

Fall 2021 05:300:306 Section 3 Index # 16780
Principles of Classroom Learning/Introduction to Educational Psychology



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Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If you need a permission # for some reason, contact Dr. Aghekyan
Office Hours: by appointment	Best contact is by email
Class Meets online: 09/01/2021 – 12/13/2021	Websites: www.canvas.rutgers.edu
Required Texts: Santrock, J. W. (2021). <i>Educational psychology</i> (7 th ed). McGraw-Hill.	

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.

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.

To Earn	A	B+	B	C+	C	D	F
Points Needed	90+	87	80	77	70	60	<60

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.

Standards
Standard One – Learner Development – The teacher understands how learners grow and develop, recognizing learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical designs and implements developmentally appropriate and challenging learning experiences.
Standard Two – Learning Differences – The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard Three – Learning Environments – The teacher works with others to create environments that support collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard Four –Content Knowledge – 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 Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard Five – Application of Content – 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.
Standard Six – Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own learning, to examine their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
Standard Seven – Planning for Instruction –The teacher plans instruction that supports every student in meeting 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.
Standard Eight – Instructional Strategies – 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.
Standard Nine – Professional Learning – 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 support student learning.
Standard Ten – Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to share knowledge and resources, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Standard Eleven – Ethical Practice – The teacher acts in accordance with legal and ethical responsibilities and standards and fairness to promote the success of all students.

Our claims for TEAC are congruent with these standards.

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)
- Describe various approaches to defining intelligence and explain the effects of these views on teachers and children. (TEAC Claim 3; NJ Professional Teaching Standards 1, 2)
- 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.

Class Format

The course will be an online course. The format of the classes in the online portion of the course place a strong emphasis on student initiated learning. You will be asked to engage in discussions and questions about the reading materials. Some of the discussions will revolve around problems of application. There will be three quizzes.

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Discussions/Participation	ongoing	25
Homework Assignment # 1	September 12	05
Homework Assignment # 2	October 24	05
Homework Assignment # 3	December 5	05
Quiz # 1	October 4	20
Quiz # 2	October 29	20
Quiz # 3	December 13	20

Schedule of Classes

Date	Reading	Topic
Week 1: September 1	Chapter 1	Educational Psychology: A Tool for Effective Teaching
Week 2: September 6	Chapter 7	Behavioral and Social Cognitive Approaches <i>Discussion # 1: Behavior Scenarios</i> Homework Assignment # 1 (Sept 12)
Week 3: September 13	Chapter 14	Managing the Classroom
Week 4: September 20	Chapter 8	Information Processing Approach <i>Discussion # 2 :Working Memory</i>
Week 5: September 27	Chapter 9	Complex Cognitive Processes <i>Discussion # 3: Learning to Teach from "Explaining the Seasons"</i> Quiz # 1 (Oct 4)
Week 6: October 4	Chapter 10	Social Constructivist Approaches
Week 7: October 11	Chapter 12	Planning, Instruction, and Technology
Week 8: October 18	Chapter 11	Learning in Cognition in the Content Areas Homework Assignment # 2 (Oct 24)
Week 9: October 25	Chapter 13	Motivation, Teaching, and Learning <i>Discussion # 4 :Attribution</i> Quiz # 2 (Oct 29).
Week 10: November 1	Chapter 4	Individual Variation
Week 11: November 8	Chapter 5	Sociocultural Diversity <i>Discussion # 5 : Status in the Classroom</i>
Week 12: November 15	Chapter 6	Learners who are Exceptional
Week 13: November 22	Thanksgiving Break	
Week 14: November 29	Chapter 6	Learners who are Exceptional II Homework Assignment # 3 (Dec 5)
Week 15: December 6	Chapter 16	Classroom Assessment and Grading
Week 16: December 13		Quiz # 3

Features of an Online Course

An online course (this course is mostly online) differs from a traditional face-to-face course in a number of ways. In particular, for this class:

1. There is a strong emphasis on student-directed learning. The instructor role is as overall facilitator and coordinator.
2. You will be able to work at your convenience.
3. Students do more of the integrative work than in a face-to-face class. This is likely to support long-term memory development.
4. You will be working in small groups so it is very important to do your part and not delay and frustrate your peers by neglecting the scheduled times to contribute which is described later in this syllabus.

