Activity Assignment (5 pts)	Complete Quiz (20 pts)	Discussion replies due before 9pm (15 points)	Last chance everything due before 9pm

Academic Calendar

WEEK/DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
1 Aug 17- Aug 23	Introductions & course overview Introduction to the psychology of teaching and learning; Education research and its uses	Chapter 1	Self-introduction and 3 Discussion posts Activity assignment Ch 1 Quiz	Before 9pm Aug 23, automatic late extension to Aug 30
2 Aug 24- Aug 30	Cognitive development:	Chapter 2	3 Discussion posts Activity assignment Ch 2 Quiz	Before 9pm Aug 30 <i>Intro (15)</i>
3 Aug 31- Sep 6	Personality and social development	Chapter 3	3 Discussion posts Activity assignment Ch 3 Quiz	Before 9pm Sep 6 <i>Discussion scoring (45)</i>
4 Sep 7- Sep 13	Learning and cognitive processes	Chapter 6	3 Discussion posts Activity assignment Ch 6 Quiz	Before 9pm Sep 13
5 Sep 14- Sep 20	Metacognition, transfer, and critical thinking; Contexts and social interaction (skip pp. 301-319)	Chapter 7-8	3 Discussion posts Activity assignment Ch 7-8 Quiz	Before 9pm Sep 20 <i>Discussion scoring (30)</i>
6 Sep 21- Sep 27	Behaviorist views of learning	Chapter 9	3 Discussion posts Activity assignment Ch 9 Quiz	Before 9pm Sep 27

WEEK/ DATES	TOPIC/LECTURE	READING	ASSESSMENT / ACTIVITY	DUE DATE
7 Sep 28- Oct 4	Social cognitive views of learning	Chapter 10	3 Discussion posts Activity assignment Ch 10 Quiz	Before 9pm Oct 4
8 Oct 5- Oct 11	Affective factors in motivation	Chapter 11	3 Discussion posts Activity assignment Ch 11 Quiz	Before 9pm Oct 11 <i>Discussion scoring (45)</i>
9 Oct 12- Oct 18	Group differences What is the school-to-prison pipeline?	Chapter 4 Oluo pp 99-133 & other readings posted in eLearning	3 Discussion posts Activity assignment Ch 4 Quiz	Before 9pm Oct 18
10 Oct 19- Oct 25	Students with special educational needs; Ableism	Chapter 5	3 Discussion posts Activity assignments Ch 5 Quiz	Before 9pm Oct 25
11 Oct 26- Nov 1	Classroom management & mismanagement; Racism in schools	Chapter 13	3 Discussion posts Activity assignments Ch 13 Quiz	Before 9pm Nov 1 <i>Discussion scoring (45)</i>
12 Nov 2- Nov 8	Instructional strategies	Chapter 12	3 Discussion posts Activity assignments Ch 12Quiz	Before 9pm Nov 8
13 Nov 9- Nov 15	Classroom assessment strategies	Chapter 14	3 Discussion posts Activity assignments Ch 14 Quiz	Before 9pm Nov 15
14 Nov 16- Nov 22	Effective use of assessment	Chapter 15	3 Discussion posts Activity assignments Ch 15 Quiz	Before 9pm Nov 22 <i>Discussion scoring (45)</i>

Grading Policy

For each week, we have a quiz, an activity assignment, and a three-part discussion board. The basis for assigning grades in this course will be as follows:

		<u>Points</u>	<u>% of final grade</u>
Quizzes	12 of 14 at 20 points each	240	46%
Activity Assignments	12 of 14 at 5 points each	60	11%
<u>Discussion Boards</u>	<u>15 of 15 at 15 points each</u>	<u>225</u>	<u>43%</u>
	TOTAL	525	100%

NO Research Exposure Credits are required for this class.

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
486-525	93-100%	A
470-485	90-92%	A-
460-469	88-89%	B+
434-459	83-87%	B
418-433	80-82%	B-
407-417	78-79%	C+
381-406	73-77%	C
365-380	70-72%	C-
355-364	68-69%	D+
339-354	65-67%	D
0-338	0-64%	F

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 requirements 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?" at the beginning of the semester, not at the end.

Course Policies

Make-up exams

You will have three chances to complete each of 14 quizzes. Every quiz will be available for a week, and you may skip or drop up to TWO quizzes with no penalty. Beyond those two, absolutely no extensions of deadlines for quizzes will be possible. Therefore, I recommend that you plan to complete each quiz early in the week it is due. If something happens and you miss your chance to complete the quiz, regardless of the reason, you will not have another chance. Developing effective time management is a key objective of the flexible course design.

