

Fall 2019 Course Syllabus
PSY 325: Educational Psychology (01)
Thursdays 6:00 pm - 8:50 pm; DEV 136E
Department of Psychology

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Office Hours: Tuesdays & Thursdays 1:00 pm to 2:00 pm (and by appointment.)

Course Description

This is a psychology course. Educational psychology is a sub discipline of psychology that generates knowledge relevant to education via the use of scientific methods. This course will review some important findings, theories, and research methods from the science of psychology that are relevant to the study of learning and teaching. The course is fairly broad in scope and will cover issues as diverse as research methods, cognitive development, language & thought, standardized testing, individual differences, intelligence, memory, critical thinking, constructivist views of learning, classroom management and motivation.

Course Objectives: Upon successful completion of this course students will be able to:

1. Describe how the science of psychology can inform our understanding of teaching and learning.
2. Explain how the use of scientific research methods is relevant to educational psychology and highlight its enormous value in adjudicating conflicting positions in educational matters.
3. Summarize the implications of some current research on psychology on our understanding of how people learn.
4. Illustrate effective teaching and learning strategies that are geared towards maximizing student learning.

Textbook* (Required):

Educational Psychology. (2017). **13th Edition (custom edition)**, by Anita Woolfolk, Pearson.

* Please note we are using a **customized edition** of this textbook which can be acquired at the GVSU bookstore.

E-Reserved Readings:

The below is a tentative listing and will likely be modified throughout the course (i.e., some may be dropped and some may be added.) While much of the below will become required readings, some of the below will become “optional” or “suggested” readings. The required assigned E-reserve readings will be announced in class and/or via your written reading assignments. It is **important** that you keep up with the assigned readings throughout the entire duration of the course.

- Adams, M. J., Foorman, B. R., Lundberg, I. et al. (1998). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. American Educator. Washington, DC: American Federation of Teachers. pp.18-29.
- Alferink, L.A., & Farmer-Dougan, V. (2010). Brain-(not) based education: Dangers of misunderstanding and misapplication of neuroscience research. Exceptionality, 18, 42-52.
- Baumeister, R.F., Campbell, J.D., Krueger, J.I. & Vohs, K.D. (2003). Does high self esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? Psychological Science in the Public Interest, 4(1), 1-44. (Only pp. 10-14 required)
- Bruer, J. T. (1997). Education and the Brain: A Bridge too Far. Educational Researcher, 26(8), 4-16.
- Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. Psychological Science in the Public Interest, 14(1), 4-58.
- Halpern, D.F., Behbow, C.P., Geary, D.C., Gur, R.C., Hyde, S.J. & Gernsbacher, M.A. (2007). The science of sex differences in science and mathematics. Psychological Science in the Public Interest, 8(1), 1-51. (Only pp. 1-14 required.)
- Lupyan, G. & Clark, A. (2015). Words and the world: Predictive coding and the language-perception-cognition interface. Psychological Science, 24, 279-284.
- Özgen, E. (2004). Language, learning, and color perception. Current Directions in Psychological Science, 13(3), 95-98.
- Pahler, H., McDaniel, M., Rohrer, D. & Bjork, R. (2008). Learning styles: Concepts and evidence. Psychological Science in the Public Interest, 9(3), 105-119.
- Rayner, K., Foorman, B. R., Perfetti, C. A.; Pesetsky, D., Seidenberg, M. S.. (2001). How psychological science informs the teaching of reading. Psychological Science in the Public Interest, 2, 31-74.
- Ripley, A. (2010). Is cash the answer? Time. New York, NY: Time Inc. pp. 40-47.
- Roediger, H. L. & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention, Psychological Science, 17(3), 249-255.
- Roediger, H. L. & Marsh, E. J. (2005). The positive and negative consequences of multiple-choice testing, Journal of Experimental Psychology: Learning, Memory, and Cognition, 31(5), 1155-1159.
- Shipstead, Z., Redick, T. S. & Engle, R. W. (2010). Does working memory training generalize? Psychologica Belgica, 50(3&4), 245-276. (Only pp. 245-256 & 268-271 required.)
- Simons, D. J., Boot, W. R., Charness, N., Gathercole, S. E., Chabris, C. F., et al. (2016). Do “brain-training” programs work? Psychological Science in the Public Interest, 17, 103-186.
- Stanovich, Keith. (2009). Rational and irrational thought: The thinking that IQ tests miss. Scientific American Mind, November/December, pp. 34-39.
- Stanovich, P. J. & Stanovich, K. E. (2003). Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions . Washington, DC: US Department of Education.
- Swami, V., Voracek, M., Stiegler, S., Tran, & Furnham, A. (2014). Analytical thinking reduces belief in conspiracy theories. Cognition, 133, 572-585.
- Visser, B. A., Ashton, M. C & Vernon, P. A. (2006). Beyond g: Putting multiple intelligences theory to the test. Intelligence, 34, 487-502.

