

St. Jerome's University in the University of Waterloo
Department of Psychology
PSYCH 212
Educational Psychology
Fall 2014
Mondays/Wednesdays 4pm-5:20pm, Classroom

Instructor and T.A. Information

Instructor: Dr. Amanda Nosko
Office: STJ 1006/STJ 1026
Office Hours: By appointment
Email: TBA

T.A. Kelsey Metz

Email

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Course Description

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

Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

- Identify and articulate various aspects of human development through the school years
- Describe and explain individual differences in cognitive, social, intellectual and physical functioning
- Discuss theories and examples of how we learn and learning problems
- Describe applications of learning theories to teaching
Recognize and articulate how motivation functions in educational settings
- Recall and describe educational measurement and assessment

Required Text

- Woolfolk, A.E., Winne, P.H., Perry, N.E. (2011). Educational Psychology (5th Canadian Edition). Toronto: Pearson Canada.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Exam #1	Monday September 22nd 2014	25%
Exam #2	Wednesday October 15th 2014	30%
Exam #3	Monday November 10th 2014	30%
Exam #4	Wednesday November 26th 2014	15%
Total		100%

Correspondence

Students must use email to contact the TA (Kelsey) or Dr. Nosko. You must include your first and last names, and student number. Always email us via LEARN and put Psych 212 in subject line. Please allow at least 24 hours for a response made between Monday and Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday or Sunday. For course related questions, request for extra help with the content, or to go over one of your exams, please contact a TA first. For all other inquiries or questions, please contact Dr. Nosko (e.g., missing an exam).

If you would like to request a fellow student's notes (e.g., if you miss class), the best way to get notes is with an email request (using LEARN) to the class.

Do not email asking for grades. Grades will be posted in LEARN as soon as possible.

Week	Date	Topic	Readings
1	September 8	Introduction & Role of Educational Psychology and Research Methods	Chapter 1
	September 10	Physical, Cognitive and Language Development	Chapter 2
2	September 15	Physical, Cognitive and Language Development cont'd/	Chapter 2, 3
	September 17	Social Contexts & Socio-emotional Development	
3	September 22	Exam 1 (25%)	Chapters 1, 2, 3
	September 24	Individual Variations & Cultural Diversity in Teaching	Chapters 4, 5
4	September 29	Behavioural Approaches, Social Cognitive Approaches & Teaching	Chapter 6, 7, 10
	October 1		
5	October 6	Behavioural Approaches, Social Cognitive Approaches & Teaching cont'd/	Chapter 6, 7, 10, 13
	October 8	Planning and Instruction	

Week	Date	Topic	Readings
6	October 13	NO CLASS – THANKSGIVING	
	October 15	Exam 2 (30%)	Chapters 4, 5, 6, 7, 10, 13
7	October 20	The Cognitive Information-Processing Approach and Cooperative Learning	Chapter 7, 8, 9
	October 22		
8	October 27	Motivating Students to Learn	Chapter 11
	October 29		
9	November 3	Successful Teaching	Chapter 12, 13
	November 5		
10	November 10	Exam 3 (30%)	Chapters 7, 8, 9, 11, 12, 13 + supplementary material
	November 12	Standardized Tests and Assessing Student's Learning, Creating Assessments	Chapter 14
11	November 17		
	November 19		
12	November 24	Learning in an Online Context	TBA
	November 26	Exam #4 (15%)	Chapters 14 + readings

*NOTE: Test Blueprints will be provided before each exam.

Exams

- Exams will **NOT** be cumulative and will cover the lecture material (including lecture notes, videos, case studies etc.), and textbook material. Students are responsible for material covered in the lectures **as well as** the assigned chapters in the text.
- Students are responsible for material in the textbook that is not covered during the lectures. Some of the textbook may be assigned as “Independent Study” meaning that students will be expected to read chapter sections that are not discussed in class.
- All four exams will consist of multiple-choice questions.
- Requests for changing the weighting of tests will not be considered.
- **CHEATING WILL NOT BE TOLERATED**; Students are referred to the university policy on scholastic offences. Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will: (1) receive a zero (0%) and be asked to leave the room. Cheating materials and the answer booklet/scantron will be confiscated.
- All incidences of cheating will be reported to the Department Chair, the Associate Dean at SJU, and the Associate Dean of the student's home department. If clear pre-meditated cheating is evident (e.g., cheat notes), the instructor will recommend a failing grade to the Associate Dean of the student's home department. All cases of cheating are formally documented in the student's academic records. In addition, the professor can recommend that the student be required to withdraw from the university.
- Scientific calculators will **NOT** be permitted during exams.

Policy Regarding Illness Or Accommodation

- Students are entitled to a rescheduling of exams or an extension of deadlines for legitimate medical or compassionate reasons. Students are also entitled to rescheduling of exams based on religious grounds. However, **it is the student's responsibility** to inform the instructor ***PRIOR*** to the due date or exam date, to arrange a timely makeup, and to provide acceptable documentation to support a medical, compassionate, or religious claim (University of Waterloo Calendar).
- 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 at the scheduled time (i.e., severe illness).
- **If you are sick and you contact me after the exam, you will not be permitted to write the test.** You will receive a 'zero' on that test.
- 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 (University of Waterloo Calendar. If a student completes an exam while ill, the grade stands).
- Any student missing an exam with a valid reason must write a make-up exam. **The make-up exam may differ in format from the original exam (e.g., an entire essay exam).**
Please note that the following are **NOT** valid reasons for rescheduling an exam:
 - Travel plans (athletic or personal)
 - Missing your bus or ride to campus
 - Work overload. You can have as many as 5 exams in a single day during the regular term.
 - Sleeping-in or alarm clock problems.
 - Forgetting you had an exam or forgetting you were registered in the course.

Release of Grades: When tests are graded, the results will be posted on LEARN. Keep in mind that we endeavour to complete the grading as quickly as possible.

Academic Integrity: 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.

Academic Integrity Office (UW): A resource for students and instructors.

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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome’s University Policy on Student Discipline. For information on categories of offenses and types of penalties, students should refer to University of Waterloo Policy 71 (Student Discipline).

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. Students who decide to file a grievance should refer to University of Waterloo Policy 70 (Student Petitions and Grievances). For more information, students should contact the Associate Dean of St. Jerome’s University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read St. Jerome’s University Policy on Student Appeals.

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.