

St. Jerome's University/University of Waterloo
Department of Psychology
Psychology 212 – Fall 2017
Educational Psychology

Instructor: Dr. M. Drysdale
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Email: mdrysdale@uwaterloo.ca
Office Hours: Wednesday 14:30 – 15:00, Thursday 15:30 – 16:00, or by appointment
Lectures: Wednesday 18:30 – 21:20, SJ2 1002 (week of October 9, class is on Friday, October 13)
Teaching Assistants: SH 2035 Sarah Callaghan, scallagh@uwaterloo.ca (also in SJ1 2017)

Course Overview:

Educational psychology is the branch of psychology that specializes in understanding theories and methods of teaching, learning, behaviours, 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.

Course Goals and Learning Outcomes:

At the end of this course, students should 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:

Woolfolk, A., Winne, P., & Perry, N. (2016). Educational Psychology, Sixth Canadian Edition. Toronto: Pearson Canada

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.

All emails should be respectful, polite, professional, and structured with a salutation/greeting, a purpose, and a closing signature. If emails are not structured correctly, we will not respond.

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).

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. All grades will be posted on Learn.

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.

Learning Assessments:

Test 1:	10%	September 27, 2017
Case Study 1:	5%	September 27, 2017
Case Study 2:	10%	October 25, 2017
Test 2:	40%	November 1, 2017
Case Study 3:	10%	November 15, 2017
Test 3:	25%	November 29, 2017

NOTE: EXAM DATES AND CASE STUDY DATES ARE FINAL: PLEASE DO NOT REQUEST ALTERNATE DATES OR TIMES (medical exceptions excluded, see below) OR CHANGES TO THE WEIGHTING OF ANY ASSESSMENTS

Exams

- **Exams will NOT be cumulative**
- They will cover the lecture material, handouts, video material, and textbook material.
- All exams will consist of multiple-choice questions.
- All exams will commence at 18:30

Case Studies

- There are three classes scheduled for completing case studies (September 27, October 25, and November 15).
- Case Study responses must be submitted by **21:30 the day they are assigned**. 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 21:30 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.
- 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 professor's attention when submitting the assignment. If there is agreement between all group members that a student did not contribute, then the student will receive a penalty of up to 50% on that case assignment. It is the responsibility of all group members to look over the assignment prior to submission.

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 or in your phone are all examples of cheating. Students found cheating will (1) receive a zero (0%) on the test and be asked to leave the room if cheating materials cannot be confiscated OR (2) have cheating materials and the answer booklet/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 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 (University of Waterloo Calendar).

DR. DRYSDALE'S POLICY REGARDING ILLNESS

Deferrals of exams or case studies are decided by the instructor and **ARE NOT AUTOMATIC** (see Dr. Drysdale's Policy below). A make-up exam or change of case study due date/time will be refused if Dr. Drysdale's policy is not followed. If a student completes an exam or case study 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 be given an extension for a 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 or case study due date and time.** Failure to contact Dr. Drysdale before the exam or due date forfeits a right to a make-up or extension. 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 (i.e., severe illness) or complete the case study by the due date and time. The verification of illness form MUST be completed by UW Health Services **BEFORE OR ON THE SAME DAY** as the scheduled exam or due date. **Once the student has been seen by a health professional at UW Health Services, and the VIF has been completed, the student must inform Dr. Drysdale by email or phone. A form completed after the day and time of the exam or due date WILL NOT BE ACCEPTED. The completed form must be submitted to Dr. Drysdale within 24 hours of the exam or due date – a photo of the VIF can be emailed as soon as it is received at Health Services (see below for submitting the hard copy). Doctors’ notes created by a physician or clinic, or notes scribbled on a prescription pad are not acceptable medical certificates.****
- **DEFERRAL OF AN EXAM OR CASE STUDY: All make-up exams and case studies will be offered on the first Friday following the exam or case study due date from 13:00 – 16:00 (1:00pm – 4:00pm). If a copy of a VIF was emailed to Dr. Drysdale, students must submit the original hard copy at the time of the make-up.**
- **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 or due date, you will NOT be permitted to write the test or complete the case study.** You will receive a ‘0’ on those assessments. Exception to this: if you are involved in an accident on your way to the exam or class (documentation required) and as a result you are not able to call me – however Dr. Drysdale must be notified and a request for a make-up/extension must be received no later than 12 hours after the test or due date. If you are extremely incapacitated, in hospital, or have had an unexpected death in the family within 24 hrs prior to the exam or due date, then have a friend or family member call ASAP and no later than 24 hours after the test.
- Any student missing an exam and case study with a valid reason and having followed policy must write a make-up exam and complete the case study. A make-up exam and case study will differ in format from the original.
- Please note that the following are **NOT** valid reasons for rescheduling an exam or requesting an extension:
 - Travel plans (athletic or personal – weddings included), missing your bus or ride, work overload, sleeping-in or alarm clock problems, or forgetting you had an exam or presentation.

RELEASE OF GRADES:

When tests and case studies 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. Normally grades are posted within a week.

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 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 under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [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](#).

OTHER INFORMATION

- **Note for Students with Disabilities:** The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1401, 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.
- **Electronic Device Policy: Laptops and tablets are permitted for note-taking purposes ONLY during the lectures. 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”) which 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 and movies.**
- **Audio recording of lectures is not permitted.**
- **Absolutely no cellular telephones and/or headphones are permitted during the lectures, videos, or examinations.**
- **Student ID Cards are necessary for examinations. Baseball caps are not to be worn during examinations.**
- **Backpacks must be stored under the desk, at the front, or back of the classroom 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 13	Introduction, Syllabus, Study Strategies, Bloom’s Taxonomy Learning, Teaching, & Educational Psychology	Chapter 1
September 20	Cognitive Development	Chapter 2
September 27	Test 1 (10%) and Case Study 1 (5%) = Total 15%	Chapters 1 & 2
October 4	Self and Social and Moral Development	Chapter 3
October 13 (Friday)	Learner Differences and Learning Needs	Chapter 4
October 18	Behavioural Views of Learning	Chapter 7
October 25	Creating Learning Environments Case Study 2 (10%)	Chapter 13
November 1	Test 2 (40%)	Chapters 3, 4, 7, & 13
November 8	Cognitive Views of Learning and Learning Strategies	Chapter 8
November 15	Motivation in Learning and Teaching Case Study 3 (10%)	Chapter 12
November 22	Classroom Assessment, Grading, and Testing	Chapter 15
November 29	Test 3 (25%)	Chapters 8, 12, & 15