Course Evaluation

I. Exams	(70% of grade)	
Midterm Exam 1		20 points (20%)
Midterm Exam 2		20 points (20%)
Final Exam (Cumulative)		30 points (30%)
II. Assignments	(15% of grade)	
Reading Assignments		12 points (12%)
Journal Article Review		3 points (3%)
III. Participation	(15% of grade)	
In-Class Activities (unannounced)		15 points (15%)

100 points*

*Note that since the sum of all points is 100, the terminology “points” and “percentage” are interchangeable in this scheme.

Exams (3): 70% of final grade

There will be two midterm exams and a cumulative final exam. Exams will consist of multiple-choice, short answer questions and/or longer essay-like questions. Questions will be drawn from both lectures and assigned readings. Although there will be a very large overlap between lecture content and assigned readings, lectures will present some material not found in the assigned readings and also not cover some material found in assigned readings. A consequence of this is that a non-trivial portion of exam questions will comprise of material that is unique to either lectures alone or assigned readings alone. In other words, to do “well” on the exams you must do both the assigned readings and attend class (which means paying attention and taking good notes--not just physically being there). Midterms will test lecture and reading material covered prior to exam date (2nd midterm will test only material covered after the first midterm). The final exam will be cumulative. It will consist of material covered after Midterm 2 and material throughout course that was specifically *designated as final exam content* (for example, all of topic 2 will be designated as final exam content).

On exam days . . .

Make sure you bring to class a black lead pencil (#2 or softer) and a “good” eraser. You will be responding on a scantron form.

A point of caution: Be careful when filling these scantron forms. Bubbles should be filled in properly, and you should thoroughly erase any changed answers. No corrections will be made as a result of errors on your part.

Emergency closings: In the event that the university closes on the date of a scheduled midterm exam, the affected exam will be held during our next regularly scheduled class.

On missing exams . . .

Don't! Unless having a justified reason for missing an exam, see below, you will not be able to make up a missed exam and will score a zero for that portion of your grade. Scheduling a makeup exam presents problems for the whole class, for me as an instructor, and for support staff in the psychology department. Numerous people may be inconvenienced by modifications to exam scheduling for a single student (e.g., by limiting/affecting what can be discussed or presented in a post exam lecture/discussion.)

If, however, you miss an exam for an extremely good reason, be prepared to provide documentation for your justified absence (e.g., a doctor's note) and be prepared to make up the exam ASAP. This is by no means an issue to be taken lightly, you **must** have a very good reason for an exam absence and you **must** be able to document it sufficiently. Please promptly offer your documentation to me rather than waiting for me to initiate that rather "uncomfortable" conversation.

If you are going to be absent, get in touch with me ASAP--this is your responsibility (do not wait for me to get in touch with you, or simply wait until you see me at the next class). If I do not hear from you within 24 hours of the exam, you have forfeited your opportunity to write the exam.

