

## **EDHD 460 0201: Educational Psychology** **Spring 2019, Tue & Thu, 2-3:15, TYD 2110**

**Instructor:** Min Wang, Professor, Dept. of Human Development and Quantitative Methodology.  
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Office hour: One hour after class or appointment via email

**Textbooks: Required:**  
Woolfolk, A. (2016). Educational Psychology (13th edition)

### **Description and Objectives:**

EDHD 460 focuses on the psychological principles underlying development, learning, thinking, teaching, and motivation in educational settings. This course covers the theories, research, and assessment of these concepts and their application in schools.

From this course, students will be able to:

- a. Understand, compare, critique, and apply key theories of learning and development
- b. Understand, synthesize, and apply key concepts and principals in development, learning, cognition, and motivation
- c. Identify, understand, and use individual differences and contextual factors to promote student learning
- d. Analyze and develop classroom instructional strategies that apply principles of educational psychology to promote student learning

### **Course Format:**

This course will be taught in combination of lectures, in-class or on-line group discussion/activities.

### **Requirements and Evaluation:**

#### **1. Complete required readings every class and participate in class** (20 points)

Students are required to complete readings every week and participate in class. I will provide a sign-in sheet every class for your signature of attendance. Any student who needs to leave the class earlier than the end time should seek my permission.

#### **2. Create 5 concept maps on different topics** (10 points each, total 50 points, see the outline for due dates)

Concept maps are an excellent method to help you clarify and organize your own understanding/thoughts of how course materials are connected to each other. The purpose of this assignment is to help you review the materials for different topics covered. You will be asked to select about **25** key concepts from each of the designated topics. Create a map or web using **MS Word or other programs** to demonstrate how you consider these concepts to be related to each other. Together with your concept map, you are asked to submit a key that provides **a definition of each concept** using your own words and **an example** that has not been used in class. Remember to keep your definitions and examples concise (5 sentences maximum, typed). See the due date for each concept map in the Table of outline of topics at the end of this syllabus. The five concept maps cover all of the topics throughout the course.

- 10 points will be given for each map.

- Any incorrect definition or example will receive a deduction of 0.5 points.
- A concept map without examples will only receive 5 points.
- 5 points will be deducted for any hand-written map or definition sheet.
- 3 points will be deducted for any late submission within one week past the due date. After one week, no points will be given.

**3. Search online for 5 video clips on different topics** (10 points each, 50 points in total, see outline for due dates) (TASC5; TASC10)

Students will be paired up for internet search for 5 video clips on different topics. The paired students should discuss with each other and agree on the choice of the selection of the clips. For due dates please see the outline at the end of this syllabus. The link of the selected video clip along with a brief explanation (180-200 words) per group should be posted on the course ELMS/Canvas under the 'Discussions section' by midnight (12 AM) prior to the next class. Please include both names of the members of your group.

Each pair together will be responsible for presenting on **one** of the 5 clips to the whole class. The presentation along with the video should not exceed 5 minutes (Video: 2 mins. / Explanation: 3 mins.). Please show only the relevant part of the video or trim the video. The specific date of each pair's presentation will be decided in class.

Students will be graded on the following areas:

- The clarity of the explanation (5 points).
- Please note that this is a group presentation and both students must present.
- The relatedness of the video clip to the content of the class materials and explanation posted online (5 points).
- 5 points will be deducted for any explanation shorter than the minimum number of words.
- 3 points will be deducted for any late submission within one week past the due date. After one week, no points will be given.

**5. Two tests** (200 points, MSGE)

There are two closed-book Tests for this class. Both Test 1 and Test 2 will consist of multiple-choice items and short answer questions (100 points each).

**6. Case study** (100 points, MSGE) (EC6; TASC2; TACS4)

Students will be expected to conduct a case study on one of the aspects on Educational Psychology covered in the course. The aim of this study is to help you develop your professional skills to better understand a student and apply the concepts and principles we have learned in class to a real student's life. In order to successfully design and complete the study, intellectual efforts are required. The following three steps are what you need to do:

1) Select a student that you would like to better understand, and choose one aspect/topic covered in the class on which you would like to study him or her. The student can be a student of yours, a friend, a student in the neighborhood, a niece/nephew, etc. The age range can be from kindergarten to college.

2) Collect data on the student you are going to study. Methods for collecting data can be observation, interview, experiment, or questionnaire.

