

**Fall 2021 05:300:306 Section 4 Index # 16781**  
**Principles of Classroom Learning/Introduction to Educational Psychology**



<b>Course Instructor:</b> Professor Rosa Aghekyan	<b>Email address:</b> <a href="mailto:rosa.aghekyan@gse.rutgers.edu">rosa.aghekyan@gse.rutgers.edu</a>
<b>Mode of Instruction:</b> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	<b>Permission required:</b> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If you need a permission # for some reason, contact Dr. Aghekyan
<b>Office Hours:</b> by appointment	<b>Best contact is by email</b>
<b>Class Meets</b> Mondays 09/08//2021 – 12/13/2021 from 5:00PM to 8:00 PM MU-211	<b>Websites:</b> www.canvas.rutgers.edu
<b>Required Texts:</b>  Santrock, J. W. (2021). <i>Educational psychology</i> (7 <sup>th</sup> ed). McGraw-Hill.	

### Mask Requirement

In order to protect the health and well-being of all members of the University community, masks **must be worn** by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks **must be worn during class meetings**; any **student not wearing a mask will be asked to leave**.

Masks should conform to CDC guidelines and should completely cover the nose and mouth:

## 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.

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

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## 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
<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.

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 primary method of instruction in this course will be the use of lectures and class discussions, supplemented by small group activities and the use of videos, web resources etc.

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Attendance & Participation	ongoing	10
Homework Assignment # 1	September 12	05
Homework Assignment # 2	October 24	05
Homework Assignment # 3	November 29	05
Quiz # 1	October 11	20
Quiz # 2	November 8	20
Quiz # 3	December 13	20
CLA	November 22	15

### **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>

### **Course absence policies**

If you have been told to quarantine, or are experiencing symptoms of any transmittable disease, please remain at home and not attend in-person class meetings. Please communicate with me via email, so I can email you the detailed instructions in regards to making up the missed classes.

### **Details of Assignments/Requirements/Policies**

#### ***1. Attendance and Participation (10% of total grade):***

*Purpose:* This course will rely mainly on discussion and interactive activities. For this format to succeed, you must be present and on time. You are expected to attend class and participate. You will receive one point for participation and another point for attendance in this course. Participation is defined as speaking aloud in class, actively following the discussion, and by contributing to the class conversation through professional responses to classmates and myself. Not attending class will have an influence on this portion of your grade since you cannot participate if you are not in class. The learning in the class is cumulative, so absences will negatively affect your ability to do subsequent work as well as your peers in the class.

#### ***2. 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.

### ***3. Homework Assignments (15% of total grade).***

*Purpose:* These 3 assignments give you a chance to respond to a prompt provided by me. The details will follow.

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

### ***4. Collaborative Learning Activity (15%).***

*Purpose:* This assignment will provide you with opportunities to straighten your team building and collaborative learning skills. The details will be provided ahead of time.

*Grading:* Rubric will be used for scoring purposes.

### Schedule of Classes

Date	Reading	Topic
Week 1: September 8	Chapter 1	Educational Psychology: A Tool for Effective Teaching
Week 2: September 13	Chapter 7	Behavioral and Social Cognitive Approaches  <b>Homework Assignment # 1 (Sept 12)</b>
Week 3: September 20	Chapter 14	Managing the Classroom
Week 4: September 27	Chapter 8	Information Processing Approach
Week 5: October 4	Chapter 9	Complex Cognitive Processes
Week 6: October 11	Chapter 10	<b>Quiz # 1</b>  Social Constructivist Approaches
Week 7: October 18	Chapter 12	Planning, Instruction, and Technology
Week 8: October 25	Chapter 11	Learning in Cognition in the Content Areas <b>Homework Assignment # 2 (Oct 24)</b>
Week 9: November 1	Chapter 13	Motivation, Teaching, and Learning
Week 10: November 8	Chapter 4	<b>Quiz # 2</b>  Individual Variation
Week 11: November 15	Chapter 5	Sociocultural Diversity
Week 12: November 22		<b>Collaborative Learning Activity</b>
Week 13: November 29	Chapter 6	Learners who are Exceptional <b>Homework Assignment # 3 (Nov. 29)</b>
Week 14: December 6	Chapter 16	Classroom Assessment and Grading
Week 15: December 13		<b>Quiz # 3 &amp; Final Thoughts</b>