Extra Credit

No individualized extra credit will be available. You will have multiple opportunities to earn full credit for all course assignments. If you are concerned about your grades, please talk to me early in the semester. If you wait until the end, there will not be time to help you. An extra credit opportunity will be available in the second half of the semester.

Late Work

All assignments must be submitted before they are due. **Assignments cannot be accepted after 9pm Sunday evenings.** You can skip up to 2 of 14 Quizzes and up to 2 of 14 Activity Assignments. Two rounds of discussion participation are due each week, and you have some flexibility within each week for completing your contributions to the ongoing discussions. In most cases, Discussions are spread out across a three-week period. It is NOT acceptable to contribute to the discussions during only one of the weeks. Spread out your participation in the group discussions.

Please be sure to verify that every assignment, quiz, or discussion post you submit can be viewed in eLearning. If you can't see it, I can't see it. And if I can't see it, even if it shows as "in progress," I can't grade it. Notify eLearning tech support by email at assist@utdallas.edu or call the UT Dallas Computer Help Desk at 972-883-2911 if you have technical problems.

NOTE → I recommend that you plan to complete each assignment well in advance of the day it is due. This is a valuable habit to develop. Planning to complete assignments *on time* does not give you flexibility if a crisis arises. Planning to complete assignments ahead of time allows you to adapt to unexpected circumstances and make it far more likely that you will be successful.

Class Participation

This course is designed to require a high level of sustained involvement throughout each week. It will not be effective to try to devote only a couple days per week to logging in and completing assignments. Please plan carefully to keep up with readings and other assignments, and to participate fully in the discussions and other aspects of the online learning experience. You are not *required* to participate on Mondays and Wednesdays during our synchronous class sessions, but I hope you can. You are not required to watch those recordings. I am not going to keep track.

Classroom Citizenship

For many years, I have asked students, "what do you wish professors understood about you?" The two most common answers are:

1. I have many demands on my time outside of this class.
2. I am here because I really want to learn.

I understand that you often face multiple competing obligations that can be obstacles to your success. I also understand that you are not here to do only the bare minimum, but rather you want to make the most of the educational experiences available to you. I will always assume that you are doing everything you can to learn, and I will do everything I can to help make sure that happens.

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."

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students. Please go to [Academic Support Resources](#) webpage for these policies.

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 [UT Dallas Syllabus Policies](#) webpage for these policies.

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

Details About eLearning Assignments

The fall semester has 14 weeks. Each week includes a reading assignment, a quiz, an activity assignment, and a discussion board. I've listed descriptions of the task, rationale, and grading criteria for each assignment. These assignments are due every week before 9pm Sunday. To be confident of earning full credit, you should post to the discussion board (roughly) at least by Wednesday and Saturday each week. All contributions submitted before 9pm Sunday will be graded.

Quizzes

1. *Task:* You will have three chances to complete each of 14 20-item multiple-choice quizzes. Every quiz will be available for a week, and you will have 30 minutes for each attempt. The total possible number of points you can earn on the quizzes is 240, which means you can skip up to TWO quizzes with no penalty, for any reason. Complete as many quizzes as needed to reach 240 points. After you earn 240 points, no additional points can be earned by completing quizzes.
2. *Rationale:* Testing is often thought of as what comes at the end of learning, used for demonstrating that learning has occurred, but this is NOT what the primary use of testing should be. Testing, also known as retrieval practice (or better yet, retrieval practice with feedback), is a method for **facilitating** learning. In this class, you will have the opportunity to complete a quiz for each week's reading assignment. Each quiz will be available for three attempts. As you complete each quiz, you should challenge yourself to recall and reason out the answers for each question in order to engage in **retrieval practice**. These are open-note quizzes, so you may verify your responses as needed, but it is more worthwhile to challenge yourself first. The highest of your three scores is the one that counts. Even if you earn a perfect score on your first try, you will learn more if you complete each quiz three times, especially if you complete each one several days, or at least several hours, apart. Completing a quiz before you read the corresponding chapter can help you know where to focus as you read, and also is demonstrated to produce more effective learning. Note that even if you earn full credit without reading the chapter, you still need to read the chapter. You are here to learn, not merely pass a quiz.
3. *Grading Criteria:* Quizzes are automatically graded in eLearning. Each item is worth 1 point. You are welcome to ask me about specific items, especially if the keyed correct response seems to be incorrect or unclear.

Activity Assignments

1. *Task:* Every week you will complete assignments that go with the synchronous class sessions. Synchronous class sessions will not consist solely of lecture delivery. Instead, even though there may be times when I offer framing, explanations, and elaboration, we also will have interactive activities and demonstrations of chapter concepts, formative assessment of your understanding, and chances for you to apply chapter concepts to problems or examples. You can complete these tasks during or shortly after participating during the scheduled class session or watching the recording later.

