

St. Jerome's University/University of Waterloo
Department of Psychology
Psychology 212 – Fall 2013
Educational Psychology
Course Outline

Instructor: Dr. M. Drysdale
Office: STJ 2020
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Email: mdrysdal@uwaterloo.ca
Office Hours: Tuesday and Thursday 4:30 – 5:00, or by appointment
Lectures: Tuesday 6:00 – 8:50, STJ 1036
Teaching Assistants: STJ 2021 – Margaret McBeath, BA, mlmcbeath@uwaterloo.ca; Jennah Kerman, jkerman@uwaterloo.ca; Anna Duma, aduma@uwaterloo.ca

Course Overview:

Educational psychology is the branch of psychology that specializes in understanding theories and methods of teaching, learning, and assessment in educational settings. The content of this course includes aspects of human development related to learning, theories of learning, and the application of psychological principles in educational settings. There is a special focus upon the conditions essential to efficient learning. In addition, the course focuses on psychological testing and measuring learning outcomes.

Learning Objectives:

At the end of this course, students will have an understanding of:

- aspects of human development through the school years
- individual differences in cognitive, social, emotional, intellectual, & behavioural functioning in an educational setting
- explanations of how we learn and learning problems
- applications of learning theories to teaching
- motivation in educational settings
- educational measurement and assessment

Required Text:

Santrock et al, McGraw-Hill Custom Ed: Educational Psychology, Psychology 212, University of Waterloo, Dr. M. Drysdale

Required i-Clicker – available in the bookstore

Correspondence:

All correspondence and announcements will be posted on Learn. Students must have 'fees arranged' to have access to the course. Students using the telephone to contact me **must** include their first and last names, student number, and course in which they are enrolled. Please address me as Professor or Dr. Drysdale. Please allow at least 24 hours for an email sent between Monday and Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday or Sunday.

For content related questions, request for extra help with the content, or to go over one of your exams, please contact one of the TAs. For all other inquiries please contact me (e.g., missing an exam, problems with the course, or extra help if a TA is not available). If you miss a lecture, the best way to get notes is with a request (using Learn) to the entire class.

Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or by email. All grades will be posted on Learn – hopefully within a week of an exam unless there are technical problems.

If my door is open, outside of office hours, feel free to approach. If I am busy, I will let you know. Please don't be offended if I can't drop what I am doing to talk. I will schedule a convenient time for both of us.

Evaluation of Learning:

Exam 1:	25%	October 1, 2013
Exam 2:	40%	November 5, 2013
Exam 3:	20%	November 26, 2013
Case study 1:	4%	October 1, 2013
Case Study 2:	4%	November 5, 2013
Case Study 3:	4%	November 26, 2013
Participation with i-Clickers:	3%	On-going

NOTE: EXAM DATES AND CASE STUDY DATES ARE FINAL: PLEASE DO NOT
REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded, see below).

Exams

- **Exams will NOT be cumulative** and will cover the lecture material, handouts, video material, and textbook material.
- **Exams will start promptly at 7:30pm.**
- All exams will consist of multiple-choice questions.
- Requests for changing the weighting of tests will not be considered.

Case Studies

- There are three classes scheduled for completing case studies (October 2, November 1, and November 15).
- The cases and criteria will be handed out at the beginning of the class (6:00pm; see schedule below) and responses must be submitted by **7:10pm that same day - prior to the exam – so that you have a minimum 20 minute break between assessments**. Case studies are designed so that you can complete them during the time allocated and submit them to the drop-box on Learn. **Late submissions will carry a penalty of 20% per hour starting at 9:00 pm on the day they are due**. Ensure the full name of each student is on the assignment.
- The cases are drawn from the experiences of teachers and school psychologists. They are relatively short and clear so that they can be read in a few minutes. Questions are designed to connect the lecture material to practical scenarios.
- Responses to the questions must be clear and written in a scholarly way. Grammar and spelling count. I will also deduct marks for poorly written responses (poor grammar, spelling, and sentence structure).
- Please **COME** to class prepared for doing the cases (i.e., textbook, notes, blank paper, etc..)
- Cases **MUST** be completed in groups of 4 to 5 students. Working in groups allows for breadth and diversity in the responses. It is recommended that you get to know the students sitting around you so that you have potential group members for the case studies. All group members should contribute equally to the assignment.
- **Each case is worth 4% of your final grade** (total: 12%). All students in a group will receive the same grade. If you believe a group member has not contributed equally, please bring this to the professors' attention. If there is agreement between all group members that a student did not contribute, then the student will receive a penalty of up to 20% on that case assignment. It is the responsibility of all group members to look over the assignment prior to submission.

