

**Rutgers, The State University of New Jersey**  
**Educational Psychology: Principles of Classroom Learning**  
**Fall 2021 05:300:306:01 Three Credits**

<b>Course Instructor:</b> Chi-Chun Hung, Ph.D.	<b>Email Address:</b> <a href="mailto:leahhung@rutgers.edu">leahhung@rutgers.edu</a>
<b>Meeting Day and Location:</b> Mondays and Thursdays 9:00-10:20 at MU-210	<b>Office Hours:</b> by appointment via Zoom
<b>Prerequisites:</b> None	<b>Permission Required:</b> No
<b>Mode of Instruction:</b> Lecture	<b>Websites:</b> <a href="http://www.canvas.rutgers.edu">www.canvas.rutgers.edu</a>
<b>University Policies:</b> Students and employees must complete the self-screening survey on <i>My Campus Pass</i> on the phone each day before entering a building or traveling to campus. Masks must be worn properly (covering both <b>nose and mouth</b> ) indoors on campus.	
<b>Required Texts:</b> Santrock, J. W. (2021). <i>Educational psychology</i> (7 <sup>th</sup> ed). McGraw-Hill. For this course you will be required to purchase McGraw-Hill Education Connect® access. Connect access can be purchased during registration for Connect or an access code can be purchased at the campus bookstore. Connect access will provide you with both the Connect access and the eBook.	

### Overview

The purpose of the course is to introduce you to the theory and research that underlies instructional practice. Whether you plan to become a teacher or not, you can expect to learn about your own thinking skills and learning strategies. Most people do some kind of teaching (e.g., coaching, training in business, medical education, health education, parenting etc.). If you are planning to become a teacher, you will have further courses as part of the teacher preparation program that will provide you with practical experience (observation, teaching practice) in the classroom. My primary goal for this course is to have you reason about the psychological basis of behavior when learning and teaching. I want you to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans. The course will introduce competing theories of learning and motivation with a view to understanding how different theories may have different implications for decisions made in classrooms.

### Goals for the Course

In this course, you will be learning to connect abstract principles to concrete examples. We have initial accreditation for our teacher education program from the *Teacher Education Accreditation Council* (TEAC). As part of the accreditation process, we make four claims about the totality of our teacher preparation program. The claims are as follows:

1. *Our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Core Curriculum Content Standard.*

2. *Our students demonstrate pedagogical content knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning.*
3. *Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment.*
4. *Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth.*

The New Jersey Professional Teaching Standards can be found below. Our claims for TEAC are congruent with these standards.

Standards
<b>Standard One – Learner Development</b> – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
<b>Standard Two – Learning Differences</b> – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
<b>Standard Three – Learning Environments</b> – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
<b>Standard Four – Content Knowledge</b> – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
<b>Standard Five – Application of Content</b> – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Standard Six – Assessment</b> – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.
<b>Standard Seven – Planning for Instruction</b> – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
<b>Standard Eight – Instructional Strategies</b> – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<b>Standard Nine – Professional Learning</b> – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
<b>Standard Ten – Leadership and Collaboration</b> – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
<b>Standard Eleven – Ethical Practice</b> – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

## *Learning Goals for the Course*

At the end of the course, you will be able to meet the following objectives and contribute to adherence to a number of claims made by our accreditation process:

- Describe and critique the major theories that seek to explain how humans learn. (TEAC Claim 3; NJ Professional Teaching Standards 1, 2)
- Explain how human memory is thought to work and describe the implications of this understanding for how you would teach. (TEAC Claim 3; NJ Professional Teaching Standards 1, 2, 3, 8)
- Characterize the role of motivation in classrooms and analyze the relationships between motivation and competence. (TEAC Claim 3; NJ Professional Teaching Standards 1, 2, 3, 7, 8)
- Explain the implications of individual differences such as socioeconomic status, race, gender, and ability for classroom instruction. (TEAC Claim 2 and 3; NJ Professional Teaching Standards 1, 2, 3, 7, 8).
- Explain the rationale for a variety of practical instructional methods and choices such as cooperative learning, individual practice. (TEAC Claim 2; NJ Professional Teaching Standards 3, 7, 8)
- Understand various forms of assessment and their strengths and weaknesses (TEAC Claim 2; NJ Professional Teaching Standard 6)
- Understand your own strengths and weaknesses as a learner.

## **Policies**

### ***Academic Integrity:***

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to): cheating, plagiarism, aiding others in committing a violation or allowing others to use your work, failure to cite sources correctly, fabrication, using another person's ideas or words without attribution, re-using a previous assignment, unauthorized collaboration, sabotaging another student's work. The university provides an academic plagiarism detector to help faculty determine plagiarism. Please familiarize yourself with the university policy on academic integrity (see <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>).

### ***Office of Disability Services:***

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter

of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu>

**Problems?**

*Personal problems.*

A variety of resources are available at the university to assist you with personal difficulties (e.g., stress, anxiety, bereavement, etc.). Each campus has a counseling center and these services are free to you as a student. You might first contact Counseling, ADAP, and Psychiatric Services (CAPS) at (848) 932-7884.

*Academic problems.*

If you are having difficulties with this course, you should seek assistance from me during office hours or by making an appointment with me. The Learning Resource Centers on each campus also provide a variety of services to help you with your academic performance

**How You Earn Your Grade**

The evaluation of your performance in this course is based on a points system. It is possible for you to earn a total of one hundred points (100) for this course. This system allows you to monitor your progress as the semester progresses. Details of requirements are provided on succeeding pages. The following is a list of the number of points you will need in order to earn the associated grade.

