



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Psychology

PSYCH 212

Educational Psychology

Fall 2019

Wednesday 6:30-9:20pm, SJ2 (Academic Centre) 1004

Instructor Information

Instructor: Deb Glebe

Office: SH2110

Office Hours: Wednesdays 9:20—10:30 pm and by appointment

Email: djglebe@wlu.ca

Please schedule office hour meetings. Students may make appointments at class or by email.



<https://www.ghll.org.uk/partnership-projects/educational-psychologists/>

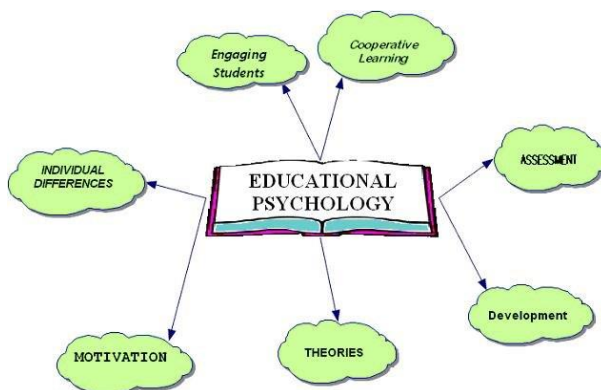
Course Description

A consideration of the main variables affecting learning in the classroom with special focus upon the conditions essential to efficient learning (*3 h lecture; 0.5 credit*)

Course Goals and Objectives

This course is designed to introduce you to the field of educational psychology. It will provide a critical examination of the foundational areas and emerging trends within educational psychology. In particular it will approach this area from 3 broad perspectives: understanding students (their development and diversity); understanding how students learn (theories of learning and motivation); understanding instructional processes (teaching and assessment).

Particular focus will be placed on the application of psychological theory and research within the educational setting. Students will be encouraged to apply an evidence-based approach to their study of this area, and will simultaneously apply critical evaluation to scientific claims. Through course readings, assignments, discussion posts and class lectures, you will be encouraged to think critically about many aspects of educational psychology and to relate the principles, approaches and theories to both academic and personal contexts.



<https://steemit.com/science/@tosuccess/the-importance-of-educational-psychology>

Learning Outcomes

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

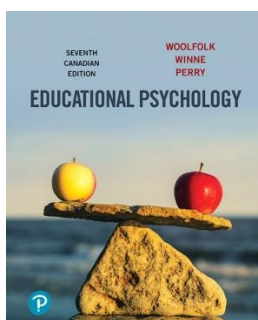
- Discuss the role of educational psychology in contributing to aspects of teaching and learning
- Describe and apply various philosophical, theoretical, and scientific explanations of human development especially in the areas of physical, cognitive, self, social and moral development and their implications for learning through the school years
- Identify and discuss the ways in which biopsychosocial factors (neurobiology, personality/emotion and environmental factors) interact to produce individual differences in cognitive, social, emotional, intellectual, and behavioural functioning in an educational setting
- Discuss the application of neuroscience in teaching and the impact of technology and virtual learning environments
- Identify factors related to special learning needs (both abilities and disabilities) within educational contexts
- Understand the development of language and its role in literacy, experiences and approaches to English Language Learners, as well as the impact of language diversity within classroom settings
- Consider the issues of cultural and social diversity and their impact from learner, learning, and teaching perspectives
- Describe and differentiate the major theories of learning (behavioural, cognitive, constructivist, and social cognition views) and how their relation to motivation
- Understand the role and importance of motivation and its impact on effective learning and educational approaches
- Understand the current landscape in the classroom and factors related to creating positive and effective learning environments. Identify aspects of learning environments that impact effective learning, emotional well-being, and positive social interactions.
- Describe key factors involved in designing instructional strategies. Understand the interconnectedness of student factors, learning issues, and instructional practices, and recognize their role as interdependent and mutually influential factors in the teaching process.

- Identify and apply the key factors in developing and interpreting appropriate, accurate, and reliable performance assessments for assessing (both formally and informally) student progress and achievements
- question/challenge aspects of theory and practice as it relates to issues within the educational setting
- Apply an integrated approach to considering a topic of personal interest within the field of educational psychology by considering various impacts and implications from the 3 interconnected perspectives of individual students, student learning and instructional processes. Critically reflect on the avenues of impact, their integrated nature, and implications within the field.

