

St. Jerome's University (University of Waterloo)
Department of Psychology
Psychology 212 – Winter 2016
Educational Psychology
Course Outline

Instructor: Anna Polotskaia, PhD

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Office Hours: By appointment. **Office:** STJ 1026

Lectures: Monday and Wednesday 11:30 – 13:00 **Location:** Siegfried Hall (STJ 1036)

Course Overview:

Educational psychology is the branch of psychology that specializes in understanding theories of development, motivation, teaching, learning and assessment in educational settings.

The content of this course includes human development, theories of learning, diversity and inclusion, and the application of these principles to teaching and learning. In addition, the course focuses on psychological testing and measuring learning outcomes.

Learning Objectives:

Upon completion of this course, students will have an understanding of

- theories of human development and their applications to educational settings
- cultural, social and ethnical diversity in educational settings
- applications of psychological theories to teaching and learning
- instructional strategies with consideration of individual differences and exceptionalities
- assessment and measurement in educational settings

Required Materials:

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

Additional readings/videos will be made available on course reserves at the SJU library and on LEARN.

Correspondence: Students using email to contact the instructor must include their first and last names, and their student number. Please email using your @uwaterloo.ca account and allow at least 24 hours for a response made between Monday and Friday.

For course-related questions, requests for extra help with the content and/or to schedule an individual meeting, please contact your instructor (Dr. Polotskaia) – we will schedule a convenient time for the meeting. If you missed a class, please consult the syllabus and the posted lectures.

For security reasons, grades are not released over the telephone or email. Grades for assignments will be posted on LEARN. Final grades will be posted on Quest.

Responsibilities: Students are responsible for material in the textbook and additional readings that is not covered during the lectures. Students are expected to attend all scheduled sections of the courses in which they have enrolled. Although non-attendance does not constitute a course drop, you have to complete all assignments in this course to receive a passing grade (four quizzes, a case study, a group presentation, at least 10 completed discussion questions). Students are responsible for monitoring their class schedule on LEARN for any changes. Students are expected to be familiar with the University's policies on academic

offences and plagiarism, as well as the expectations set on the course website, on this syllabus, and on individual assignments.

Important Information

Academic Integrity: To maintain a culture of [Academic Integrity](#), members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. If you haven't previously completed the Academic Integrity Tutorial, please do so here: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

[Academic Integrity Office \(UW\)](#): A resource for students and instructors. Further information on “*How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors*” can be found at <http://subjectguides.uwaterloo.ca/plagiarism>.

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 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. Please consult the AccessAbility Services guidelines for required accommodations: <https://uwaterloo.ca/disability-services/>.

Policy regarding rescheduling, late submissions and illness

- Students are entitled to a rescheduling of exams based on religious grounds. Please notify your instructor at least two weeks prior the test if you will miss a test/group assignment based on religious grounds.
- Students are entitled to a rescheduling of tests or an extension of deadlines for legitimate medical or compassionate reasons.
- In case of illness the student must have The University of Waterloo [Verification of Illness Form](#) completed by the Waterloo Health Services or the family physician. [Health Services](#) provides primary medical care for all registered University of Waterloo students.

- 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. If a student takes the exam while ill, the grade stands.

Late submissions: 10% will be deducted each day (including weekends) until the assignment is submitted. Submissions are electronic and therefore will have a time on it.

Exceptions: Exceptions will be made for unforeseeable circumstances.

- Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source (Verification of Illness Form, Police Report etc.). Please notify your instructor ASAP if those circumstances arise, whenever possible within 48 hours.
- Any student missing a test with a valid reason must write a make-up exam, which may differ in format from the original. If you miss a presentation for a valid reason, an alternative assignment will be assigned.

EVALUATION

Discussion Board Questions (participation): 12% (1% each)

Questions related to each class will be posted on LEARN. You are required to post your thoughts/reflections based on topics covered in the lecture and assigned readings prior to each class.

Quizzes: 48% (12% each) (Jan 20, Feb 03, March 02, March 21)

There will be four quizzes. The quizzes are not cumulative and will cover the assigned topics of the course.

