Course Syllabus

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EDUC 702: Advanced Educational Psychology: Theory Into Practice.

Fall 2021

Instructor: Dr Uzeyir Ogurlu (aka Dr.O)

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Office Hours: Tuesday&Thursday 9.00-10.30 or by appointment

Catalog Description

This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. In this course we'll explore many of the theories of how people learn and grow, and how teachers and schools can positively impact students. Concepts related to learning and teaching will be approached from a variety of theoretical perspectives, but particular attention will be paid to learner-centered approaches. We'll examine our working definitions and models for learning, with an eye to improving our teaching and ourselves.

By the end of the course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Approach phenomena in motivation, learning, and human development, including applying multiple perspectives.
2. Articulate a vision for the fundamental processes of learning and the role a teacher plays.
3. Evaluate possible tools and strategies for teaching.
4. Apply educational psychology to your own professional success and personal happiness.

This course focuses on these **InTASC Model Core Teaching Standards (https://education.uwsp.edu/central/intasc_core_standards.php)** :

1. Learner Development
   3. Learning Environments
   7. Planning for Instruction
   8. Instructional Strategies

This course isn't aligned with Common Core State Standards. However, some assignments may touch on or focus on these standards (e.g., Design for Optimal Learning).

This course doesn't include preparation for using Response to Intervention (RTI). However, some assignments may touch on this model (e.g., How Learning Happens).

Required Textbook

There is no textbook for this course. Instead, all the readings are available on Canvas.

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

Learning Online

This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since there is no lecturing or face-to-face activities, 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.

Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet in person. 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. 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.

Course Requirements & Grading

Units

There are eight units. Units 2 and 3 are a review of many fundamental big ideas. In Unit 4, Theory into Practice, you'll go deeper into some of the ideas that interest you most. In Unit 5, Real-World Messiness,

we'll explore how big ideas appear and apply in the experiences of real educators and students. In Units 6 and 7, we'll explore some cutting-edge topics.

1. **Intro**
2. **Review: Development & Motivation**
3. **Review: Learning & Transfer**
4. **Theory Into Practice**
5. **Case Studies**
6. **Positive Psychology**
7. **Higher Levels of Thinking**
8. **Closure**

In most units, you should start by completing the readings. Some readings will be from the Primer, while others will be on e-reserve or the Internet. In some cases, I may ask you to watch something. For each reading, first read my notes so that you understand why I assigned it. Some readings are marked optional; you don't need to complete these readings to succeed in this course.

Where possible, I include links to original sources. I encourage you to visit these original sources (to view the content in its original context and add to the publishers' web traffic). However, sometimes I also provide copies on Canvas. When I last checked, none of the sources on the web cost money to access. If a source now has a cost, you don't need to pay it; instead, let me know.

After completing the readings for a unit, you'll complete one or more assignments.
The Assignments page lists the due dates, and you should use these dates to pace yourself. It's OK to go faster than the Assignments page.

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, instructor's name, and student's name must be included.

- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

Assignments

#	Assignments	Possible Points
1	Response to the Syllabus	5
2	Movie Analysis	20
3	Instructional Design	10
4	Tool Analysis	20
5	Design for Optimal Learning	25
6	Reflective Posts	40
7	How Learning Happens	15
8	Video Discussions	15

Grading Scale:

A	94 – 100%	B-	80 – 83%	D+	67 – 69%
A-	90 – 93%	C+	77 – 79%	D	64 – 66%
B+	87 – 89%	C	74 – 76%	D-	60 – 63%

| B | 84 – 86% | C- | 70 – 73% | F | < 60% |

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 write down your understanding of various points. By completing this assignment, you are saying that you've read the syllabus. In this assignment, you will also introduce yourself to me. For the detailed info and guidelines for the assignment, go to **this link.**

Reflective Posts:

In this assignment, you will respond to the readings for each module. You'll write a discussion post (like a diary entry or blog post), and share it with the class. For the detailed info and guidelines for the assignment, **go to this link.**

Movie Analysis Paper

You will be asked to watch one of the movies about education. Your paper will be an analysis of the educational philosophy or philosophies evident in these movies. You will be expected to draw on the various theories discussed in the course both to identify the dominant educational philosophy at work in the movie and to assess its application and effectiveness. For the detailed info and guidelines for the assignment, **go to this link.**

Instructional Design

You will pick a learning theory and evaluate its practicality in school settings For the detailed info and guidelines for the assignment, **go to this link.**

Tool Analysis:

You'll write a persuasive essay about a specific tool for teaching and learning. You'll evaluate its usefulness. For the detailed info and guidelines for the assignment,**go to this link**

How Learning Happens:

In this assignment, you will focus on how learning occurs. You will decide, and explain your decision in an essay. For the detailed info and guidelines for the assignment, **go to this link**

Design for Optimal Learning:

You'll assemble a persuasive project. You'll imagine that you have an unlimited budget and want to offer the perfect experience to your students. For the detailed info and guidelines for the assignment, **go to this link**

Video Discussions:

You're assigned to a team. You will see your teams at **this link. (https://docs.google.com/spreadsheets/d/1SKSJpDUM75wQC3GSjVX1baeYxNG6wsPs3CEl94pfVCg/edit?usp=sharing)** You must meet via Zoom before the due date of a video discussion. In each team meeting, you receive directions on what to discuss. For the detailed info and guidelines for the assignment, **go to this link.**

Course and University Policies

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.