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To Earn	F	D	C	C+	B	B+	A
Points Needed	<60	60-69	70-74	75-79	80-84	85-89	90-100

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**Assignments & Requirements**

Required Activities	Date	Points
Reading Assignment	Ongoing	20 (10 × 2 pts)
Quiz # 1	Sep 27	20
Quiz # 2	Oct 18	20
Quiz # 3	Nov 18	20
Lesson Plan	Oct 25 – Nov 4	2
In-Person Teaching Practicum	Oct 25 – Nov 4	6
Virtual Teaching Practicum	Dec 2 – Dec 13	6
Assessment Plan	Dec 13	2
Attendance for Teaching Practicums	Oct 25 – Nov 4 & Dec 2 –Dec 13	4 (2 + 2)

### Schedule of Classes

<b>Date</b>	<b>Reading</b>	<b>Topic</b>	<b>Assignment Due</b>
Sep 2		Introduction	
Sep 8		Study Skills	
Sep 9	Chapter 1	Educational Psychology: A Tool for Effective Teaching	
Sep 13	Chapter 2	Cognitive Development (only the sections of Piaget & Vygotsky)	Chapter 2 Reading
Sep 16	Chapter 5	Sociocultural Diversity	Chapter 5 Reading
Sep 20	Chapter 6	Learners Who Are Exceptional	Chapter 6 Reading
Sep 23	Chapter 6	Learners Who Are Exceptional	
Sep 27		<b>Quiz # 1 (Chapters 2, 5, 6)</b>	
Sep 30	Chapter 13	Motivation, Teaching, and Learning	Chapter 13 Reading
Oct 4	Chapter 13	Motivation, Teaching, and Learning	
Oct 7	Chapter 7	Behavioral and Social Cognitive Approaches	Chapter 7 Reading
Oct 11	Chapter 7	Behavioral and Social Cognitive Approaches	
Oct 14	Chapter 14	Managing the Classroom	Chapter 14 Reading
Oct 18		<b>Quiz # 2 (Chapters 13, 7, 14)</b>	
Oct 21	Chapter 10	Social Constructivist Approaches	Chapter 10 Reading
Oct 25		<b>In-Person Teaching Practicum</b>	Lesson Plan
Oct 28		<b>In-Person Teaching Practicum</b>	Lesson Plan
Nov 1		<b>In-Person Teaching Practicum</b>	Lesson Plan
Nov 4		<b>In-Person Teaching Practicum</b>	Lesson Plan
Nov 8	Chapter 8	Information Processing Approach	Chapter 8 Reading
Nov 11	Chapter 8	Information Processing Approach	
Nov 15	Chapter 9	Complex Cognitive Processes	Chapter 9 Reading
Nov 18		<b>Quiz # 3 (Chapters 10, 8, 9)</b>	
No class on Nov 22, 25, & 29 (Thanksgiving Break)			
Dec 2		<b>Virtual Teaching Practicum</b>	Chapter 16 Reading
Dec 6		<b>Virtual Teaching Practicum</b>	
Dec 9		<b>Virtual Teaching Practicum</b>	
Dec 13		<b>Virtual Teaching Practicum</b>	Assessment Plan

## Details of Assignments/Requirements/Policies

### 1. **Reading Assignments (20% of total grade)**

*Purpose:* These ten assignments motivate you to preview the content before class.

*Format:* Each assignment, titled as *Ch X reading*, is carried out on Canvas paired with Connect. Each assignment is worth 2 points

*Grading:* Grades are based on the completion of the questions in the *SmartBook* (SB) Assignment before the chapter is discussed. Late submissions will not be accepted.

### 2. **Quizzes (60% of total grade)**

*Purpose:* The three quizzes are intended to test knowledge of course content presented in the lectures, assigned readings, and group work. You will find a quiz practice for each chapter, titled as *Ch X practice*, on Canvas paired with Connect. The questions in quiz practices may show up in the quizzes.

*Format:* Each quiz will consist of 40 multiple-choice items (each item is worth  $\frac{1}{2}$  point for a total of 20). Quizzes will be carried out on Canvas paired with Connect.

*Grading:* Grading is based on the number of correct answers on the multiple-choice questions, combined with scores from the alternative format questions. Make-ups will not be scheduled.

### 3. **Teaching Practicums (12% of total grade)**

*Purpose:* The goal of the two teaching practicums is to apply the concepts from the chapters to practice in different contexts reflecting on the current situation.

*Format:* The first teaching practicum will be held in person in the classroom and the second one will be carried out online via Zoom. Each teaching practicum is worth 6% of total grade.

*Grading:* Performance is evaluated based on a rubric that will be announced later. Make-ups will not be scheduled.

### 4. **Lesson Plan (2% of total grade) TBA**

### 5. **Assessment Plan (2% of total grade) TBA**

### 6. **Attendance for Teaching Practicum Periods (4% of total grade)**

*Purpose:* Observing your peers teaching will be especially inspiring when you are also teaching a mini lesson in this course. Moreover, their small group works can be carried out only if you participate.

*Grading:* Attending all four periods of in-person teaching practicum will earn you 2 points. Missing any one of the four periods will result in losing 2 points. Ditto for virtual teaching practicum.