

EDUC 381

EDUCATIONAL PSYCHOLOGY

FALL 2017 (09/05 - 11/09)

Section 2: T & R 11:00-12:15 at Room CPS 326

Section 3: T & R 12:30-13:45 at Room CPS 326

Section 4: T & R 14:00-15:15 at Room CPS 326

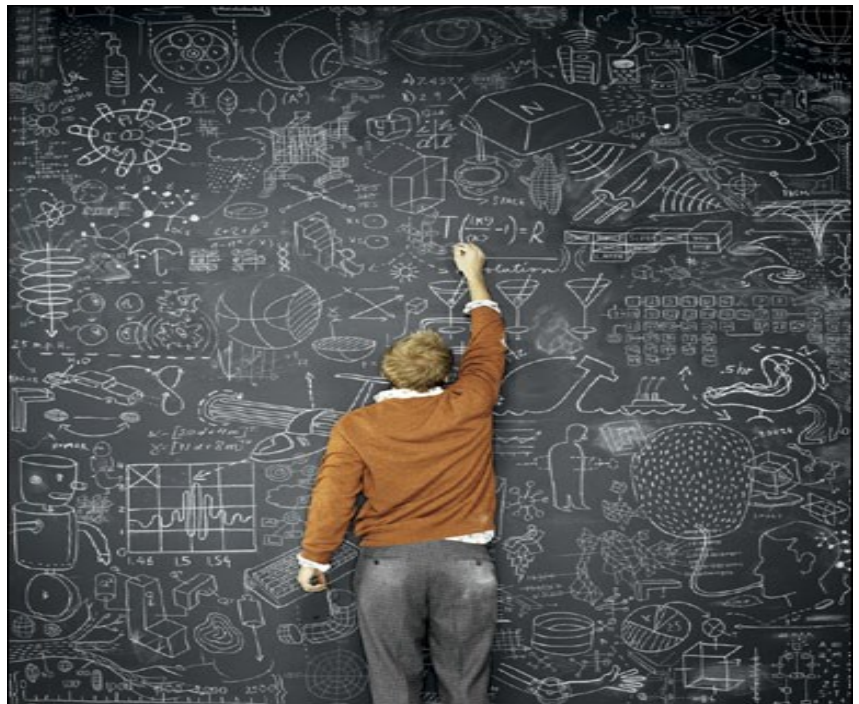
Instructor: A. Kadir Bahar, Ph.D.

Email: kbahar@uwsp.edu

Phone: (715) 346-2867 (office)

Office: CPS 446

Office Hours: Wed, 10-11 am or by appointment



Course Level	Undergraduate level (2 credits)
Prerequisites	PSYC 110
Required Text	Rental - Woolfolk, A. (2016). Educational Psychology (13th Edition) (Loose-Leaf) Pearson

COURSE DESCRIPTION

The major purpose of the course is to provide students with an understanding of the major historical and contemporary theories of human development, learning and motivation and their educational implications.

Course Objectives

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 the issues, methods, ideas, and models used by social scientists to investigate human learning, development, and behavior, and then apply this understanding in your teaching and professional development.
2. Examine the possible influences on students (e.g., home lives, peer groups, media, other social, cultural, or political institutions), and adapt your teaching appropriately.
3. Critically reflect on and discuss contentious issues in education.

4. Use the InTASC Model Core Teaching Standards in your planning, teaching, and self-evaluation.

This course touches on all **InTASC Model Core Teaching Standards**, and focuses on:

1. 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)
3. Planning for Instruction (a, c, d, h, i, j, k, m, n, o, p, q)
4. Professional Learning and Ethical Practice (a, b, c, d, e, f, g, i, j, m, n, o)

Parts of this course will help familiarize you with **Common Core State Standards and Wisconsin Model Early Learning Standards**.

WHAT'S IN THIS SYLLABUS

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COURSE EVALUATION



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 in the **D2L**. Directions and rubrics for all the assignments are listed in **D2L** too. Please read the directions and rubric for each assignment carefully. All assignments must be submitted via **D2L** unless otherwise indicated. You must save all your work electronically 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.

#	Assignments	Points Possible	Due	
1	Respond to the Syllabus	2	Tuesday, Sep. 12	11:59 pm
2	Attendance	8	End of Course	
3	Case Study Presentations	10	Rotating	Class Time
4	Movie Analysis Paper	10	Tuesday, Sep 26	11:59 pm
5	Teaching Philosophy Essay (TPE) - First Draft		Tuesday, October 24	11:59 pm
6	TPE - Peer Feedback	5	Tuesday, October 31	11:59 pm
7	TPE - Final Draft	15	Tuesday, Nov. 7	11:59 pm
8	Exam 1	25	Tuesday, Oct 10	Class Time
9	Exam 2	25	Thursday, Nov 9	Class Time
	Total	100		

GRADING SCALE

94-100% = A	77-79.9% = C+
90-93.9% = A-	73-76.9% = C
87-89.9% = B+	70-72.9% = C-
83-86.9% = B	60-69.9% = D
80-82.9% = B-	Below 60 = F

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

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Teaching Philosophy Essay (TPE)

An essay that communicates your philosophy and understanding of **how students learn** and its implications for instruction will determine an important portion of your grade in this course. In many everyday interactions and activities (from sharing a story with friends to parenting a child), our philosophy of human learning is made manifest. Often, this philosophy is tacit and unarticulated; it simply exists – unexamined – in our subconscious. The purpose of this assignment is to make your philosophy of human learning (and its implications for teaching) explicit; to provide you with an opportunity to examine (consciously and critically) how people learn and, accordingly, how they should be taught.

