

# Course Syllabus

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## EDUC 381 Educational Psychology

Instructor: Dr Uzeyir Ogurlu (aka Dr.O)      Office: College of Professional Studies, Room 450

Email: [uogurlu@uwsp.edu](mailto:uogurlu@uwsp.edu)      Office Hours: Tuesday&Thursday 9.00-10.30 or by appointment  
 (<mailto:uogurlu@uwsp.edu>)(best way to contact)

| Classes        | Day                 | Time                | Location |
|----------------|---------------------|---------------------|----------|
| Team Meetings  | Decided by the team | Decided by the team | Zoom     |
| Class Meetings | Monday              | 5.00-6.15pm         | Zoom     |

You can see the Zoom links under [Zoom](#) on Canvas

IN ZOOM MEETINGS, PLEASE MAKE SURE THAT YOUR CAMERA IS ON. AS A FUTURE EDUCATOR, YOU SHOULD KNOW THAT THIS IS A PROFESSIONAL DISPOSITION. IF YOU HAVE A SPECIAL CONCERN, PLEASE EMAIL ME IN ADVANCE.

### COURSE DESCRIPTION

In this course, we'll explore how people learn and grow, through the lens of educational psychology or "ed psych." Understanding ed psych is an invaluable part of being a good teacher. It can help you


become a better student, too! I'm eager to share my ideas, and I look forward to what I'll learn from you. I hope you find this experience interesting and useful.

*EDUC 381 Educational Psychology. 2 cr.* Psychological bases of educational procedures and practices; educational implications of characteristics of physical and mental growth, emotional behavior, motivation, learning, individual differences, and human relations.

### Course Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. **Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.** In particular, apply this understanding to (a) your teaching in general, and (b) creating safe, inclusive classes where everyone can succeed.
2. **Examine and explain how social, cultural, or political institutions influence individuals or groups.** In particular, examine and explain the possible influences on students (e.g., home lives, peer groups, media, other social, cultural, or political institutions), and then adapt your teaching appropriately.
3. Use the InTASC Model Core Teaching Standards in your planning, teaching, and self-evaluation.

This course focuses on these **InTASC Model Core Teaching Standards** (see [InTASC Standards](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf) ([https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf))  ([https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf/download?download\\_frd=1](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf/download?download_frd=1))):

4. Learner Development (a, b, c, d, e, h, i, j, k)
  2. Learning Differences (a, c, d, f, g, h, j, k, l, m, n)
  7. Planning for Instruction (a, c, d, h, i, j, k, m, n, o, p, q)
  9. Professional Learning and Ethical Practice (a, b, c, d, e, f, g, i, j, m, n, o)
5. Parts of this course will help familiarize you with Common Core State Standards and Wisconsin Model Early Learning Standards. This includes a complex issue topic.

This is the **central enduring understanding** I want you to develop:

A highly effective teacher is a committed, reflective practitioner. The teacher uses a variety of promising strategies in response to students' uniqueness. Responsive learning environments seldom "just happen": they take planning, preparation, sensitivity, and pluralism.

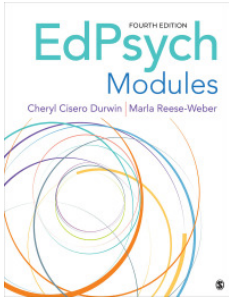
### 3. C. Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a [model of disposition](#). we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

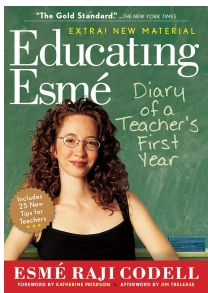
## Required Course Materials

There are 2 required textbooks:

**Durwin, C.C., & Reese-Weber, M. (2021). *Ed Psych: Modules (4th Ed.)*. Thousand Oaks, CA: SAGE Publications.**



**Codell, E.R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin Books.**



There are multiple editions of Esmé. I use her diary dates as well as page numbers from my edition, so you can use any edition (including Kindle).

UWSP Libraries own *Educating Esmé: Diary of a Teacher's First Year* as an ebook. Here is the link

<https://ebookcentral.proquest.com/lib/uwsp/detail.action?docID=3418965>

<https://ebookcentral.proquest.com/lib/uwsp/detail.action?docID=3418965>)

Additional readings will be in Canvas or on third-party websites.