Policies

Academic Integrity: I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>). Please familiarize yourself with the university policy on academic integrity.

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

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>

Details of Assignments/Requirements/Policies

1. Quizzes (60% of total grade):

Purpose: The quizzes are intended to test knowledge of course content presented in the lectures, assigned readings, and group work.

Format: Each quiz will consist of 40 multiple-choice items (each item is worth ½ point for a total of 20).

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 unless there is an explicit conflict with a religious observance or other properly documented excused absence.

2. Homework Assignments (15% of total grade).

Purpose. These 3 assignments give you a change to respond to a prompt provided by me.

Grading: Grades are based on the adequacy of the response.

3. Discussions (25%).

Purpose. The goal of the FIVE discussions is to apply the concepts from the chapters and engage in a meaningful discussion with peers. Each discussion is worth 5% of the grade.

Example: Consider the dilemma faced by Ms. Newby, a new teacher. A discussion topic on this chapter might be the following: “As you anticipate your first year in the profession, consider Ms. Newby. Like Ms. Newby, you too are likely to be somewhat nervous about what is to come. Will you be ready? Will you be prepared? Will you be a good teacher? Will you and your students connect?”

Despite how nervous Ms. Newby feels as she greets each new face that walks into her classroom, the show must go on. If you were in Ms. Newby's shoes, what would you want to know? What sort of experiences would you need before you could feel prepared and ready to go?

Discussion Topic 1

Ms. Newby is nervous. She wants to leave her doubt, anxiety, and sense of unease behind and become a confident and expert teacher. She wonders what she can do to empower herself as a teacher-to-be. What can Ms. Newby do to grow her confidence and to silence her fears? How

can she ready herself for opening day? Ms. Newby is nervous. She is anxious, doubtful, and lacks confidence. What can she do to grow her confidence and silence her fears?"

You need to consider these questions and post a thoughtful response. Additionally, you will need to respond to at least 3 of your classmates. These discussions will take place in small groups so that you are not inundated with messages. **In replying to a previously posted response, you need to elaborate on the response and not simply say "I agree."** Points are earned (6 per week) for responses that show knowledge of the course content and are coherent and elaborated. Here are some examples of more and less complete responses to the following question.

Mr. Blake teaches fifth grade in an inner city school where most students are minorities, and some students are recent immigrants. Some of his students do poorly on group projects, and Mr. Blake believes this is primarily due to their socioeconomic status and low fluency in English. He makes sure there is enough in class time to work on the projects, and explains the assignments to the ELL teacher in the school. Why does Mr. Blake think these steps will help his students?

Example response that is more complete

Students with low socioeconomic status often live in households where their parents spend most of the time working to be able to support the family. As a result, the older siblings often have to care for their younger siblings, and all of the children have to spend more time completing household chores to help the family. This leaves them with less time to complete assignments at home. In addition to this, families with a low socioeconomic status cannot afford the same educational resources as those with higher status. They cannot afford to spend the money on computers, the Internet, and books. This makes it more difficult for their children to complete assignments that require research. In order to access these resources, they would have to be at school or go to the local library. Mr. Blake must know that his students must be struggling with these issues and as a result makes more class time available to students to work on the projects. In this way, the students do not have to worry and stress out about not having access to resources at home and can focus singly on the material. For his students that are recent immigrants, they might not know English too well yet, so explaining the details to the ELL teacher is extremely helpful. The ELL teacher knows more techniques to be able to communicate the expectations of the project to the students, can check in on their progress, and encourage them to ask Mr. Blake any questions they may have about it.

Example response that is less complete and is in response to the previous comment

You are absolutely right, students who come from low socioeconomic households often spend a lot of time caring for their siblings and doing chores. There is also another important aspect to take into account, the fact that the parents are out working and do not have time to follow their children's school life. They can't sit down with them to help out with homework nor do they have the time to check it.

Schedule of Contributions to Discussions

1. Each week begins on Monday.
2. Before Thursday evening, complete the readings for the week.
3. By Thursday evening, post your initial response to the question posed.
4. By Sunday night, post your 2 responses to members of your group.

*Note: Do not let your group members down by failing to post on time. It makes it difficult for them to complete their part of the task.