There will be three components to this project. You should complete the following three components:

1) **Project proposal** (20 points): Students will be required to submit a short proposal for the case study first. The proposal should outline the student you are going to study, and how you plan to go

about studying the student. The goal of the proposal is to help you plan for the study, think through the ideas and ways for you to study the student. I will hand out a proposal guideline.

- a. About 3 pages, typed, double-spaced.
- b. Please see the schedule table for the due date.
- 2) **Power point presentation** (30 points): You will be required to present the case study so that you can share experience with each other and learn from each other. Details for the format of this presentation will be outlined when the presentation date approaches.
- 3) **Final report** (30 points): Students will be required to submit a final written report of their study.
  - a. The report should be 6-8 pages (not including references or appendices), typed, double-spaced.
  - c. The final report will be graded based upon the following scale:  
 Format (spelling/grammar/editing): 10 points; Clarity and organization: 10 points  
 Scholarship and creativity: 10 points; Content and accuracy: 10 points

Please note that students are encouraged to start the case study early and work on it steadily throughout the course.

#### **Total points earned:**

(97%) 388 – 400 --- A+	(87%) 348 – 359 --- B+	(77%) 308 – 319 --- C+
(93%) 372 – 387 --- A	(83%) 332 – 347 --- B	(73%) 292 – 307 --- C
(90%) 360 – 371 --- A-	(80%) 320 – 331 --- B-	(70%) 280 – 291 --- C-

#### **University Policies and Resources**

As a student, you have the responsibility to be familiar with and uphold the *Code of Academic Integrity* and the *Code of Conduct*, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: <http://ugst.umd.edu/courserelatedpolicies.html>. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

## Tentative Outline of Topics\*

Date	Topic(s)	Parts and Clusters
Jan29/31	<u>I. Course Introduction</u>	Cluster 1
	<u>II. Students</u>	Part 1
Feb5/7	a. Cognitive Development I	Cluster 2
Feb12/14	b. Cognitive Development II	Cluster 2
	<b>Video clip 1 -Cognitive development due 11<sup>th</sup> night 12am</b>	
Feb19/21	c. Learner Differences I	Cluster 4
	<b>Concept map 1 -Cognitive development due 19<sup>th</sup>, in class</b>	
Feb26/28	d. Learner Differences II	Cluster 4
	<b>Video clip 2 –Learner difference due 25<sup>th</sup> night 12am</b>	
Mar5/7	e. Language Development & Diversity I	Cluster 5
	<b>Concept map 2 -Learner Differences due 5<sup>h</sup>, in class</b>	
Mar12/14	f. Language Development & Diversity II	Cluster 5
	<b>Video clip 3 –Language development &amp;Diversity due 11<sup>th</sup> night 12am</b>	
	<b>Concept map 3 -Language Development and Diversity due 15<sup>th</sup> 4pm in my mailbox</b>	
Mar19/21	<b>Spring Break!</b>	
Mar26/28	Review (Mar26) <b>Test 1</b> (March 28)	
	<u>III: Learning and Motivation</u>	Part II
Apr2/4	a. Behavioral View of Learning	Cluster 7
	b. Cognitive View of Learning	Cluster 8
Apr9/11	c. Complex Cognitive Processes	Cluster 9
	<b>Video clip 4 -Behavior, cognitive views due 8<sup>rd</sup> night 12am</b>	
Apr16/18	d. Social Cognitive View and Motivation	Clusters 11
	<b>Concept Map 4–Behavioral, cognitive view and complex processes Due 16<sup>th</sup>, in class</b>	

Apr23/25	e. Motivation in Learning and Teaching	Cluster 12
	Prepare for Case study proposal: No Class Apr 25	

**Video clip 5 -Social cognitive and motivation due 22<sup>nd</sup> night 12am**

**Case study proposal due 26<sup>th</sup>, 4pm, in my mailbox**

<u>IV: Teaching and Assessment</u>	Part III
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Apr30/May2	e. Creating Learning Environment	Cluster 13
	Prepare for case study: No class May 2	Cluster 15

**Concept Map 5 -Social cognitive view, motivation, motivation in learning due 30<sup>th</sup>, in class**

May7/9	<b>Case study power point presentations (I, II)</b>
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May14	<b>Test 2</b>
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May20	<b>Final report of case study due to mailbox 10:30am-12:30am</b>
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\* This schedule is flexible depending on students' interest and other timing factors.

\*\* I will let you know as soon as I have this information.