



University of Waterloo

Educational Psychology
Psychology 212R, Winter 2013

Instructor: Emiko Yoshida, PhD

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Class Times/Location: Mondays and Wednesdays 2:30-3:50 (REN 0104)

Office Hours: Thursdays, 4:00 – 5:00 or by appointment

Course Description:

The purpose of this course is to introduce you to psychological principles, theories, and methodologies within the field of educational psychology. We will discuss factors that affect teaching and learning, particularly conditions essential to efficient learning.

Course Objectives:

Upon successful completion of the course, the student should be able to perform the following learning objectives:

1. Demonstrate an understanding of a broad range of theories and concepts
2. Develop abilities to apply the course material to real world settings
3. Develop a better understanding of diversity issues, such as race, gender, socio-economic status and cultural differences
4. Identify effective strategies for teaching and learning in educational settings
5. Increase critical thinking by comparing and contrasting various theories

Prerequisite: PSYCH 101 or 121R

Text:

Santrock, J., Woloshyn, V., Gallagher, T., Di Petta, T., & Marini, Z. (2010). Educational Psychology (3rd Canadian Edition). Toronto: McGraw Hill Ryerson.

Course Requirements:

1) Exams (2 midterm tests each worth 20 % for a total of 40% of your grade; final exam worth 30 % of your grade):

The two midterm tests and the final exam will consist of multiple choice questions and short answer questions. The first midterm test will cover all lectures and textbook from the beginning of the course up to that midterm test and the second midterm test will cover all lectures and the textbook from the first midterm until the second midterm. The final exam will cover all lectures and the textbook after the second midterm (the final exam is not cumulative).

2) Application Component (30 %):

For this assignment, you can choose either an application paper (Option A) or service learning and a summary of your experience (Option B) based on your interests and career objectives. The amount of work required for the paper and service learning is equivalent. Your decision is to be made by **Jan 9th (Wednesday)**. **After this point your decision is final.** The agencies spend a tremendous amount of time to provide an orientation and training for volunteers. In addition, building a good relationship with a client requires a significant time commitment. If you have to terminate your volunteer position prematurely, that will have a detrimental impact on the agencies and clients. **Choose Option B only if you can make a long-term commitment.** If you have chosen the service learning option and cannot complete the volunteer activities for an unforeseeable incident (e.g., illness), consult with the instructor immediately.

Option A – Application paper (30 % of your course grade)

For this assignment, you will write a paper applying what you have learned in the course to an everyday life example. The example can come from your life, the media (TV shows, movies, and news etc...). The paper should be around 10 pages. **Submit the paper to the electronic drop box on D2L.** More details about the application paper will be given later in the semester.

Option B – Service learning & reflective writing assignments

Service learning is a pedagogical strategy through which students apply what they have learned to real world settings. In service learning, students engage in experiential learning through volunteering in agencies, and enhance their knowledge and critical thinking by reflecting on their experience. If you have chosen this option, you will volunteer on a weekly basis for 1-3 hours per week, depending on the needs of agencies and keep informal journal entries. This is for your information and you do not have to submit your informal journal entries.

Reflective Journal Entries (5 pages total, 10 % of your course grade)

Based on your informal journal entries, you will write a series of reflective journal entries, which will be submitted for a mark. These reflective journal entries will describe an experience in your volunteer position and how it relates to the course materials including various theories and perspectives.

Reflection Paper (5 pages total, 20 % of your course grade)

Choose one of the experiences outlined in your reflective journal entries and expand the practical and theoretical discussions including the application of theories to real world situations. **Submit both your reflective journal entries and reflection paper to the electronic drop box on D2L.** More details about this assignment will be given later in the semester.

When you visit a site, make sure to bring the activity log with you so that your supervisor can sign it to verify your participation. It is your responsibility to keep track of hours. See the guidelines for detailed information for journal entries. The descriptions of agencies, a volunteer's responsibilities and expectations are posted on D2L. Read these descriptions carefully and decide for which agency you would like to volunteer.