As a part of this assignment, you will be placed in a **Philosophy Peer Exchange Group** in which you are to exchange your draft philosophy assignment with your partner. These groups will be announced during later in the class. You will use Track Changes in MS Word to provide comments, edits, and suggestions in a constructive professional manner to identify areas that need further development or clarification, as well as identify excellent sections in the draft.

A more detailed description of this essay and its requirements will be provided later in the class and posted on the **D2L**.



"Mr. Wickers called me 'gifted' in front of the whole class. I'm ruined."

Respond to the Syllabus

By due date, I would like you to read the class syllabus carefully and to then 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 for the assignment will be provided later in the class and posted on the **D2L**.

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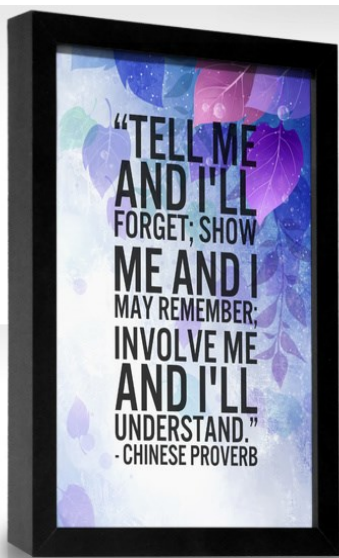
Case Study Presentations

A group of three people will present an analysis of a real life case in the classroom. Cases and dates will be given by the instructor. Teams will form through a signup sheet and each team will choose a case topic, personally find of most interest. Groups are expected to present a 15-20 min. presentation and lead discussion related to the case during class time.

The case method or case-based learning is one of the most motivating and effective ways to struc-

ture instruction and engage students in meaningful learning. In thinking though and discussing authentic cases of teaching and learning, you will come to further understand of how the theoretical concepts discussed might be applied to actual scenarios or dilemmas that teachers routinely confront.

Before preparing your case presentation you will need to read related chapters of your text which will assist you in formulating your position on the case. RUBRIC and detailed info for this assignment will be introduced later in the class.



Movie Analysis Paper

You will be asked watch **one** of the movies about education from the list of movies available on the **D2L**. 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.

More information about this assignment will be available later in the course. The purpose of the paper is to prompt you to critically apply the course concepts using a specific example of education. **RUBRIC** and detailed info for the assignment will be introduced later in the class.

Exams

There will be **two (2) in-class exams** on the designated dates in this course. Exams may include multiple choice, true/false, short answer/listing, or essay. Specific details regarding each exam will be discussed prior to exam date. . Make-up exams will not be given without sufficient cause (medical, legal, or familial; see below for more information). Lastly, all approved make-up exams must be completed prior to the last day of class (see calendar).

COURSE POLICIES



Attendance

Attendance in the class is mandatory. Each class will involve discussion of the readings, mini-lectures, and in-class projects and activities. It is in your best interest to attend every class, and to participate *actively*. When you are absent from class, the class as a whole and you as an individual miss an opportunity to learn. However, I also understand that emergencies and illnesses occur and those events may cause you to miss class. You are allowed only **2** absences for illness or personal emergency from this course.

At the end of the course, if you miss **2 or less** classes, you will receive full **10 pts** for attendance; and after the **second class** missed you will have deduction of **1 point** for each class missed. More than **4** absences are a serious cause for concern; they will necessitate a conference with me and may result in a failing grade for the course.

Special Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies . If you have a disability and want an accommodation, please register with the **Disability Services and Assistive Technology Office** and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an incomplete in this course).



It is the
supreme art
of the teacher
to awaken joy
in
creative
expression
and
knowledge.

ALBERT EINSTEIN

COURSE POLICIES



Academic Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities. This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).




Late Assignments

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Exam & Assignment Due Dates
05-Sep	Welcome and Syllabus Highlights		
07-Sep	Learning, Teaching, and Educational Psychology	Read pgs. 5 - 16 (textbook)	
12-Sep	Definition of Development-The Brain & Cognitive Dev.	Read pgs. 33 - 44 (textbook)	Response to Syllabus (by 12-Sep, 11:59 pm)
14-Sep	Theories of Piaget & Vygotsky	Read pgs. 45 - 66 (textbook)	
19-Sep	Physical Development & Bronfenbrenner	Read pgs. 75 - 94 (textbook)	
21-Sep	Identity, Moral & Social Development	Read pgs. 94 - 113 (textbook)	
26-Sep	Behavioral Views of Learning	Read pgs. 250 - 283 (textbook)	Movie Analysis Paper (by 26-Sep, 11:59 pm)
28-Sep	Behavioral Views of Learning		
03-Oct	Cognitive Views of Learning	Read pgs. 291 - 320 (textbook)	
05-Oct	Cognitive Views of Learning		
10-Oct			1st EXAM (10-Oct, Class Time)
12-Oct	Complex Cognitive Processes	Read pgs. 329 - 359 (textbook)	
17-Oct	The Learning Sciences and Constructivism	Read pgs. 371 - 404 (textbook)	
19-Oct	Social Cognitive Views of Learning and Motivation	Read pgs. 413 - 437 (textbook)	
24-Oct	Motivation in Learning and Teaching	Read pgs. 445 - 480 (textbook)	TPE First Draft (by 24-Oct, 11:59 pm)
26-Oct	Motivation in Learning and Teaching		
31-Oct	Classroom Assessment, Grading, and Standardized Testing	Read pgs. 571 - 593 (textbook)	TPE - Peer Feedback (by 31-Oct, 11:59 pm)
02-Nov	Learner Differences and Learning Needs	Read pgs. 121 - 140 (textbook)	
07-Nov	Learner Differences and Learning Needs	Read pgs. 140 - 164 (textbook)	TPE Final Draft (by 7-Nov, 11:59 pm)
09-Nov			2nd EXAM (09- Nov, Class Time)

 Case Presentations