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 is 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.)**

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)** .

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)** .

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) 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 or at (715) 346-4357 (HELP) or visit this **link for more information.** **(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)** .

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)**) 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

Course Summary:

Date	Details	Due
Thu Sep 2, 2021	📅 **Advanced Educational Psychology: Theory into Practice** (https://uwsa.instructure.com/calendar?event_id=732276&include_contexts=course_436970)	7:30pm to 8:30pm
	📅 **Advanced Educational Psychology: Theory into Practice** (https://uwsa.instructure.com/calendar?event_id=757681&include_contexts=course_436970)	7:30pm to 8:30pm
Fri Sep 3, 2021	📄 **Unit 1: Introduction**	to do: 11:59pm
Sun Sep 5, 2021	📝 **Respond to the Syllabus** (https://uwsa.instructure.com/courses/436970/assignments/3642806)	due by 11:59pm
Sun Sep 12, 2021	📝 **Reflective Post-1** (https://uwsa.instructure.com/courses/436970/assignments/3642818)	due by 11:59pm
Fri Sep 17, 2021	📄 **Unit 2: Review: Development & Motivation**	to do: 11:59pm
Sun Sep 19, 2021	📝 **Reflective Post-2** (https://uwsa.instructure.com/courses/436970/assignments/3642831)	due by 11:59pm
	📝 **Video Discussion-1** (https://uwsa.instructure.com/courses/436970/assignments/3645752)	due by 11:59pm
Fri Sep 24, 2021	📄 **Unit 3: Review: Learning & Transfer**	to do: 11:59pm
Sun Sep 26, 2021	📝 **Reflective Post-3** (https://uwsa.instructure.com/courses/436970/assignments/3642961)	due by 11:59pm
	📝 **MOVIE ANALYSIS PAPER** (https://uwsa.instructure.com/courses/436970/assignments/3642993)	due by 11:59pm

Date	Details	Due
Fri Oct 1, 2021	📄 **Unit 4: Theory Into Practice**	to do: 11:59pm
Sun Oct 3, 2021	📝 **Reflective Post-4** [(https://uwsa.instructure.com/courses/436970/assignments/3645641)](https://uwsa.instructure.com/courses/436970/assignments/3645641)	due by 11:59pm
	📝 **INSTRUCTIONAL DESIGNS** [(https://uwsa.instructure.com/courses/436970/assignments/3645653)](https://uwsa.instructure.com/courses/436970/assignments/3645653)	due by 11:59pm
Fri Oct 8, 2021	📄 **Unit 5: Case Studies**	to do: 11:59pm
Sun Oct 10, 2021	📝 **Reflective Post-5** [(https://uwsa.instructure.com/courses/436970/assignments/3645775)](https://uwsa.instructure.com/courses/436970/assignments/3645775)	due by 11:59pm
	📝 **Video Discussion-2** [(https://uwsa.instructure.com/courses/436970/assignments/3645830)](https://uwsa.instructure.com/courses/436970/assignments/3645830)	due by 11:59pm
Sun Oct 17, 2021	📝 **TOOL ANALYSIS** [(https://uwsa.instructure.com/courses/436970/assignments/3645807)](https://uwsa.instructure.com/courses/436970/assignments/3645807)	due by 11:59pm
Fri Oct 22, 2021	📄 **Unit 6: Positive Psychology**	to do: 11:59pm
Sun Oct 24, 2021	📝 **Reflective Post-6** [(https://uwsa.instructure.com/courses/436970/assignments/3645840)](https://uwsa.instructure.com/courses/436970/assignments/3645840)	due by 11:59pm
Sun Oct 31, 2021	📝 **HOW LEARNING HAPPENS** [(https://uwsa.instructure.com/courses/436970/assignments/3645861)](https://uwsa.instructure.com/courses/436970/assignments/3645861)	due by 11:59pm
Fri Nov 5, 2021	📄 **Unit 7: Higher Levels of Thinking**	to do: 11:59pm
Sun Nov 7, 2021	📝 **Reflective Post-7** [(https://uwsa.instructure.com/courses/436970/assignments/3646069)](https://uwsa.instructure.com/courses/436970/assignments/3646069)	due by 11:59pm
Sun Nov 14, 2021	📝 **Video Discussion-3** [(https://uwsa.instructure.com/courses/436970/assignments/3645941)](https://uwsa.instructure.com/courses/436970/assignments/3645941)	due by 11:59pm
Fri Nov 19, 2021	📄 **Unit 8: Closure**	to do: 11:59pm
Sun Nov 21, 2021	📝 **Reflective Post-8** [(https://uwsa.instructure.com/courses/436970/assignments/3646090)](https://uwsa.instructure.com/courses/436970/assignments/3646090)	due by 11:59pm

Date	Details	Due
Sun Dec 5, 2021	📝 **DESIGN FOR OPTIMAL LEARNING** **(https://uwsa.instructure.com/courses/436970/assignments/3646093)**	due by 11:59pm

📝 **DESIGN FOR OPTIMAL LEARNING**