You will need the following technology for this course: a webcam with a microphone (or headset), or a smartphone, and a stable internet connection. (I don't recommend a cellular internet connection.)

You need to be comfortable with Canvas, Outlook, creating Word files and submitting them in Canvas, and using Zoom (including chat).

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

## Learning Online

This course is online with weekly Zoom meetings. While there are many advantages to this approach, there are some significant challenges.

Reading and understanding all syllabus is crucial.

It's very important that you complete all the readings carefully. For some readings, I provide study questions or other tools to help you check your understanding.

It's very important that you communicate with me as needed. Email is an excellent way to reach me. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc.

**For general questions, you could also ask your questions [here](#) (Home-Course Q&A)**

Don't worry about looking foolish or wasting my time. I care about your success.

I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

## Assignments

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course.

- All the assignments are listed on CANVAS.
- Directions and rubrics for all the assignments are listed on CANVAS too.
- Please read the directions and rubric for each assignment carefully.
- All assignments must be submitted via CANVAS unless otherwise indicated.
- You must save all your work electronically and also in hardcopy format for your records before submitting it.
- I'm always happy to answer questions on an assignment, please don't hesitate to ask.
- All submissions must be typed using 12-point Times New Roman font, with 1-inch margins on all sides. A cover page specifying the assignment, due date, instructor's name, and student's name must be included.
- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

| #  | Assignments                   | Possible Points |
|----|-------------------------------|-----------------|
| 1  | Response to the Syllabus      | 4               |
| 2  | Disposition Self-Assessment   | 8               |
| 3  | Background Reflection         | 8               |
| 4  | EDI Plan                      | 8               |
| 5  | Professional Development Plan | 8               |
| 6  | Esme Response                 | 8               |
| 7  | Teaching Philosophy Essay     | 32              |
| 8  | Team Meetings                 | 32              |
| 9  | Class Meeting Scouts          | 24              |
| 10 | Documentary Analysis          | 20              |
| 11 | Attendance                    | 20              |

**THERE ARE NO EXAMS FOR THIS CLASS**

**Grading Scale:**

**Grading Scale**

Percentage

Grade

Percentage

Grade

|          |    |            |    |
|----------|----|------------|----|
| 100%-94% | A  | 76-74%     | C  |
| 93-90%   | A- | 73-70%     | C- |
| 89-87%   | B+ | 69-67%     | D+ |
| 86-84%   | B  | 66-64%     | D  |
| 83-80%   | B- | 60 & Below | F  |
| 79-77%   | C+ |            |    |

I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

## Assignments

### Respond to the Syllabus

By the due date, I would like you to read the class syllabus carefully and then to write down your understanding of various points. This is so I can be sure you understand what you are getting yourself into. You automatically receive full points if you complete it on time. By completing this assignment, you are saying that you've read the syllabus. You're also saying that if you have any questions about the syllabus, you have asked me, or you will ask me. In this assignment, you will also introduce yourself to me. I will read your introduction and reply to you individually. Detailed info and guidelines are [here](#) on Canvas.

### Disposition Self-Assessment

All students completing teacher preparation in our School of Education are expected to strive to meet dispositions described in our SOE Dispositions Model. For this assignment, please study the Dispositions Model and reflect on your dispositions. Then answer some questions. Detailed info and guidelines are [here](#) on Canvas.

### Background Reflection

Demonstrate reflection on your experiences with a difference; directly address (A) race and racism and (B) gender roles and sexism in your background. There are many possible kinds of differences you can address in your reflection. You don't have to try to cover them all. Detailed info and guidelines are [here](#) on Canvas.

### **EDI Plan**

Over time, educators have used different vocabulary to talk about honoring differences. Currently, many educators use the phrase "equity, diversity, and inclusion" or "EDI." As teachers, we can help change these social norms if we deliberately model tolerance and if we make honoring difference a central theme in our curriculum and instruction. You will answer some questions related to EDI. Detailed info and guidelines are [here](#) on Canvas.

### **Professional Development Plan**

We should partly base on teaching philosophies on research and expert interpretations of research. Beyond our initial training (e.g., a university degree and a license), we need to continue our professional development (or "PD"). We should use proactive, routine, sustainable strategies. In this assignment, you'll describe your PD Plan: clear, specific strategies to continue your professional development. Detailed info and guidelines are [here](#) on Canvas.