The total possible number of points you can earn on the Activity Assignments is 60, which means you can skip up to TWO with no penalty, for any reason. Complete as many as needed to reach 60 points. After you earn 60 points, no additional points can be earned by completing Activity Assignments.

2. *Rationale:* I hope you will find it worthwhile to participate in our synchronous class sessions or to view the recordings later, and I expect these sessions are more engaging when they give you chances to generate responses. The Activity Assignments are, in part, an attempt to replicate the interactive class experience that we would have in a face to face classroom. For those who participate asynchronously, these activities may promote more active learning.
3. *Grading Criteria:* These assignments corresponding to class activities are graded for completeness, not accuracy. The goal is to challenge yourself to think about course concepts and retrieve them from memory, not to look up and write down “correct” answers. Scoring is therefore all or nothing, 0 points or 5 points full credit. When you don’t know the answer, it is better to write something close to what you know instead of writing nothing or “I don’t know.” Realizing you don’t know is the beginning of learning, not the end. An assignment that is completed in a perfunctory manner, or that is only mostly complete, will not earn credit.

When you truly don’t know an answer and have to look it up, put the assignment aside and complete it a day or two later without looking up the answer again. This will help you learn far more effectively than just writing down the answer.

Discussion Boards

1. *Task:* You will be randomly assigned to small groups in eLearning to engage in discussion of chapter concepts and their relevance. For each chapter, you will write one main discussion post and two replies.

Main post due mid-week. This is your response to the discussion prompt, which usually looks like this: *Which concept or concepts from this chapter were most interesting, relevant, or surprising to you? Why? How do you see this connecting to your life, whether in terms of your interests, goals, observations, or experiences? Explain.*

Create a new thread to examine a concept that no one else has started a thread for yet (notice that it is beneficial to post early so that you have more freedom to choose—please don’t worry about it if you accidentally create a new thread that already exists because someone posted theirs about the same time you posted yours). The subject line of each thread should be a different chapter and concept, and everyone writing about the same concept should stay in that thread. For example, you might title a thread “*Ch 5: Independent and Interdependent Views of the Self.*” Other students may reply to that thread, but no one else in the group

should create a new thread for that concept. For each main post for each chapter, you will write an essay in which you do ALL of these:

- select a specific chapter concept or related concepts; these should be specific and not broad or obvious terms that you already know (like *aggression* or *social influence*), and should include related concepts when possible (like *hostile and instrumental aggression*, or *prosocial behavior and altruism*, or *informational and normative social influence*), then
- give an example of an observation or experience that illustrates the concept, and then
- explain and analyze what makes it a good example, how and why it happened, and what it means. How does understanding this concept change your understanding of yourself and others?

The example should be an actual event or situation that occurred to you or someone else, not a hypothetical, fictional, or general “type” of illustration. The objective is to connect course ideas to your life and understanding of the world. Describe what it looked like when something actually happened, and explain how that event can be better understood by applying the concept to interpret the behaviors and thinking involved in that moment.

Your main post will require 2-3 paragraphs, which is about 300 words. Your main post is something you plan in advance, as you read the chapter. I recommend jotting down a whole series of examples that come to mind as you read, to give you a list to choose from. You do NOT need to cite or quote from the textbook (please don’t!), and MUST NOT copy definitions, examples, or anything else from the textbook or any other source (seriously, don’t!). This assignment is designed to NOT require other sources—don’t waste your time with Wikipedia, google, etc.

Replies due toward the end of the week: Reply to at least TWO members of your group with a substantive elaboration on their contribution to the discussion (1-2 paragraphs each, which is about 150-200 words). Replies should be to different threads, and are intended to be spontaneous, with no advance planning. Writing supportive comments like “Great post!” is fine, but these are not considered in the grading, and should not be considered obligatory. They are not part of the word count. If no one in your group has posted something for you to reply to, you can start a new thread or reply to yourself.

You might think of ways to reply by remarking on what their example made you wonder, or maybe reading their post made you think of another example of your own, or maybe you want to point out a key aspect of their explanation that could be reworded to help someone learn it more effectively.

2. *Rationale:* The objective of this assignment is to connect course ideas to events or experiences in your life that can be better understood in light of what you are learning in the course. This takes the form of an interactive discussion board because you can learn even more when you not only share your examples and interpretations, but get to hear from others. For many years, TAs for this course reported their experience of grading students’ examples and explanations to be an extraordinarily meaningful learning opportunity. I then began having students share the papers using the discussion board, but without engaging in discussion. It now is more meaningful when students both share their insights and respond to each other’s ideas.
3. *Grading Criteria:* The grading rubric is included below. Please note that timing matters. Within each week, think of the timing of discussion posts as having 1-2 days of flexibility,

not 1-2 weeks. This is the expectation for ordinary circumstances. If you are experiencing a life crisis, the flexibility designed into the course is intended to help you. It isn't too late to post if the deadline has not been reached yet, but it is NOT acceptable to post nine times all at once, either in one day or over the course of a few days. Doing so will reduce the number of points you earn.

