



EDHD 460: Educational Psychology

EDHD 460

Fall 2019

Section 0101

Course Description

Educational psychology is primarily the application of psychology to learning processes and theories. This course will cover such topics as individual differences, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communicating in educational settings.

As one of the foundations of psychology and education, educational psychology can provide insights into the nature of the learners and the learning process. While human learning is often associated with formal education and schooling, learning unfolds wherever humans live and work; that is both in school and in the world at large. In order to more fully understand human learning and human development, we will explore a range of topics including knowledge, strategic thinking, problem solving, motivation, measurement, and individual differences. In EDHD 460 Educational Psychology, we will examine (a) theory and research that have direct implications for understanding the complexity of human learning, and (b) applications that have developed from this theory and research that can inform how we learn or how we can guide the learning and development of others.

Required Resources (No purchase required !)

Course website: elms.umd.edu

Primary Text

Alexander, P. A. (2006). *Psychology in learning and instruction*. Upper Saddle River, NJ: Pearson. (I will be providing a digital copy on ELMS)

Supplemental Readings:

Chapters from:

- Goetz, E. T., Alexander, P. A., & Ash, M. (1992). *Educational psychology: A classroom perspective*. Columbus, OH: Charles E. Merrill.
- Ormrod, J. E. (2016). *Human learning* (7th ed.). London: Merrill.

We will also be reading some research studies and articles from other sources. Supplemental readings and additional articles will be available through ELMS (CANVAS).

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(best way to reach me is by email)
Phone: 301-405-0676

Class Meets

Mon & Wed
11:00am-12:15pm
ASY #3203

Office Hours

Benjamin Bld.
#3240
Mon
3:30pm-4:30pm
and by appointment

Mailbox

Benjamin Bld
#3304
(Ask at front desk)

Course

Communication

I will send information pertaining to the course through ELMS announcements.

Email me in case of any unscheduled absences.

Course Objectives

By the end of this course, students will be able to:

- Demonstrate knowledge of learning theories and psychological constructs on formal and informal assessments;
- Apply educational psychology concepts and procedures to various contexts and to their own learning;
- Interpret and critique readings dealing with educational psychology topics.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course-Specific Policies

Laptops for quizzes and exams: You will be required to bring a laptop (not a tablet or phone) for quizzes and exams - if you do not own one you can borrow one (here) but please be sure you arrange that well in advance.

No laptops, phones or tablet devices are permitted during our class meetings EXCEPT for quizzes and exams. I understand and have considered arguments for permitting laptops and tablets in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations).

Grading practices. I will be very careful in grading all the assignments and exams. I will automatically round up your final percentage from 0.5 and above to assign you the higher grade (e.g. from 89.6% B+ to 90% A-).

- **Calculation errors:** Grades will be changed in the event that there has been an error in the calculation of the grade. Please contact me during office hours and I will immediately correct it.
- **Grade disputes based on content:** Grade disputes based on content must be submitted to me in writing. Outline very specifically why you feel you received your grade in error. Grade disputes must be submitted within one week after receiving the grade. They may be submitted by email or by placing a time-stamped hard copy in my mailbox.
- **Final grades:** Final grades will be calculated based on the total number of points earned for all the assessments in the course. Letter grades will be assigned according to the percentage of points earned,

outlined in the chart below. *Unless a calculation error has been made on my part, final grades will not be changed.* There are no exceptions to this policy.

University-wide Policies

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu/SHC/Default.aspx>. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). **Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.**

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is **confidential**. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Special needs: If you have a registered disability that will require accommodation, please see me as soon as possible so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Accessibility and Disability Services in the Shoemaker Building (301-314-7682) as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students should not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, you must contact me **before** the absence (*as soon as possible*) with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Attendance: It is up to the individual student to attend each class. If you miss class, you are responsible for obtaining additional notes from a classmate. My PowerPoint slides are brief outlines of what will be discussed. It is highly unlikely that you will be able to do well in this course without consistent attendance.

- **Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false

information is a violation of the Code of Student Conduct. You must provide me with this documentation within *one week of the absence or during the next class period that you are able to attend* (whichever comes first). Students are expected to make every attempt to inform the instructor of the illness prior to the date of the missed class.

- **Major scheduled grading events:** Major scheduled grading events are indicated on the syllabus with an asterisk *. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. You must provide me with documentation within *one week of the absence or during the next class period that you are able to attend* (whichever comes first). You may not make up major graded events due to being absent unless you provide written documentation that excuses your absence. You are also expected to make every attempt to notify me prior to class. In the case of medical absence, this documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Note: Planned personal travel is not a university approved excuse for missing a major grading events.
- **Non-consecutive medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.
- **Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause within *one week of the absence or during the next class period that you are able to attend* (whichever comes first) and make every attempt to inform the instructor prior to the date of the missed class.

Assignment format: APA format (sixth edition) is required for all written assignments. Points will be deducted if your work does not follow APA format.