### **Esme Response**

We can find inspiration for our teaching philosophies from many sources, including real and fictional teachers. In this assignment, you will write reflectively about a real teacher's apparent teaching philosophy and how it influences your own thinking and values. First, read Educating Esmé. As you read, pay attention to Esmé's apparent teaching philosophy. Pick up 2 questions and write a response in 1-3 sentences. Detailed info and guidelines are [here](#) on Canvas.

### **Teaching Philosophy Essay:**

You will explain your professional beliefs about the essentials of quality teaching, and specific strategies you use to achieve those ideals. You must include your perspectives on several specific topics, and you can also address other topics. A variety of smaller assignments (Disposition Self-Assessment, Background Reflection, Professional Development Plan, Esme Response) scaffold your success in this essay. Detailed info and guidelines are [here](#) on Canvas.

## Team Meetings

You're assigned to a team. You must meet several times(8 times), on days and times that work for all your members. You meet without the instructor. In each team meeting, you receive directions on what to discuss. As a team, you submit a concise report on your meeting. Detailed info and guidelines are [here](#) on Canvas

## Class Meeting Scouts

Your team is assigned an EdPsych module (i.e., a chapter). You work ahead of the class on understanding that module. During the Class Meeting for that module, your team facilitates the discussion twice throughout the semester. Detailed info and guidelines are [here](#) on Canvas.

## Documentary Discussion Guidelines

In this assignment, you will watch 2 documentaries about education. After watching each documentary you will post your thoughts about the documentary on Canvas. Detailed info and guidelines are [here](#) on Canvas.

## Course and University Policies

### Attendance:

Students will earn participation points for Zoom in-class participation. In this course, you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students may be asked to discuss textbook and lecture material in small groups. You are allowed only 2 absences for illness or personal emergency from this course. After the second class is missed, you will have a deduction of 4 points for each class you missed. More than 4 absences are a serious cause for concern; they will necessitate a conference with me. Having said that, when you miss Zoom meetings, you could make up by submitting extra online activities depending on the chapter you miss. For make-up, contact me.

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Late work. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.



### Cell phone and laptop policy.

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well.

The instructor will notify in advance when cell phones will be used for instructional purposes. See me for extraordinary situations that require you to use cell phones.

The use of ipads and laptops are allowed for the class works not for using your social media accounts or any other works.

### **COVID Policy**

For your health and safety, UW-Stevens Point:

Requires all students, employees and visitors to any UW-Stevens Point campus or facility to wear face coverings when inside campus buildings.

The mask policy is in effect until Sept. 30. See the chancellor's updated mask mandate.

Requires unvaccinated residence hall students to be tested twice during the first 10 days of arrival on campus, then every other week until at least Sept. 30.

· Strongly encourages unvaccinated students residing off campus to be tested regularly and complete the daily symptom screening.

· Requires unvaccinated employees to have testing every other week and complete the daily symptom screening.

· Strongly encourages all students, faculty and staff to get vaccinated as soon as possible. While not required, vaccination is the surest way to protect yourself from serious illness. Vaccines are available:

For students at Student Health Services in Delzell Hall: · Walk-in Mondays and Thursdays, 1-3 p.m., Wednesdays, 9-11 a.m. · By appointment at 715-346-4646

For students, UWSP employees and community members at DeBot Dining Center, Lower DeBot Conference Room: · Monday, Aug. 30, 10:30 a.m.-2 p.m. · Tuesday, Aug. 31, 11:30 am.-1 p.m. · Thursday, Sept. 2, 10:30 a.m.-2 p.m.

The first dose of the Pfizer vaccine, fully approved by the FDA, as well as a limited number of the one-dose Johnson and Johnson vaccine will be available.

Instructions will be given on how to contact vaccine providers for a second dose of the Pfizer vaccine.

Fully vaccinated students who upload their vaccination record to our secure online portal are eligible for prizes from UWSP and \$100 incentive from the Wisconsin Department of Health Services and also may be eligible for the UW System "Vax Up! 70 for 70" scholarship incentive.