i-Clickers

- i-Clickers are a student response system (SRS) and will be used to enhance understanding of the content and to prepare for exams. Using i-Clickers will form the participation part of the assessment and will count for 3% of the final grade. i-Clickers will be used on the following days: Sept. 17, 24, Oct. 8, 15, 22, 29, Nov. 12, 19. To achieve the full 3%, students must achieve a participation rate of 75%. This means that of the 8 days that i-Clickers are used, students must be present and use their i-Clicker for 6 of those days. This allows for 2 missed days without penalty. Each day's participation is worth 0.5% of your total grade.
- **Students caught using more than one i-Clicker (i.e., using one for an absent student) will forfeit their entire i-clicker grade of 3% and the entire 3% grade of the absent student. No exceptions to this rule. The University of Waterloo has implemented a *Work. Study. Play. with integrity.* Campaign. <https://uwaterloo.ca/academic-integrity/workstudyplay-2011>. It is your choice to learn and behave with integrity in this class or to completely lack integrity.**
- i-Clickers can be purchased at the bookstore for \$40.00 with \$20.00 refunded when you return it.
- Please register your i-Clicker for Psychology 212 before using it in class. If you do not register it then your participation is not recorded.

POLICY REGARDING CHEATING

CHEATING WILL NOT BE TOLERATED. Students are referred to the university policy on academic offences. Looking at the test of another student, allowing another student to view your exam, obtaining information about a test in advance, having crib/cheat notes, and/or having information written on your body are all examples of cheating. Students found cheating will: receive a zero (0%) on the test and be (1) asked to leave the room if cheating materials cannot be confiscated OR (2) have cheating materials and the answer scantron confiscated and be given a new exam that must be completed in the time allotted.

A number of safeguards will be employed to discourage cheating. For example, invigilators of the tests can ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, check for crib/cheat notes, etc. This is not meant as a personal affront or as an accusation of cheating, rather as vigilant attempts at proctoring. It is strongly recommended that you **do not** sit with friends during the examinations. All incidences of cheating will be reported to the Department Chair and the Associate Dean.

POLICY REGARDING ILLNESS OR ACCOMMODATION – University of Waterloo

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.
- If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible

arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for grade revisions on medical or compassionate grounds will not be considered (UW Calendar).

DR. DRYSDALE'S POLICY REGARDING ILLNESS

Deferrals of exams are decided by the instructor and **ARE NOT AUTOMATIC** (see Dr. Drysdale's Policy below). A **make-up exam will be refused if Dr. Drysdale's policy is not followed.** If a student completes an exam while ill, the grade stands. False claims of illness and/or submitting false documentation constitutes an academic offense that is subject to disciplinary action under Policy #71.

Only on the documented basis of illness or other extreme circumstance will students be permitted to write a make-up exam or case study.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. Drysdale BEFORE the exam/case study date and time.** The voice mail stamps the date and time of telephone calls.
- **In the case of illness, the student must provide an official "Verification of Illness" certificate from the University of Waterloo - which states that, due to medical reasons, it was IMPOSSIBLE for the student to write the exam or do the case study at the scheduled time (i.e., severe illness). The verification of illness form MUST be completed by UW Health Services **BEFORE OR ON THE SAME DAY** as the scheduled exam or case study. A form completed after the day of the exam or case study **WILL NOT BE ACCEPTED**. The completed form must be submitted to Dr. Drysdale within 48 hours of the exam or case study. Doctors' notes created by a physician or clinic, or a note scribbled on a prescription pad is not an acceptable medical certificate.**
- **In the case of an immediate family members' illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student's: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.**
- **In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals will only be granted for a partner's death or an immediate family member's death.**
- **FAILURE TO FOLLOW THE ABOVE REQUIREMENTS WILL FORFEIT YOUR RIGHT TO A MAKE-UP EXAM OR EXTENSION. If you are ill and you contact me after the exam, you will NOT be permitted to write the test or do the case study.** You will receive a 'zero' on that assessment. Exception to this: if you are involved in an accident on your way to the exam (documentation required) and as a result you are not able to call me – however notification and a request for a make-up must be received no later than 12 hours after the test. If you are extremely incapacitated, in hospital, or have had an unexpected death in the family within the 24 hours prior to the test, then have a friend or family member call ASAP and no later than 24 hours after the test.
- Any student missing an exam with a valid reason and having followed policy must write a make-up exam or complete the missed case study. **A make-up exam may differ in format from the original exam (e.g., an entire essay exam).** A make-up case study will be different from the one completed during the scheduled class time.
- Please note that the following are **NOT** valid reasons for rescheduling an exam or missing a case study:
 - Travel plans (athletic or personal – weddings included)
 - Missing your bus or ride to campus
 - Work overload.
 - Sleeping-in or alarm clock problems.
 - Forgetting you had an exam or case study or forgetting you were registered in the course