Learning objectives:

- Increase awareness of educational issues in community
- Enhance critical thinking and analysis through application of knowledge
- Develop community involvement (e.g., networking)
- Explore career goals through hands-on experience
- Develop social and cognitive skills (e.g., interpersonal skills, leadership skills, team work skills etc...)

Important information:

- 1) You will need to arrange your own transportation. However, some sites are on campus or easy to get to by bus.
- 2) Some sites require a longer time commitment until the spring/summer. Choose these sites only if you can continue to volunteer even after the winter term is over.
- 3) Each agency has its own requirements and will screen candidates to meet these requirements. So, **your placement is NOT guaranteed.** If your application is turned down by an agency, you can write an application paper or contact another agency.
- 4) If you are already volunteering for an agency that is relevant to the course and would like to do service learning with that agency, consult with the instructor to obtain approval.

Grading:

Midterm test 1 (Feb 4 th Monday)	20 %
Midterm test 1 (March 6 th Wednesday)	20 %
Final Exam	30 %
Application Paper or Service Learning (Deadline: March 20 th Wednesday)	30 %

Class Schedule

Week	Lecture Date	Topic	Required Reading Chapter
Week 1	January 7 th (Monday)	Introduction	Discuss the course outline and requirements
	January 9 th (Wednesday)	Educational Psychology: A Tool for Effective Teaching	Chapter 1
Week 2	January 14 th (Monday)	Educational Psychology: A Tool for Effective Teaching	Chapter 1
	January 16 th (Wednesday)	Physical, Cognitive and Language Development I	Chapter 2
Week 3	January 21 st (Monday)	Physical, Cognitive and Language Development I	Chapter 2
	January 23 rd (Wednesday)	Social Contexts and Socio-emotional Development I	Chapter 3
Week 4	January 28 th (Monday)	Social Contexts and Socio-emotional Development I	Chapter 3
	January 30 th (Wednesday)	Learners Who Are Exceptional	Chapter 6
Week 5	February 4 th (Monday)	Test # 1	
	February 6 th (Wednesday)	Behavioural and Social Cognitive Approaches to Teaching and Learning I	Chapter 7
Week 6	February 11 th (Monday)	Behavioural and Social Cognitive Approaches to Teaching and Learning II	Chapter 7
	February 13 th (Wednesday)	Managing Students to Learn	Chapter 12
Week 7	Reading week Feb 18 th – 22 nd		
Week 8	February 25 th (Monday)	Motivating Students to Learn I	Chapter 11
	February 27 th (Wednesday)	Motivating Students to Learn II	Chapter 11
Week 9	March 4 th (Monday)	Assessing Students' Learning	Chapter 13
	March 6 th (Wednesday)	Test # 2	
Week 10	March 11 th (Monday)	The Cognitive Information-Processing Approach and Teaching I	Chapter 8
	March 13 th (Wednesday)	The Cognitive Information-Processing Approach and Teaching II	Chapter 8

Week 11	March 18 th (Monday)	Individual Variations I	Chapter 4
	March 20 th (Wednesday)	Individual Variations II Application paper Service learning summary due date	Chapter 4
Week 12	March 25 th (Monday)	Socio-cultural Diversity I	Chapter 5
	March 27 th (Wednesday)	Socio-cultural Diversity II	Chapter 5
Week 13	April 1 st (Monday)	Standardized Tests and Teaching	Chapter 14 Walton & Spencer* (2009)
	April 3 rd (Wednesday)	Planning, Instruction and Technology	Chapter 10

* Walton, G. M., & Spencer, S. J. (2009). Latent ability: Grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. *Psychological Science*, 20(9), 1132-1139.

Final Examination Policy

For Winter 2013, the established examination period is April 11-25, 2013. The schedule will be available in February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <http://www.registrar.uwaterloo.ca/exams/finalexams.html>).

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://uwaterloo.ca/secretariat/policies-procedures->

[guidelines/policy-70](#). In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.