

EDUC 381 Educational Psychology & EDUC 382 Managing Learning Environments (3 Total Credits)

2021 Winter

- Online with Zoom F2F Synchronous meeting Tuesday, January 12 9- 4 p.m.
- Online with Zoom F2F Synchronous meeting Tuesday, January 19, 9 - 2 p.m.

Welcome! In this course we will explore the how people learn and grow, through the lens of educational psychology or "educ psych." Understanding educ 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.

This course is entirely online except for our synchronous zoom meeting on Tuesday, January 12 and Tuesday, January 19, 2021

I try to score an assignment within 48 hours after the due date. I try to reply to an email or Café post within 3 business days.

Emergency Response

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure: any interior hallway or room on the 2nd floor or lower. Avoid wide-span structures (gyms, pools, or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the 4th Ave (south) doors to the HEC/Quandt Gym. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

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1. Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please complete the [Respond to the Syllabus v2](#) assignment. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.

2. Instructor: Lynda Fernholz

- Email: lfernhol@uwsp.edu
- Pronouns: she/her
- Office phone: (715) 346-3223 [email is usually faster]
- Cell phone: (608) 385-1175 [emergencies only]
- Zoom room: <https://uwsp.zoom.us/j/9042506516>
- Office: CPS 472

2. A. Communicating with Your Instructor

I welcome communication. Email is the best way to communicate with me. I'm also happy to meet by webcam, either during my office hours or by appointment.

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).

2. B. Office Hours

I hold Office hours in Zoom, at regular times and by appointment. You can also call me during my office hours (715-346-3223).

- Wednesdays, 10-11 am (Central)
- Zoom room:
- <https://uwsp.zoom.us/j/9042506516>

3. Course Basics

3. A. Course Description

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. GEP: SS.

3. B. Learning Outcomes

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.

General Education Outcomes

The **bold language** in the Course Learning Outcomes is precisely the outcomes for General Education: Social Science.

Other Outcomes

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.

This course focuses on these **InTASC Model Core Teaching Standards** (see [InTASC Standards](#)):

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)
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)

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.

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 the dispositions](#) 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.

4. Succeeding in This Course

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 I won't facilitate in-person activities, it's very important that you complete all the readings carefully. By "carefully," I mean taking enough time to process the ideas and check your understanding. For most readings, I provide study questions or other tools to help you check your understanding.

It's also very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to meet during my office hours or by appointment. We can talk by Zoom or phone. 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.**

4. A. Required Course Materials

There is one required rental textbook:

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

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

FYI, you can access university computers from off campus via the [Remote Lab](#).

You will need the following technology for this course: webcam with microphone (or headset), or a smartphone, and a stable internet connection. (I don't recommend a cellular internet connection.) [Here are the minimum requirements for using Canvas. \(Links to an external site.\)](#) 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.

4. B. Technology Guidelines

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly, unless otherwise noted. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you

Canvas Help

You can find extensive help with Canvas by clicking on the question mark in the far-left menu

Protecting Your Data & Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website: <https://www.wisconsin.edu/dle/external-application-integration-requests/> (Links to an external site.)

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use.
- Do not use your UWSP username and password for any other services.
- Use secure versions of websites whenever possible (HTTPS instead of HTTP).
- Have updated antivirus software installed on your devices.

4. C. Evaluation/Course Requirements Directions and rubrics for all the assignments are in Canvas. I am always happy to answer questions. Please follow the directions and rubric for each assignment carefully. You can lose points by not submitting an assignment correctly.

Please save all email and assignments for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from Canvas. Please don't tell me "I did that but I deleted it."

I sometimes give reminders about due dates via email. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

- **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 assignment scaffold your success on this essay, as the "Path to the Teaching Philosophy Essay." (CLO 1-3)

There are no required field experiences in this course (e.g., practicum).

4. D. Grading Scale

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division ($X \div Y$), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I do not give extra credit.

4. E. Attendance

There are optional simultaneous class meetings. There are optional simultaneous team meetings. You receive points for attending meetings. If you're unable to attend a meeting, there is alternative experience.

4. F. 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 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.

I won't accept any assignments after **Tue, Nov 10, 2020, 11:59 pm.**

4. G. Resubmits

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score. The maximum increase is 20% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

See the Assignments to left for the due dates. If you choose to resubmit an assignment, please include "RESUBMIT" in the file name. (You turn in a Resubmit the same place you turned in the Submit, so that I can easily compare the versions.)

4. H. Academic Honesty

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 \(Links to an external site.\)](#). 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)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

5. Your Rights & Resources

I'm committed to your success. Below you'll find many resources for your success.