Required Text

- Woolfolk ,A., Winne, P., & Perry, N. (2020). Educational psychology (7th Canadian ed.). North York, Canada: Pearson.

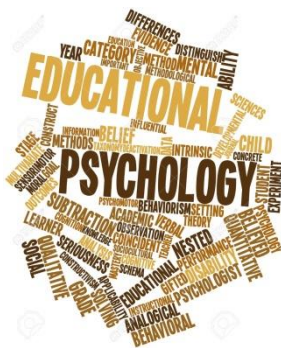
Please note this is the required text for the course – no other texts substitutions are allowed.



Course Assessment:

Assessment	Date of Evaluation	Weighting
Weekly quizzes	Online (LEARN) access weekly Wed through Fri	40%
Written Group Assignment: Tree of Impact Discussion Posts/Responses	Wednesday Nov. 13, 2019 Submitted to drop box (LEARN) throughout the term as completed	10% 20%
Final Exam (cumulative class/lecture material)	TBD	30%
Total		100%

**** Note Students who wish to earn 'bonus' points may participate in SONA for up to 2 credits (2%) bonus – there will be no other opportunities to earn bonus marks in the course.**



https://www.123rf.com/photo_16632928_abstract-word-cloud-for-educational-psychology-with-related-tags-and-terms.html

Course Requirements

1. Class Presence

Lecture attendance is considered essential.

- Lectures will cover topics as indicated in the lecture schedule and are designed to supplement the information in the text.
- Lecture/text content should be considered two distinct sources of information
- At times, lecture information may differ from that of the text. This information will be available only in class.
- Audiovisual presentations may be used to augment perspectives on various topics; and will be considered potential material for testing on the final exam; these sources may not be available outside the scheduled class sessions.
- Students are responsible for all announcements, assignments, audiovisuals presented during any class session. If you are absent, please contact a classmate for relevant lecture notes and audiovisual information (this can easily be done through the course site on LEARN).
- Lecture slides are NOT posted. If you have special requirements regarding materials presented in class please see the instructor. If you miss a class (or plan to be absent from classes) make arrangements with one of your peers to share notes. It is a good idea to establish a supportive network at the beginning of term.

2. Text Readings

Students are responsible for reading the chapters as listed in the lecture schedule.

- While lectures will highlight or expand on various aspects of the text material, there will be portions of the text not directly covered in class sessions.
- For weekly quizzes students are expected to cover ALL material within the chapters unless otherwise indicated.

3. Discussion Posts and Responses (20%)

Throughout the term you will also strengthen your integrative knowledge, spark discussion, and expand your learning by posting discussion comments related to the course material and responding to the

posts of others. You are required to post 5 times and respond 5 times over the term. This is intended to encourage interaction amongst your peers as well as expanded awareness of the course topics/concepts.

- You will find a separate Discussions section entitled “Discussion Posts and Responses” where these interactions will initially be posted.

- Posts: As topics of interest arise for you, you can comment on something in the course material to spark discussion with your peers by finding an online video or article or news story (or even personal experience) that relates to any of the weekly topics.

- Responses: Your responses will be your personal reactions to the posts of others – this can include additional links (videos/articles/studies) that address or expand on the material posted by others, or it may be personal reactions/reflections/opinions regarding your peer’s post

- Your instructor may periodically provide a post on a lesson topic – you can respond to any of these – or use them as ideas for generating your own posts.

- Each post and each response will earn 2% - but you must have 5 of each type to earn the full 20% credit. You may certainly post or respond more than 5 times; however, you cannot exceed the maximum value for this.

- Please note posts and responses must show critical reflection/involvement with the material and a conscious effort to engage self and others in the material. As such, each must be approx.. 1 page (single-spaced) in length.

POSTS: Provide interesting and well considered thoughts in your interactions. Credit will not be given for links that have no explanation as to their relevance (‘here’s an interesting link....’). Be sure to provide thought-provoking discussion about your post – make your peers interested in what you have to say/share, and encourage them to engage with you on that topic. The easiest way to do a post is to find a source that relates to something we’ve covered in the course that you are interested in, and share your thoughts/opinions about it and how it connects to our course.