If you have questions or concerns, see our COVID-19 site or contact UWSP Student Health Service at [health.services.office@uwsp.edu](mailto:health.services.office@uwsp.edu). (<mailto:health.services.office@uwsp.edu>)

UW-Stevens Point continues to monitor COVID-19 transmission rates, which remain high in the five counties where we have facilities and will revisit our face-covering policy as public health warrants.

We continue to follow the guidance of local, state, and federal health experts and UW System leaders.

Thank you for your taking responsibility for your own health and keeping our campus communities safe so we may continue to have in-person classes, events and activities this fall.

## **Academic Dishonesty**

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

### UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as

outlined in the [University System Administrative Code, Chapter 14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)  
([http://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)).

## **Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu) (<mailto:dos@uwsp.edu>).

## **Religious Beliefs Accommodation**

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

## **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](https://www.uwsp.edu/datc/Pages/default.aspx) (<https://www.uwsp.edu/datc/Pages/default.aspx>) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

## Help Resources

| Tutoring   | Advising  | Safety and General Support                       | Health   |
|--|---|--|--|
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information.](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (<https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>)

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide.

You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx) [\\_ \(https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx\)](https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

## Academic Coaching

If you feel you need help with any of the following skills: **time management strategies, note-taking, study skills, communication on campus, or preparing for mid-terms**, please consider scheduling an appointment with an Academic Coach on campus or virtually. They are here to help you be successful in your online courses when you feel you need extra support. Email Kari Van Den Elzen ([kvandene@uwsp.edu](mailto:kvandene@uwsp.edu) (<mailto:kvandene@uwsp.edu>)) to schedule an appointment or use the Navigate student app by selecting Tutoring Learning Center. You can meet as many times as you need. Coaches are also available to review campus technology platforms with you. (**Canvas, AccesSPoint, Office 365, Navigate, etc.**)




This course and syllabus was developed using the UWSP Online Instructor Guidebook and developed in part using resources, activities, assignments, and guidance from Dr. Kym Buchanan














## TENTATIVE CALANDER













| Week | Class Meeting | EdPsych Module A                | what team scouting | EdPsych Module B                      | what team scouting |
|------|---------------|---------------------------------|--------------------|---------------------------------------|--------------------|
| 1    | Mon, Sep 13   | Introduction                    | Dr.O               |                                       |                    |
|      | Mon, Sep 13   | 2. Contexts of Development      | Dr.O               |                                       |                    |
| 2    | Mon, Sep 20   | 3. Social-Emotional Development | Team-1             | 4. Moral Development                  | Team-2             |
| 3    | Mon, Sep 27   | 6. Cognitive Development        | Team-3             | 8. Behavioral Learning Theories       | Team-4             |
| 4    | Mon, Oct 04   | 9. Social Cognitive Theory      | Team-5             | 10. Information Processing            | Team-6             |
| 5    | Mon, Oct 11   | 11. Metacognition               | Team-7             | 12. Transfer of Skills and Knowledge  | Team-1             |
| 6    | Mon, Oct 18   | 13. Higher Order Thinking       | Team-2             | 14. Behavioral Theory [of motivation] | Team-3             |

|   |             |  |        |                                   |        |
|---|-------------|--|--------|-----------------------------------|--------|
| 7 | Mon, Oct 25 | 15. Cognitive Theories [of motivation]   | Team-4 | 16. Self Theories [of motivation] | Team-5 |
| 8 | Mon, Nov 01 | 18. Instruction: Applying ... Approaches | Team-6 | 19. Grouping Practices            | Team-7 |









## Course Summary:




| Date             | Details  | Due             |
|------------------|--|-----------------|
| Mon Jan 25, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=716770&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716770&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716770&amp;include_contexts=course_437112)</a>   | 11am to 12:15pm |
| Mon Feb 1, 2021  |  <a href="https://uwsa.instructure.com/calendar?event_id=716764&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716764&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716764&amp;include_contexts=course_437112)</a>   | 11am to 12:15pm |
|                  |  <a href="#">Context of Development</a>  | to do: 11:59pm  |
| Mon Feb 8, 2021  |  <a href="https://uwsa.instructure.com/calendar?event_id=716766&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716766&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716766&amp;include_contexts=course_437112)</a> | 11am to 12:15pm |
| Mon Feb 15, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=716769&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716769&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716769&amp;include_contexts=course_437112)</a> | 11am to 12:15pm |
| Mon Feb 22, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=716767&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716767&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716767&amp;include_contexts=course_437112)</a> | 11am to 12:15pm |
| Mon Mar 1, 2021  |  <a href="https://uwsa.instructure.com/calendar?event_id=716765&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716765&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716765&amp;include_contexts=course_437112)</a> | 11am to 12:15pm |
| Mon Mar 8, 2021  |  <a href="https://uwsa.instructure.com/calendar?event_id=716771&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716771&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716771&amp;include_contexts=course_437112)</a> | 11am to 12:15pm |

