

EDHD 460 EDUCATIONAL PSYCHOLOGY

Spring 2019

TuTh 11:00 am-12:15 pm

EDU 1107

INSTRUCTOR:	Yuting Sun
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OFFICE HOURS:	Thursdays 1:30-2:30pm and by appointment

MATERIALS:

Primary Text

Alexander, P. A. (2006). Psychology in learning and instruction. Upper Saddle River, NJ: Pearson.

Supplemental Readings:

Chapters from Goetz, E. T., Alexander, P. A., & Ash, M. (1992). Educational psychology: A classroom perspective. Columbus, OH: Charles E. Merrill.

Chapters from Ormrod, J. E. (2016). Human Learning (Seventh Edition).

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

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.

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 activities;
- Interpret and critique readings dealing with educational psychology topics on assignments and in class discussions;
- Communicate their knowledge of learning theories and research through class discussions and presentations.

ASSESSMENT:

Exams: (60% of total grade)

There will be three exams over the semester. The exams may consist of multiple-choice, short answer, and extended response questions. Test 1, Test 2, and Test 3 (final exam) will each make up 20% of the total grade.

Assignments: (30% of total grade)

There will be three major assignments. Specific information and requirements on these assignments 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. (10%)
- 2) **Applying Educational Research Paper:** In this short paper (4-6 pages), you will identify an educational problem or issue you have observed in a classroom or have experienced yourself as a student. You will apply educational theories to analyze the issue and find and describe research in educational psychology in order to understand the background of the chosen problem, as well as possible solutions to the problem. (10%)
- 3) **Self-Constructed Test:** You will create your own test on the content of educational assessment, using what you have learned about how to write good test items from class and the readings. (10%)

Class Activities and Participation: (10% 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. You will be required to turn in worksheets, reflections, or short reports on these activities periodically. *Some* of the activities are marked on the course schedule. This portion of grade will be assigned based on the degree of your verbal participation in class and completion of the worksheets, reflections, and reports associated with these activities. A Check +, Check, or Check – will be assigned to each submitted worksheet/reflection as an indication of the quality of the response.

NOTE: All assignments should be submitted at the beginning of class on the due date unless otherwise instructed. No tests or assignments will be accepted late unless prior instructor approval has been received. *Major assignments will be automatically marked down 10% of the grade for each day they are handed in late.* In the case of circumstances beyond student control, a university approved document will be needed to make up for any major graded events. See Class Policies below for detail.

INSTRUCTOR RESPONSIBILITIES:

Those participating in this course can be assured that the instructor will:

- Overview the readings and clarify any key concepts and procedures addressed in those readings;
- Respect the views and ideas of students;
- Maintain a positive and stimulating learning environment;
- Return all assignments and tests in a timely manner;
- Provide clear and informative feedback on all assignments and tests.

STUDENT RESPONSIBILITIES:

It is expected that all students enrolled in EDHD 460 will:

- Read all specified chapters and assigned readings by the date specified;
- Attend all class lectures;
- Participate in class discussions;
- Complete all designated in-class or out-of-class assignments/activities by the date designated.

CLASS POLICIES

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for detailed information on the University's policies with regard to undergraduate education.

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 <https://www.studentconduct.umd.edu>. The 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.

Special Needs

If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at <https://www.counseling.umd.edu/ads/start/eligibility/> as soon as possible.

Religious Observances

The University of Maryland policy on religious observances states that students 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, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

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.

Course Absences

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. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. 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. 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. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

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.

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 and make every attempt to inform the instructor prior to the date of the missed class.

COURSE GRADING:

Your grade for this course will be determined in the following manner:

Test 1	20%
Test 2	20%
Test 3 (Final Exam)	20%
Assignments	30%
Class Activities/Participation	10%

TOTAL	100%

Grading Scale

98.0000% - 100% A+

92.0000% - 97.9999% A

90.0000% - 91.9999% A-

88.0000% - 89.9999% B+

82.0000% - 87.9999% B

80.0000% - 81.9999% B-

78.0000% - 79.9999% C+

72.0000% - 77.9999% C

70.0000% - 71.9999% C-

68.0000% - 69.9999% D+

62.0000% - 67.9999% D

60.0000% - 61.9999% D-

59.9999% and below F

Tentative Course Schedule				
Week	Date	Topic	Readings	Activities and Assignments
Week 1	Jan 29	Course Overview: What is Learning Anyway?	Alexander: IM vs. KB	Your Perceptions of Learning
	31	Understanding Educational Trends	Ch. 1 Schwartz (2018). Finding It Hard to Focus?	Information Manager or Knowledge Builder
Week 2	Feb 5	Behaviorism in Theory	Goetz Ch. 6	
	7	Behaviorism in Practice	Goetz Ch. 7	Applying Behaviorism to Classroom Management
Week 3	12	Perspectives on Cognitive Development: Piaget	Ormrod Ch. 10	
	14	Perspectives on Cognitive Development: Vygotsky	Ormrod Ch. 11	
Week 4	19	Nature of Knowledge and Knowing	Ch. 4 (p.64-72); Goetz Ch. 8 (p.298-316)	Your Epistemological Beliefs
	21	Nature of Knowledge and Knowing	Ch. 4 (p.72-88)	Common Knowledge Measurement
Week 5	26	TEST 1*		
	28	Changing Knowledge and Beliefs	Ch. 6 (p.121-135); Alexander (2002). Teaching as persuasion	
Week 6	Mar 5	Promoting Transfer	Ch. 6 (p.135-145); Alexander & Murphy (1999). Nurturing the seeds of transfer	Assignment #1: Behavioral Intervention Report Due* Your Experiences of Transfer
	7	Information Processing and Memory	Goetz Ch. 8 (p.316-336)	
Week 7	12	Information Processing and Memory	Goetz Ch. 9	Testing Your Memory
	14	Being Strategic	Ch. 7	
Week 8	19-21	Spring Break!		
Week 9	26	Metacognition and Self-Regulated Learning	Zimmerman (2002). Becoming a self-regulated learner;	Self-Regulation Case Study

			Nilson (2014). Secret of self-regulated learning (https://www.facultyfocus.com/articles/teaching-and-learning/secret-self-regulated-learning/)	
	28	Problem-Solving and Reasoning	Ch. 8	Problem-Solving Profiling
Week 10	Apr 2	Relational Reasoning and Intelligence	Alexander et al. (2016). Relational reasoning: What we know and why it matters	Test of Relational Reasoning
	4	No Class		
Week 11	9	Developing Domain Knowledge and Expertise	Alexander et al. (1997). Mapping the multidimensional nature of domain learning	
	11	TEST 2*		
Week 12	16-18	Assessment, Testing, and Measurement	Ch. 13	Assignment #2: Applying Educational Psychology Research Paper Due on April 16th*
Week 13	23-25	Constructing Better Assessments	Ch. 14	Putting What You Know about Assessment to the Test
Week 14	30	Motivation and Academic Achievement	Ch. 9	Motivation Case Studies
	May 2	Motivation and Academic Achievement	Harackiewicz et al. (2008). Relations between goals and interests in college	Assignment #3: Self-Constructed Test Due*
Week 15	7	Self-Perceptions and Self-Beliefs	Ch. 10	Murray's Taxonomy of Psychogenic Needs
	9	Self-Perceptions and Self-Beliefs	Dweck (2011). Mindsets and human nature	
Week 16	14	Final Review		
	16	FINAL EXAM*: 8:00 -10:00 am		

***Major Scheduled Grading Event**