RESPONSES: Be sure you provide a meaningful response (opinion/reaction/question and possibly additional source). Credit will NOT be given for limited responses such as ‘yes I agree with that, I really liked that article too’. Be sure to expand on your ideas... discuss your reactions.... explain your reasons and viewpoints, offer new directions for thought and discussion.

You may support or disagree with the ideas/info in any post.

Lively discussion and debate is absolutely encouraged, but at all times you **MUST** be **RESPECTFUL OF OTHERS** in your writing. Any writing that is rude, inappropriate, disrespectful, and/or lacking in tolerance for differences will be removed and not credited. The best approach is to write your responses in a separate document that you can review and edit before adding to the Discussion board.

If you need any assistance with how to express your ideas please see the instructor for further guidance.

- This is intended to be an ongoing activity throughout the term – this provides ongoing material for everyone to think about and respond to as you are learning. This means that

You CAN NOT do/submit all your posts and responses in one day
 you CAN NOT do/submit all within the last week of the course
 you CAN NOT get credit for more than one post/response in the same ‘thread’ of discussion (however, you are encouraged to continue conversations and respond back and forth as many time as you like- they just won’t all get credited).

- You may post and respond in the Discussion section as many times as you like during the term. You will likely find you learn many interesting things by participating in this activity. However, TO GET CREDIT FOR YOUR POSTS AND RESPONSES, YOU MUST SUBMIT THEM TO THE DROPBOX. There is a dropbox called “Discussion Posts and Responses”.

HOW DO I SUBMIT MY POSTS/RESPONSES FOR COURSE CREDIT???

When you make a post in the Discussions section and would like to earn credit for it, simply copy/paste it into a file and title and number it - ‘Yourlastname, Post#’ (for example, Glebe Post1) and submit it to the “Discussion Posts and Responses” dropbox. By the end of the term you should have submitted 5 of these, numbered 1 through 5.

When you respond to the post of someone else in the Discussions section and would like to earn credit for it, copy THEIR post AND YOUR RESPONSE to their post, put it in a file and title and number it - “yourlastname, Response #” (for example, Glebe Response 1) and submit it to the “Discussion Posts and Responses” dropbox (you must have both the initial post AND your response to get credit). By the end of the term you should have submitted 5 of these, numbered 1 through 5.

All meaningful and relevant posts/responses will get full credit; however, the instructor may assign less than full (or no) points for material that does not show active/meaningful engagement with the material

- LAST DAY TO SUBMIT A POST OR RESPONSE to the dropbox is Tues Nov 26, 2019 (11:59pm)

4. Written Assignment (group format) (10%)

There is one major written assignment due Wednesday Nov 13, (beginning of class).

- hard copy submission; no lates.

The written assignment will be a collaborative group effort (up to a maximum of 5 group members). It requires you to choose a topic of interest within the field of educational psychology and using the perspectives of individual students, student learning, instructional processes, construct a ‘tree of impact’. The tree will be accompanied by a written description of the ‘branches’ of impact, as well as a reflection on this and an evaluation of group learning. Specific and detailed instructions will be provided – and posted on LEARN.

As this is a group effort, there are no lates and no extensions – only on-time submissions will be accepted:

- Reports are due at the beginning of class in hard copy, and must be submitted directly to the instructor
 - DO NOT leave them in any office, mail slot, or with other university personnel.
 - If you give your assignment to another student/group member to submit, it is your responsibility to ensure it was received.
 - If all group members are away on the due date and wish to avoid late penalties, you must email your paper to the instructor before the deadline to confirm on-time completion.
- Be sure you include a message with your submission indicating that it is an on-time submission, but your group will be absent from class.
- You must also submit a hard copy at the next class directly to the instructor. Attach a note indicating an on-time emailed copy was sent.
- The submitted copy will be checked with the emailed copy to ensure no changes have been made. If revisions are noted, the original submission will be considered to have been incomplete and thus late. As a result, it will receive a grade of 0.