Extra credit: Extra credit opportunities may be provided throughout the course. Generally, these opportunities will involve participation in a social/behavioral research study on the University of Maryland campus. I will inform you of these activities as I become aware of them. By participating in these activities that posted by me but not by other departments, you will be eligible for a 1% increase in your final grade point average.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and



improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Grades

Grades are not given, but earned. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review and learn from your performance, please email me to schedule a time for us to meet in my office.

Learning checks: (60% of total grade)

There will be three tests over the semester. Test 1, Test 2, and Test 3 will each make up 20% of the total grade and will help you to assess your knowledge about the topics learned in class.

Assignments: (20% of total grade)

There will be one major assignment. Specific information and requirements will be provided in class.

- 1) **Behavioral Intervention Report:** You will conduct a mini behavioral intervention using either classical or operant conditioning over the course of three weeks and complete a report on this activity.

Class Activities and Participation: (20% of total grade)

There will be many in-class and several out-of-class activities throughout the semester to check your reading, stimulate your thinking, and deepen your understanding of the relevant topics. *Some* of the activities are marked on the course schedule. This portion of grade will be assigned based on the degree of your participation in class, discussion boards, and completion of the worksheets/reflections associated with these activities.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Course Schedule

Tentative Course Schedule				
Week	Date	Topic	Readings	Activities and Assignments
Week 1	26-Aug	Course Overview: What is Learning Anyway?	Alexander: IM vs. KB	Your Perceptions of Learning
	28-Aug	Understanding Educational Trends	Ch. 1 Schwartz (2018). Finding It Hard to Focus?	Information Manager or Knowledge Builder
Week 2	2-Sep	No class		
	4-Sep	Behaviorism in Theory	Goetz Ch. 6	
Week 3	9-Sep	Behaviorism in Practice	Goetz Ch. 7	Applying Behaviorism to Classroom Management
	11-Sep	Perspectives on Cognitive Development: Piaget	Ormrod Ch. 10	
Week 4	16-Sep	Perspectives on Cognitive Development: Vygotsky	Ormrod Ch. 11	
	18-Sep	Nature of Knowledge and Knowing	Ch. 4, p.64-72 (Track 6 Ch.4, p.1-29); Goetz Ch. 8 p.298-316	Your Epistemological Beliefs
Week 5	23-Sep	Nature of Knowledge and Knowing		
	25-Sep	Changing Knowledge and Beliefs	Ch. 6, p.121-135 (Track 8 Ch. 6, p.1-44); Alexander (2002). Teaching as persuasion	
Week 6	30-Sep	Learning check 1*		
	2-Oct	Promoting Transfer	Ch. 6, p.135-145 (Track 8 Ch. 6, p.45-end) Alexander & Murphy (1999). Nurturing the seeds of transfer	Assignment #1: Behavioral Intervention Report Due* Your Experiences of Transfer
Week 7	7-Oct	Information Processing and Memory	Goetz Ch. 8 (p.316-336)	Assignment #1: Behavioral Intervention Report Due*
	9-Oct	Information Processing and Memory	Goetz Ch. 9	
Week 8	14-Oct	Metacognition and Self-Regulated Learning	Zimmerman (2002). Becoming a self-regulated learner; Nilson (2014). Secret of self-regulated learning (https://www.facultyfocus.com/articles/teaching-and-learning/secret-self-regulated-learning/)	

	16-Oct	Problem-Solving and Reasoning	Ch. 8	Problem-Solving Profiling
Week 9	21-Oct	Relational Reasoning and Intelligence	Alexander et al. (2016). Relational reasoning: What we know and why it matters	Your definition of intelligence
	23-Oct	Developing Domain Knowledge and Expertise	Alexander et al. (1997). Mapping the multidimensional nature of domain learning	
Week 10	28-Oct	What is Creativity?		
	30-Oct	Jumpstarting creativity		
Week 11	4-Nov	Learning check 2*		
	6-Nov	Assessment, Testing, and Measurement	Ch. 13	
Week 12	11-Nov	Motivation and Academic Achievement	Ch. 9	Motivation Case Studies
	13-Nov	Motivation and Academic Achievement	Harackiewicz et al. (2008). Relations between goals and interests in college	Grit scale
Week 13	18-Nov	Language and Reading Development	p.87 – p.92 http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf	Poverty and language development. Achievement gap
	20-Nov	Language and Reading Development		
Week 14	25-Nov	Bilingualism/ELL	p. 76 – p.81 http://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf	
	27-Nov	Thanksgiving (No class)		
Week 15	2-Dec	Self-Perceptions and Self-Beliefs	Ch. 10	
	4-Dec	Self-Perceptions and Self-Beliefs	Dweck (2011). Mindsets and human nature	
Week 16	9-Dec	Cultural differences/ Stereotype threats		
	11-Dec	Wrapping up/ Final review		
	13-Dec Friday	Learning check 3*: 8:00 -10:00 am (Final Exam)		

*MSGE: Major Scheduled Grading Event