Reading Assignments: 12% of final grade

Reading assignments will require that you **thoughtfully** read some E-Reserved material(s) and answer a set of provided questions. These assignments will be made available on blackboard and will be graded on a credit / no credit basis. Responses are to be made in your **own words with no quotations taken from articles**. Avoid skimming the assigned readings for answers as this may result in a non-credited assignment. There will *likely* be eight of these assignments, thus each being worth 1.5 points—but this number is subject to change as it may be increased (or decreased). Regardless the number of assignments given, each assignment will be of equal weight and your final reading assignments score will be converted to a score out of a total of 12 points

The following will result in assignments NOT receiving credit:

1. Late or incomplete assignment (e.g., missing a response to a single question)
2. Responses in which your own wording was not used. It is important to take note that unlike typical papers you may write in university classes, the nature of these assignments will ask that all of your responses are made completely using your own wording—do not use any quotations from the assigned reading(s). You will not be using citations or incorporating a reference section into these assignments. Do not incorporate the work of anyone else (including fellow students) into your responses. Doing so will be considered plagiarism (as described in the catalog and in the Student Code.) If you submit an assignment that contains plagiarized material, you may receive a failing grade for the course.
3. Assignments containing responses that do not *clearly* evidence a reflective reading of the material (e.g., responses being overly superficial or too skimpy on the relevant details.)

Journal Article Review Assignment: 3% of final grade

Details concerning the article review assignment and presentation will be outlined in class sometime after our coverage of Topic 2. The content of the research methods unit (topic 2) will be very relevant to this assignment.

Participation (In-Class Activities): 15% of final grade

In-class activities will almost always be unannounced and will be graded on the basis of participation (completed vs. not completed). Many of these will take the form of pop quizzes or quiz-like activities that touch upon either assigned readings that should have been completed or material just presented in class that day. A few of these will consist of quick “mini” experiments generating class data that will serve to illustrate upcoming course concepts/material. If you have a valid reason (e.g., illness) for missing an in-class activity, obtain documentation for this absence (e.g., doctor’s note) and supply this to me. Note that these activities will be brief in duration (typically 10 minutes or less) and **you must be in class during the time of their administration to be credited**. Note that it is possible that more than one in-class activity may be administered during a single class session (a possibility due to a week’s coverage of material in a single class.)

Scoring Details: Your first absence results in a zero-point deduction. Your second absence will result in a one-point deduction. Your third absence results in an additional two-point deduction (the first “freebie” is effectively withdrawn at the third absence.) Each subsequent absence beyond your third will result in an additional one-point deduction. **You will not be able to make-up any in-class activity you miss due to absence.**

Attendance

While attendance is expected and most strongly urged, you will not be directly penalized for missing classes (i.e., attendance is not taken.) If you must miss a non-exam date class you need neither secure my consent nor supply me with a reason for the absence. But please note that missing classes will most likely have consequences on your grade in this course: i) I will be presenting material in class that is not covered in the assigned readings; ii) I often clue students in to especially important assigned reading material during lecture/discussion; iii) an unannounced in-class activity may have been conducted (see above Participation section); iv) **I do not provide lecture notes for missed classes**—please do not ask as I can make no exceptions on this out of fairness to all students; v) you may miss obtaining important announcements and/or handouts in a timely manner. You can mitigate some of these—see the **A helpful suggestion** section below.

Please do NOT email me the following (or variants of the following) questions:

1. “I missed class today. Did I miss anything important?”
2. “Can you send me the lecture notes that I missed?”
3. “I am going to miss class because . . . will there be an in-class activity today?”

Answers to above questions will always have to be:

1. *uh* ... yes, of course you did.
2. No, sorry. See the A helpful suggestion section below.
3. Maybe.

On being late for classes

It is a mistake to think that missing the first few minutes of class is harmless. All things being equal, the worst x minutes that you could possibly miss in a lecture is often the **FIRST** x minutes. Those first few minutes of class are often where the context for all the remaining lecture material gets outlined. Your comprehension of lecture material will often be “challenged” when you miss the preceding material—even just a few minutes. If you do arrive late, please be courteous to your fellow classmates and quietly take the closest or least disruptive seat.