5. Examinations:

Weekly Quizzes (40%)

In order to ensure that students are keeping up with their readings and are engaged in the material in an ongoing fashion, text material (each chapter) will be tested with weekly quizzes.

Quizzes will be 20 minutes in length and involve 25 multiple choice questions. Quizzes are officially scheduled to be held in the FIRST 20 MINUTES of each class..... HOWEVER, they will be written ONLINE, through LEARN.

What this means is that students are free to write a quiz in a secure and private place before class if they wish and lectures will begin at approx. 6:55 on Wednesdays. Alternatively, students may wait and write the quizzes at their convenience any time up to Friday of that week (11:59 pm). This means that the relevant quiz/quizzes will be available on LEARN from Wed. 6:30pm through Friday 11:59 pm each week. If you do not write the quiz during that time, you have lost the opportunity and will have to write the quiz for the next week's chapter(s). Once you access the test you will have 20 minutes to complete it.

Note: Given that lectures will begin Wed at 6:55 students who do not wish to write their quiz at that time, may choose to use that opportunity for group meetings to work on the group assignment.

Quizzes will involve 25 randomly selected multiple choice questions on each assigned chapter. Each quiz will be worth 4%, and the best 10 quizzes will be used to calculate the quiz grade. There are 15 chapters, so this means that students may choose to write all quizzes or may choose/need to write fewer.

If there are multiple chapters assigned in one week, students may decide to write a quiz for each chapter – or only one.

This will allow students to manage their time and grade earning opportunities.

If a student is ill or otherwise unable to write one week, they will use the other weeks' opportunities to

comprise their 10 quizzes.

All quizzes are closed-book tests - absolutely NO sources may be used/accessed during the test - this includes (but is not limited to) your text, computer, online or written notes, phone/electronic devices, or other individuals. It is expected that all students will act with academic integrity in the writing of these quizzes. Instances of academic dishonesty (including cheating, copying, sharing of information/questions) will result in a 0 grade on the quiz component and any further appropriate actions related to academic misconduct.

See the Weekly schedule below for quiz schedule or check in the Quizzes section on LEARN

Final exam (30%) TBD

The final exam will be 2 hours and will consist of multiple choice/short answer/essay questions based on the cumulative class/lecture content of the course (any/all material presented in class). Text chapters will NOT be directly tested on this final test

Lecture Outline / Class Schedule



<https://careersinpsychology.org/educational-psychologist/>

Lectures will cover topics as indicated in the schedule below; however, changes may occur as needed. As a result, there may be times when the assigned weekly chapter readings and quiz do not correspond to the lecture content. The text chapter/quiz dates and deadlines will nevertheless remain the same.

Week	Date	Topic	Readings Due
1	Wed Sept 4	Introduction and syllabus review Learning, teaching and Educational psychology	Chapt 1
2	Sept 11	Understanding students: Cognitive Development	Chapt 2 (quizzes ch1&2 available Wed Sept 11 6:30-Fri Sept 13 11:59pm)
3	Sept 18	Self, social, moral development	Chapt 3 (quiz ch3 available Wed Sept 18 6:30-Fri Sept 20 11:59pm)

Week	Date	Topic	Readings Due
4	Sept 25	Learner differences and individual needs	Chapt 4 (quiz ch4 available Wed Sept 25 6:30-Fri Sept 27 11:59pm)
5	Oct 2	Language development and diversity Cultural diversity	Chapt 5 Chapt 6 (quizzes ch5&6 available Wed Oct 2 6:30-Fri Oct 4 11:59pm)
6	Oct 9	Understanding how students learn Learning theories: Behavioural views	Chapt 7 (quiz ch7 available Wed Oct 9 6:30-Fri Oct 11 11:59pm)
	Oct 16	READING WEEK - NO CLASSES	
7	Oct 23	Learning theories: Cognitive views Complex cognitive processes	Chapt 8 Chapt 9 (quizzes ch8&9 available Wed Oct 23 6:30-Fri Oct 25 11:59pm)
8	Oct 30	Learning theories: the Learning Sciences and Constructivism	Chapt 10 (quiz ch10 available Wed 11 Oct 30 6:30-Fri Nov 1 11:59pm)
9	Nov 6	Learning theories: social cognitive views Motivation in learning and teaching	Chapt 11 Chapt 12 (quizzes ch11&12 available Wed Nov 6 6:30-Fri Nov 8 11:59pm)
10	Nov 13	GROUP ASSIGNMENT: TREE OF IMPACT WRITTEN REPORT DUE – NO LATES Understanding Instructional processes: Considerations in creating Learning Environments	Chapt 13 (quiz ch13 available Wed Nov 13 6:30-Fri Nov 15 11:59pm)
11	Nov 20	Understanding Instructional processes: Teaching	Chapt 14 quiz ch14 available Wed Nov 20 6:30-Fri Nov 22 11:59pm)
12	Nov 27	Assessment	Chapt 15 (quiz ch15 available Wed Nov 27 6:30-Fri Nov 29 11:59pm)