| Date             | Details  | Due             |
|------------------|--|-----------------|
| Mon Mar 15, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=716772&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716772&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716772&amp;include_contexts=course_437112)</a>   | 11am to 12:15pm |
| Mon Mar 29, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=716773&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716773&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716773&amp;include_contexts=course_437112)</a>   | 11am to 12:15pm |
| Mon Apr 5, 2021  |  <a href="https://uwsa.instructure.com/calendar?event_id=716768&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=716768&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=716768&amp;include_contexts=course_437112)</a>   | 11am to 12:15pm |
| Sat Sep 11, 2021 |  <a href="#">Intelligence and Giftedness &amp; Assessing Student</a>  | to do: 11:59pm  |
| Sat Sep 11, 2021 |  <a href="#">Introduction</a>   | to do: 11:59pm  |
| Sat Sep 11, 2021 |  <a href="#">Introduction &amp; Context of Development</a>  | to do: 11:59pm  |
| Sun Sep 12, 2021 |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746141">Response to the Syllabus</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746141">(https://uwsa.instructure.com/courses/437112/assignments/3746141)</a>  | due by 11:59pm  |
| Mon Sep 13, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=739499&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739499&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=739499&amp;include_contexts=course_437112)</a> | 5pm to 6:30pm   |
| Thu Sep 16, 2021 |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746146">Team Meeting-1</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746146">(https://uwsa.instructure.com/courses/437112/assignments/3746146)</a>  | due by 11:59pm  |
| Sat Sep 18, 2021 |  <a href="#">Social-Emotional Development &amp; Moral Development</a>   | to do: 11:59pm  |
| Mon Sep 20, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=739501&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739501&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=739501&amp;include_contexts=course_437112)</a> | 5pm to 6:30pm   |
| Thu Sep 23, 2021 |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746147">Team Meeting-2</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746147">(https://uwsa.instructure.com/courses/437112/assignments/3746147)</a>  | due by 11:59pm  |
| Sat Sep 25, 2021 |  <a href="#">Cognitive Development &amp; Behavioral Learning Theories</a>   | to do: 11:59pm  |

| Date             | Details  | Due            |
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| Sun Sep 26, 2021 |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746136">DISPOSITIONS SELF-ASSESSMENT</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746136">(https://uwsa.instructure.com/courses/437112/assignments/3746136)</a>  | due by 11:59pm |
| Mon Sep 27, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=739502&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739502&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=739502&amp;include_contexts=course_437112)</a>   | 5pm to 6:30pm  |
| Thu Sep 30, 2021 |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746148">Team Meeting-3</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746148">(https://uwsa.instructure.com/courses/437112/assignments/3746148)</a>  | due by 11:59pm |
| Sat Oct 2, 2021  |  <a href="#">Social Cognitive Theory &amp; Information Processing</a>   | to do: 11:59pm |
| Sun Oct 3, 2021  |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746132">DOCUMENTARY DISCUSSION-1</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746132">(https://uwsa.instructure.com/courses/437112/assignments/3746132)</a>  | due by 11:59pm |
| Mon Oct 4, 2021  |  <a href="https://uwsa.instructure.com/calendar?event_id=739503&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739503&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=739503&amp;include_contexts=course_437112)</a>   | 5pm to 6:30pm  |
| Thu Oct 7, 2021  |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746149">Team Meeting-4</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746149">(https://uwsa.instructure.com/courses/437112/assignments/3746149)</a>  | due by 11:59pm |
| Sat Oct 9, 2021  |  <a href="#">Metacognition &amp; Transfer of Skills and Knowledge</a>   | to do: 11:59pm |
| Sun Oct 10, 2021 |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746135">BACKGROUND REFLECTION</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746135">(https://uwsa.instructure.com/courses/437112/assignments/3746135)</a>   | due by 11:59pm |
| Mon Oct 11, 2021 |  <a href="https://uwsa.instructure.com/calendar?event_id=739504&amp;include_contexts=course_437112">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739504&amp;include_contexts=course_437112">(https://uwsa.instructure.com/calendar?event_id=739504&amp;include_contexts=course_437112)</a> | 5pm to 6:30pm  |
| Thu Oct 14, 2021 |  <a href="https://uwsa.instructure.com/courses/437112/assignments/3746150">Team Meeting-5</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746150">(https://uwsa.instructure.com/courses/437112/assignments/3746150)</a>  | due by 11:59pm |
| Sat Oct 16, 2021 |  <a href="#">Higher Order Thinking &amp; Behavioral Theory of Motivation</a>  | to do: 11:59pm |