A helpful suggestion

Get to know some of your fellow classmates. Pair up with at least one other student as a “Lecture-Notes-Buddy.” That is, in the event you do miss a class, your Lecture-Notes-Buddy will allow you to copy her/his notes for the missed. **Do not expect the instructor to provide you the notes for a missed class. Do not expect the instructor to recap for you an entire missed lecture after class.**

Our responsibilities:

Both the professor and student have responsibilities in the teaching / learning process.

My responsibilities as an instructor include...

- being well organized
- being courteous and helpful with students
- providing an updated and informative course
- returning graded materials promptly
- being fair and unbiased with grading

Your responsibilities as a student include...

- attending classes and being punctual--especially for exams!
- paying attention in class and taking notes
- asking questions about material you do not understand
- seeking help with material if you're having difficulty (e.g., meeting with me)
- not creating distractions for other students or the instructor (e.g., excessive talking) **Silence your phones** (phones should also be placed away during class)
- doing the assigned readings and studying the course material

A note about student dissatisfaction with grades:

An unfortunate reality of any course is that not all students will obtain the final grade they desire. Some students may even fail the course. As an instructor of the course, my responsibility is to insure that evaluation procedures were fair. To a very large extent, this can be determined by how the class is performing overall. If your performance as a member of this class is substantially below the general class performance, then you cannot simply claim that the evaluation procedures were unfair. Some careful thought has to be given to what else might possibly be wrong, and how it might be changed.

To minimize any damage to your student records, **it is important that you consult with me very early once difficulty arises** (e.g., discuss this with me during an office hour.) Remain vigilant about your progress in the course.

When students approach me late in the term claiming that they NEED a specified grade, what can I (the instructor) do for them? the answer will be disappointing. As long as the grading procedures were fair, YOU as a student are in control and responsible for your own grade. As an instructor, I must be fair and unbiased with the grading procedures, which includes sticking to the same procedures that applied to the entire class. Deviations on my part from the outlined procedures for any single student amounts to cheating those students who were evaluated under the original scheme.

Topics covered:

The following is a list of the topics that will be covered in this course. Topics are not of equal time duration as some of the below have more content to be covered than others. The order in which we cover the below topics is subject to some modification. Assigned readings for topics will be announced in class (and on blackboard.) **Please note that Topic # \neq Chapter #.** **Assigned readings will be announced in class and posted on blackboard.**

1. **Introduction to the history and foundations of educational psychology**
2. **Research methods in psychology as they apply to education**
3. **Learning theory and classroom management**
4. **Motivation processes in learning and education**
5. **Memory and knowledge representation**
6. **Individual differences in learning and assessment**
7. **Thinking processes and their role in student learning**

Exam and other important dates:

Last day 100% refund & "W" grade begins	Aug 30
Labor day Recess	Sept. 1-2.
Last day 75% refund	Sept. 20
Midterm 1	October 3
Fall Break	Oct 20 - 22
Drop deadline with a grade of "W"	October 25
Midterm 2	November 7
Journal Article Review Assignment	November 21
Final Exam (semi-cumulative)	December 12; 6:00 pm

Course Grade Schedule:

A	93-100 points	B+	88-89 points	C+	78-79 points	D+	68-69 points
A-	90-92 points	B	82-87 points	C	72-77 points	D	60-67 points
		B-	80-81 points	C-	70-71 points	F	< 60 points

For purposes of letter grade submission, numerical scores are rounded up from the **second decimal place value** to the nearest whole number (i.e., xx.45 and greater). For example, 81.45, (a **B-**) would be rounded up to an 82 (a straight **B**). An 81.44, however would remain a B- (the border needs to be placed somewhere).

Important note:

Your continuation in this course indicates your acceptance of the above schedule and procedures. The above schedule and procedures, however, are subject to some modification in the event of extenuating circumstances (as assessed by the instructor).

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>