Final Exam: Date TBD -cumulative lecture/in-class content. Multiple choice, fill-in-the-blanks, matching, short answer formats.

Late Work

There is one major assignment with a firm due date of Nov. 13. There are NO LATE submissions allowed.

Information on Plagiarism Detection

SJU and UofW use software that can check for plagiarism. Students may be required to submit their written work in electronic form and have it checked for plagiarism.



<http://thetornadotimes.com/opinion/technology-is-controlling-children/>

Electronic Device Policy

The following are the policies for this course regarding technology use:

Technologies (laptops, tablets, cell phones) are permitted during class only for educational purposes (i.e. activities directly related to the course).

Off-task use of technology (e.g. communicating with friends or family; using social networking sites; playing games; accessing the internet on websites not related to the course; reading an electronic book that is not related to the course, playing music or video; working on assignments for other courses, etc.) is prohibited as they are distracting to self and others.

Inappropriate use of technology will result in removal of the device for the class duration and/or removal from class of the student.

Laptops/tablets or other technology for note-taking are permitted during class; however, use of laptops or other technology is NOT encouraged during audiovisuals.

If students require the use of such technology for note-taking during audiovisuals they should consider using the back rows of the class to limit distraction for other viewers.

Weekly quizzes will be written online; however, possession and/or use of technological devices (ex. cell phones, computers, tablets etc.) during the final class assessment is prohibited. Possession of device will result in removal of the device for the duration of the assessment. Use of device during the final in-class assessment will result in automatic failure on the assessment and any further appropriate academic misconduct penalty

Visual or audio recording (image, video, audio recordings by any method) of instructors or any in-class activities or content are strictly prohibited without the prior written consent of the instructor, students, and/or Accessible Learning.

Students who require technology as an assistive device for learning are encouraged to register with Accessible Learning

Attendance Policy

While attendance will not be taken during class session, presence during classes is considered essential. Support for tests and the major assignment will be provided throughout regular class lectures, and slides are not posted..

Use and Sharing of Course Materials:

Please note that the sharing of course materials over any social and/or commercial website involves the distribution of intellectual material that is not yours to share or sell.

The educational materials developed for this course, including, but not limited to, lecture notes/lessons, supplemental materials, examinations and assignments, and any materials posted, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording or otherwise copying lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct, and will result in appropriate penalties.

Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with St Jerome's University and the University of Waterloo.



<http://collegemisery.blogspot.ca/2013/06/>

Policy on grade 'bumping' and assignment re-submission

There is no 'redoing' of assignments/tests and no alternate assignments provided to replace term work. Further, it is my policy NOT to 'bump' or change grades. If there is a legitimate reason for a re-evaluation of work, or an error in grading/calculating, that will absolutely be addressed, but I do not simply change grades (even slightly) or allow students to redo their assignments/tests to help them get to a better/needed grade level. This is intended to ensure *fairness for all students in the course*. So please, do not ask me to 'bump' your grades, or to allow you to resubmit an assignment or re-take a test. Instead, do everything you can to earn the grade you need/want throughout the term, and ask for my help along the way if you need it!!

Other Important Information

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. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Mental health resources: There are a wide variety of mental health supports on campus and in the community. Students are encouraged to seek out mental health support if needed. The UWaterloo Faculty of Arts provides details on available support on its website. At SJU, the student wellness resource is Lindsay Thompson, Wellness Coordinator (lindsay.thompson@uwaterloo.ca).