I know you have many things going on in your lives outside of this class, so as always, the deadlines that truly matter are before 9pm Sunday. The suggested deadlines help you avoid falling behind, even as you adapt them to your schedule. Timeliness is part of the grading system for the discussion boards, so it is possible to earn lower scores there if you post only on Sundays, or only on one day in a week. **Under ordinary circumstances**, you should never skip an entire week of discussion board posts, even if you sometimes need to spread out the **nine posts** over the full three-week period.

Posts do not become available for me to grade until you have completed all three for a specific chapter or week.

Please be sure to participate in the discussions throughout each three-week period for maximum learning benefit. Word counts are not what matter most, but they are a useful guideline when you are unsure. Word counts should be viewed as setting the *minimum* expectation, i.e., meeting the minimum length is necessary but not sufficient. It is possible to make lengthy posts that earn little credit if they lack substance. It is not possible to earn full credit for posts that are overly brief.

Online Discussions Grading Rubric

15 points possible for every 3 posts in a one-week period, with discussion participation expected by Wednesdays (one main post) and Saturdays (two replies), with some flexibility

Ratings of Student Participation Effectiveness in Online Discussions					
Category	0	0	3	4	Points
Promptness and initiative	Posts only before the deadline; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a day or two	Consistently responds to postings within a day or two; demonstrates self-initiative	
Relevance of post—illustrative example	Posts topics unrelated to the discussion content; makes short or irrelevant remarks, sticks with the obvious	Occasionally posts off topic; most posts are short in length and/or offer no further insight into the topic (may include empty details)	Frequently posts topics that are related to discussion content; prompts further discussion of chapter topics	Consistently posts topics related to discussion topic; cites additional examples related to chapter topics	
Expression within the post—precise explanation	Does not express opinions or ideas clearly; uninformed connection to chapter topics; relies on information from external sources	Unclear connection to topic evidenced in minimal expression of opinions or ideas; superficial or obvious	Opinions and ideas are stated clearly with occasional lack of clear connection to topic	Expresses opinions and ideas in a clear and concise manner with connection to chapter topics; clearly explains connections	
Contribution to the learning community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved in the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to chapter topics	
Total (15 possible):					

Adapted from Edelstein, S., & Edwards, J. "If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions." Available at <http://www.westga.edu/~distance/ojdl/spring51/edelstein51.html>.
 In Teaching and Learning Online: Communication, Community, and Assessment • University of Massachusetts

Educational Psychology – PSY/CLDP 3339.001 - Grade Summary Sheet

Use this page to keep track of where you stand at all times. Do not trust eLearning calculations that indicate a number of points “out of” some total. That total possible is virtually always incorrect. The correct total possible points for each assignment is listed below.

Week	Topic	ACTIVITY ASSIGNMENT	QUIZ	DISCUSSION BOARD
WEEK 1	Personal Introduction			_____/15
	Ch 1	_____/5	_____/20	
WEEK 2	Ch 2	_____/5	_____/20	
WEEK 3	Ch 3	_____/5	_____/20	_____/45
WEEK 4	Ch 6	_____/5	_____/20	
WEEK 5	Ch 7 & 8	_____/5	_____/20	_____/30
WEEK 6	Ch 9	_____/5	_____/20	
WEEK 7	Ch 10	_____/5	_____/20	
WEEK 8	Ch 11	_____/5	_____/20	_____/45
WEEK 9	Ch 4	_____/5	_____/20	
WEEK 10	Ch 5	_____/5	_____/20	
WEEK 11	Ch 13	_____/5	_____/20	_____/45
WEEK 12	Ch 12	_____/5	_____/20	
WEEK 13	Ch 14	_____/5	_____/20	
WEEK 14	Ch 15	_____/5	_____/20	_____/45
TOTAL		_____/60 (max)	_____/240 (max)	_____/225 (max)

Extra Credit Assignment: _____/15 can contribute to the discussion board maximum

TOTAL: _____/525

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
486-525	93-100%	A
470-485	90-92%	A-
460-469	88-89%	B+
434-459	83-87%	B
418-433	80-82%	B-
407-417	78-79%	C+
381-406	73-77%	C
365-380	70-72%	C-
355-364	68-69%	D+
339-354	65-67%	D
0-338	0-64%	F