Case study (Letter to a parent): 12% - Due March 23

There will be a case study presented for your analysis. You are to write a two-page-long analysis of the case (specific guidelines are available for on LEARN).

Presentation: 25% (Outline and annotated bibliography 5% + In-class presentation 20%)

- **Presentation Outline:** brief summary in a bullet point format of the presentation with references.
- **Group presentation:** 20% You will have 10 minutes for your presentation and an additional 3 minutes to answer questions. The grading rubric is available on Learn. *The presentation is to be submitted by email at least 24 hours before the class (this should help the transitions between presenting groups).* It is the responsibility of each member of the group to contribute and to complete the necessary work. One member should be elected as the “coordinator” and be responsible for submitting the work.
- **The Contribution of Authors page** should be signed by all members of the group and submitted in class on the day of the presentation in order to receive a grade. *The Contribution of Authors is a document summarizing how each member contributed to the group (1-2 pages).*

Research: 3% Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience. Since experiential learning is highly valued in the Department of Psychology, students may earn up to 3% of their final mark in this course through research experience (i.e., course work will make up 97% of the final mark and research experience will make up the other 3% for a maximum grade of 100%).

Be sure to review the guidelines referred to later in this document. The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades. **Option 1: Participation in Psychology Research:** Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the

Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics. **Educational focus of participation in research:** To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30 minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15 minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate? Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

INSTRUCTIONS/DATES/DEADLINES: [How to log in to Sona and sign up for studies](#)

Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. More information about the REG program in general is available at: [REG Participants' Homepage.](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your instructor to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.

Keep a copy of your review in the unlikely event it is misplaced.

Additional bonus point: You can get a bonus point for 1). Attending UWaterloo Anniversary lectures and submitting a brief summary of the talk (1-2 pages) <http://www.sju.ca/news-events/public-events/150th-anniversary-lectures>

Class Schedule: LECTURES, Assignments, AND REQUIRED READINGS

Date	Topic	Required Reading Chapter
Module 1	Educational Psychology: Goals, Theories, Future Directions	
1. January 04	Introduction. Role of Educational Psychology	Chapter 1
2. January 06	Theories of Development	Chapter 1, 2, Readings
3. January 11	Psychical, Cognitive, Language and Socioemotional Development	Chapter 2, 3; Readings
4. January 13	Individual Variations, Learning Styles, Multiple Intelligence	Chapters 4; Readings
5. January 18	Exceptional Learners	Chapter 6, Readings
6. January 20	Quiz 1 (Chapters 1, 2, 3, 4, 6, Readings). Diversity: Culture, Ethnicity, SES, Gender	
Module 2	Social Cognitive, Behavioural, Cognitive Approaches. Diversity.	
7. January 25	Culture, Ethnicity, SES, Gender	Chapter 5, Readings
8. January 27	Behavioural & Social Cognitive Approaches	Chapter 7, Readings Groups are finalized
9. February 1	The Cognitive Information-Processing Approach	Chapter 8, Readings
10. February 3	Quiz 2 (Chapters 5, 7, 8, Readings). Mental Health	
Module 3	Motivation and Exceptionalities in Education	
11. February 8	Motivating Students to Learn	Chapter 11, Video
12. February 10	Learners Who Are Exceptional.	Chapter 6, Video
February 14-17	READING WEEK-NO CLASS	
13. Feb 22	Classroom Management.	Chapter 12, Readings
14. Feb 29	Planning & Instruction	Chapter 10, Readings
15. March 02	Quiz 3 (Chapters 6, 10, 11, 12, Video).	
Module 4	Assessment and Planning	
16. March 07	Integrating Planning and Assessment	Chapter 13
17. March 09	Assessing Students' Learning	Assigned Readings
18. March 14	Assessing Students' Learning	Readings
19. March 16	Standardized Tests and Teaching	Chapter 14, Readings
20. March 21	Quiz 4. (Chapters 13, 14, Readings).	Chapters 13-14
21. March 23	Group discussions, Group Presentations	Case study Due
22. March 28	Group Presentations	Contribution of Authors to submit
23. March 30	Group Presentations	Contribution of Authors to submit