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean: Lynda Fernholz, lfernhol@uwsp.edu, 715-346-3223.

5. A. Inclusivity Statement

I'm dedicated to creating safe, inclusive classes where everyone can succeed. This course is a Safe Zone for LGBTQ+ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities \(Links to an external site.\)](#).

5. B. Confidentiality

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

I'm dedicated to honoring the privacy and dignity of my students. I will keep all discrete matters between us confidential, to the limits of my mandated reporting duty.

5. C. Equal Access for Students with Disabilities

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 \(Links to an external site.\)](#). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office \(Links to an external site.\)](#)(x3365 or ALB 609) and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

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 their disability.

5. D. Religious Beliefs Accommodation

It is UW System policy ([UWS 22 \(Links to an external site.\)](#)) 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.

5. E. Absences Due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to](#)

[exceed two \(2\) weeks \(Links to an external site.\)](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students \(Links to an external site.\)](#).

5. F. Help Resources

- **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
- **Safety and General Support:** Dean of Students Office, 212 Old Main, ext. 2611
- **Health Care:** Delzell Hall, ext. 4646
- **Mental Health:** Counseling Center, Delzell Hall, ext. 3553

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 \(Links to an external site.\)](#).

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 \(Links to an external site.\)](#).

5. G. Other Campus Policies

FERPA

[The Family Educational Rights and Privacy Act \(Links to an external site.\)](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable

information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination based on sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on [the Dean of Students web page \(Links to an external site.\)](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see [the Title IX page \(Links to an external site.\)](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report \(Links to an external site.\)](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA \(Links to an external site.\)](#)

Copyright Infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit [our copyright page \(Links to an external site.\)](#).

5. H. Intellectual Property Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

There is one significant exception. When I create original content as an instructor and scholar, I typically use [the Creative Commons Attribution license \(Links to an external site.\)](#). (This license only applies to my content, not the readings or other content written by others.) I invite you to share and adapt my content, while keeping my name attached to it.

6. Acknowledgements

Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Kym Buchanan.

7. About the Course Summary

The Course Summary below is tentative and may change. I will announce any changes via email.

Course Summary:

Date	Details
Sun Jan 3, 2021	Page Welcome!
	Page "How to Use..." Notes
Mon Jan 4, 2021	Assignment Module 01 Post-Test
	Page Ground Rules
	Page Honoring Difference

Date	Details
	Page How to Succeed
	Assignment Welcome to Class Letter - Signature Required
	Assignment Module 02 Post-Test
Tue Jan 5, 2021	Page How to Succeed-2
	Assignment Respond to the Syllabus
Wed Jan 6, 2021	Assignment Module 03 Post-Test
Thu Jan 7, 2021	Assignment Module 04 Post-Test
	Assignment Module 05 Post-Test
Fri Jan 8, 2021	Assignment Module 06 Post-Test
	Assignment A. Dispositions Self-Assessment
	Assignment Module 07 Post-Test
Sat Jan 9, 2021	Assignment Module 08 Post-Test
	Assignment Module 09 Post-Test
Sun Jan 10, 2021	Assignment Module 10 Post-Test
	Assignment Module 11 Post-Test
Mon Jan 11, 2021	Assignment B. Background Reflection
Tue Jan 12, 2021	Assignment Complex Issues. EDUC 381. Winter 2021

Date	Details
	Assignment Module 12 Post-Test
	Assignment Module 13 Post-Test
Wed Jan 13, 2021	Assignment Module 14 Post-Test
	Assignment C. EDI Plan
	Assignment Module 15 Post-Test
Fri Jan 15, 2021	Assignment Module 16 Post-Test
	Assignment D. Professional Development Plan
	Assignment D. Professional Development Plan
Sat Jan 16, 2021	Assignment Module 17 Post-Test
	Assignment Module 18 Post-Test
Sun Jan 17, 2021	Assignment Module 19 Post-Test
	Assignment Module 20 Post-Test
Mon Jan 18, 2021	Assignment Module 21 Post-Test
	Assignment Module 22 Post-Test
Tue Jan 19, 2021	Assignment Module 23 Post-Test
	Assignment Practice Lesson
Wed Jan 20, 2021	Assignment Module 24 Post-Test

Date	Details
Thu Jan 21, 2021	Assignment Module 25 Post-Test
	Assignment Practice Lesson Reflection
Fri Jan 22, 2021	Assignment Discussion Post - Assigned Video Links
	Assignment E. A Place at the Table Video Response
	Assignment F. Teaching Philosophy Essay (TPE)
	Assignment RESUBMIT: Teaching Philosophy Essay
	Assignment Ideas for Brain Break Activities
	Assignment Rating from Your Peers