



University of Waterloo

Winter 2012

COURSE NUMBER: Psychology 212R
Course Name: Educational Psychology

Instructor: Dr. Emiko Yoshida

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Class Times/Location: Tuesdays and Thursdays, 2:30pm – 3:50pm (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) Tests (4 tests worth 15% each for a total of 60% of your grade):

You will take four tests during the semester. The tests will cover material presented in lectures and the textbook. Some questions are based on lecture material only, including video clips, class discussions and classroom demonstrations (not covered in the text). Some questions are based on the text and the articles only (not covered during the

lecture). The rest of the test questions are from material covered in lecture, articles and the text. Tests are not cumulative.

2) Optional Final Exam (15 %):

If you choose to take the final exam, your score on that exam will *replace your worst test performance*. You can also take the final exam to replace an exam that you missed during the semester. It cannot hurt you to take the final exam. If you do worse on the final exam than you did on your worst test, then you will simply get the better of the two grades. The final exam will be cumulative, covering all of the material from the text, lectures, and readings from the course.

3) Application component (40 %):

For this assignment, you can choose either an application paper (Option A) or service learning and journal entries (Option B). Your decision is to be made by **Jan 5th (Thursday)**. **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 lot of time. If you have to terminate your volunteering 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

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...). **Submit the paper to the electronic drop box on D2L.** See the guidelines for more details instructions for the application paper.

Option B – Service learning & Journal entries

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 and keep a journal. 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. If you have chosen this option, submit the consent form as soon as possible.

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 you are rejected 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.

NOTE: The amount of work required for the paper and service learning is equivalent. For the service learning, volunteer work is required; for the paper, extensive review of journal articles and analysis of theories are required.

Grading:

Midterm Test 1 Jan 24 th (Tuesday)	15 %
Midterm Test 2 Feb 14 th (Tuesday)	15 %
Midterm Test 3 March 13 th (Tuesday)	15 %
Midterm Test 4 March 29 th (Thursday)	15 %
(Optional Final Exam)	(15 %)
Application Component (Due: March 22 nd Thursday)	40 %

Class Schedule

Week	Lecture Date	Topic	Required Reading Chapter
Week 1	January 3 rd (Tuesday)	Introduction	Discuss the course outline and requirements
	January 5 th (Thursday)	Introduction and research method I	Chapter 1
Week 2	Jan 10 th (Tuesday)	Physical, cognitive and language development I	Chapter 2
	Jan 12 th (Thursday)	Physical, cognitive and language development II	Chapter 2 & pp. 290-299
Week 3	Jan 17 th (Tuesday)	Journal Search Workshop Meet at the multimedia lab (R2103)	
	Jan 19 th (Thursday)	Learners who are exceptional	Chapter 6
Week 4	Jan 24 th (Tuesday)	Test # 1	
	Jan 26 th (Thursday)	Behavioural and social cognitive approaches to teaching and learning I	Chapter 7
Week 5	Jan 31 st (Tuesday)	Behavioural and social cognitive approaches to teaching and learning II	Chapter 7
	Feb 2 nd (Thursday)	Social Contexts & Socio-Emotional Development I	Chapter 3
Week 6	Feb 7 th (Tuesday)	Social Contexts & Socio-Emotional Development II	Chapter 3
	Feb 9 th (Thursday)	Individual variations	Chapter 4
Week 7	Feb 14 th (Tuesday)	Test # 2	
	Feb 16 th (Thursday)	The cognitive information-processing approach and teaching I	Chapter 8
Week 8	Feb 20-24 Reading Week		
Week 9	Feb 28 th (Tuesday)	The cognitive information-processing approach and teaching II	Chapter 8
	March 1 st (Thursday)	Motivating students to learn I	Chapter 11
Week 10	March 6 th (Tuesday)	Motivating students to learn II	Chapter 11
	March 8 th (Thursday)	Assessing Students' Learning	Chapter 13

Week 11	March 13 th (Tuesday)	Test # 3	
	March 15 th (Thursday)	Socio-cultural Diversity I	Chapter 5
Week 12	March 20 th (Tuesday)	Socio-cultural Diversity II	Chapter 5
	March 22 nd (Thursday)	Managing the Classroom Application Paper & Journal Entries Due	Chapter 12
Week 13	March 27 th (Tuesday)	Planning, Instruction and Technology	Chapter 10
	March 29 th (Thursday)	Test # 4	
Optional Final Exam			

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

Academic Integrity website (Arts):

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

Academic Integrity Office (UW):

<http://uwaterloo.ca/academicintegrity/>

Discipline: A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/] 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 instructor, academic advisor, or Renison’s Administrative Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71, Student Discipline. For information on categories of offences and types of penalties, students should refer to this policy www.adm.uwaterloo.ca/infosec/Policies/policy71.htm . For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm .

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,

www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

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 grounds for an appeal can be established. Read Policy 72 - Student Appeals www.adm.uwaterloo.ca/infosec/Policies/policy72.htm .

Accommodation for Students with Disabilities: The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.

Final Examination Policy

For Winter 2012, the established examination period is April 9 - 21, 2012. The schedule will be available in October. 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>).