| Date             | Details   | Due            |
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| Sun Oct 17, 2021 |  <a href="#">EDI PLAN</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746137">https://uwsa.instructure.com/courses/437112/assignments/3746137</a>   | due by 11:59pm |
| Mon Oct 18, 2021 |  <a href="#">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739505&amp;include_contexts=course_437112">https://uwsa.instructure.com/calendar?event_id=739505&amp;include_contexts=course_437112</a>   | 5pm to 6:30pm  |
| Thu Oct 21, 2021 |  <a href="#">Team Meeting-6</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746151">https://uwsa.instructure.com/courses/437112/assignments/3746151</a>   | due by 11:59pm |
| Sat Oct 23, 2021 |  <a href="#">Cognitive and Self Theories of Motivation</a>   | to do: 11:59pm |
| Sun Oct 24, 2021 |  <a href="#">PROFESSIONAL DEVELOPMENT PLAN</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746140">https://uwsa.instructure.com/courses/437112/assignments/3746140</a>  | due by 11:59pm |
| Mon Oct 25, 2021 |  <a href="#">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739508&amp;include_contexts=course_437112">https://uwsa.instructure.com/calendar?event_id=739508&amp;include_contexts=course_437112</a>   | 5pm to 6:30pm  |
| Thu Oct 28, 2021 |  <a href="#">Team Meeting-7</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746152">https://uwsa.instructure.com/courses/437112/assignments/3746152</a>   | due by 11:59pm |
| Sat Oct 30, 2021 |  <a href="#">Instruction &amp; Grouping Practices</a>  | to do: 11:59pm |
| Sun Oct 31, 2021 |  <a href="#">ESME RESPONSE</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746138">https://uwsa.instructure.com/courses/437112/assignments/3746138</a>  | due by 11:59pm |
| Mon Nov 1, 2021  |  <a href="#">Educational Psychology</a><br><a href="https://uwsa.instructure.com/calendar?event_id=739525&amp;include_contexts=course_437112">https://uwsa.instructure.com/calendar?event_id=739525&amp;include_contexts=course_437112</a> | 12pm to 1pm    |
| Thu Nov 4, 2021  |  <a href="#">Team Meeting-8</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746153">https://uwsa.instructure.com/courses/437112/assignments/3746153</a>   | due by 11:59pm |
| Sun Nov 7, 2021  |  <a href="#">DOCUMENTARY DISCUSSION-2</a><br><a href="https://uwsa.instructure.com/courses/437112/assignments/3746133">https://uwsa.instructure.com/courses/437112/assignments/3746133</a>   | due by 11:59pm |

| Date             | Details   | Due            |
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| Sat Nov 13, 2021 |  <a href="#">TEACHING PHILOSOPHY</a><br><a href="#">ESSAY</a><br>( <a href="https://uwsa.instructure.com/courses/437112/assignments/3746144">https://uwsa.instructure.com/courses/437112/assignments/3746144</a> ) | due by 11:59pm |
|                  |  <a href="#">First Class Meeting Scouts</a><br>( <a href="https://uwsa.instructure.com/courses/437112/assignments/3746139">https://uwsa.instructure.com/courses/437112/assignments/3746139</a> )                   |                |
|                  |  <a href="#">Second Class Meeting Scouts</a><br>( <a href="https://uwsa.instructure.com/courses/437112/assignments/3746143">https://uwsa.instructure.com/courses/437112/assignments/3746143</a> )                  |                |