RELEASE OF GRADES:

When tests are graded, the results will be posted on Learn. Grades are not released over email or telephone. Do not send an email to the Instructor or TA regarding "when will the grades be posted?" We endeavour to complete the grading as quickly as possible as normally grades are posted within a week of the exam or case study.

ACADEMIC RESPONSIBILITY, INTEGRITY, DISCIPLINE, AND GRIEVANCE

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

Discipline: All students registered in courses at St. Jerome's University are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed following St. Jerome’s University Academic Discipline Procedure and UW Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.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. In such a case, contact the St. Jerome’s University Grievance Officer. www.sju.ca/faculty/SJU_handbook/grievance_policy.html. **Academic Integrity Office:** <http://uwaterloo.ca/academicintegrity/>

PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS*

A student may appeal the finding and/or penalty in a decision made under St. Jerome’s University Academic Discipline Procedure or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St. Jerome’s University Appeals Officer. Read St. Jerome’s University Handbook, Section 6.4,

www.sju.ca/faculty/SJU_handbook/examinations_grades_standings_and_appeals.html

More information on appeals can be obtained by the Ombudsperson's Office (SLC 2128, 885-1211). The full text of **Policy 70** is available on the Web as well as from the Secretariat (Needles Hall 3060) <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.pdf>

OTHER INFORMATION

- **Accommodation for Students with Disabilities: Note 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.
- **Laptops and tablets are permitted for note-taking purposes and case studies ONLY.** Other usage is not permitted (e.g., Facebook, Skype, Internet searches, streaming, gaming, etc.). If you are caught using your computer for anything besides note-taking, you will be asked to leave the room and disciplined under University Policy 33 (“Ethical Behaviour”) states that “no member of the University community (faculty, staff, student) unduly interfere with the study, work or working environment of other members of the University or any aspect of another’s University activity.” **Laptops and other electronic devices are NOT PERMITTED during course videos.**
- **Audio recording of lectures is not permitted.**
- **Absolutely no cellular telephones and/or headphones** are permitted during the lectures or examinations.
- **Student ID Cards** are necessary for examinations. **Baseball caps** are not to be worn during examinations.
- Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (**888-4567, Ext. 32655**), the teaching assistant, or the professor *prior* to their next exam(s).

LECTURE, EXAM SCHEDULE AND REQUIRED READINGS

Date	Topic	Required Reading Chapter
September 10	Introduction, Course Requirements, Study Strategies, Bloom’s Taxonomy, Overview of Educational Psychology & Research	No Required Reading
September 17	Physical, Cognitive and Language Development	Chapter 2
September 24	Social Contexts & Socio-Emotional Development	Chapter 3
October 1	Case Study 1 (4%) and Exam 1 (25%) = Total 29%	Chapters 2 & 3
October 8	Individual Variations & Learners Who Are Exceptional	Chapters 4 & 6
October 15	Behavioural & Social Cognitive Approaches to Teaching & Learning	Chapter 7
October 22	The Cognitive Information-Processing Approach & Teaching	Chapter 8
October 29	Motivating Students to Learn	Chapter 11
November 5	Case Study 2 (4%) and Exam 2 (40%) = Total 44%	Chapters 4, 6, 7, 8, & 11
November 12	Assessing Students	Chapter 13
November 19	Standardized Tests and Teaching	Chapter 14
November 26	Case Study 3 (4%) and Exam 3 (20%) = Total 24%	Chapters 13 & 14

*Portions of these sections were taken from the following sources: Academic Calendars of St. Jerome's University and the University of Waterloo, as well as from Academic handbooks of the University of Western Ontario and University of Calgary. Thanks to Heather Stevens who created the syllabus template.