



Renison University College
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FALL 2016

Course Code: PSYCH 212R

Course Title: Educational Psychology

Prerequisite: PSYCH 101/101R or 121R

Class Times/Location: Mondays and Wednesdays, 10:00-11:20 a.m., REN 1918

Instructor: Dr. Julie Timmermans

Office: REN 1609 (during office hours); otherwise, EV1 323

Office Phone: 519-888-4567 x32940

Office Hours: Mondays and Wednesdays, 11:30 a.m.-12:30 p.m.

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Course Description

Calendar description: A consideration of the main variables affecting learning in the classroom with special focus upon the conditions essential to efficient learning.

In this course, you are invited to explore some of the big questions in educational psychology: What is learning and how do we learn? What is the value of challenge in learning? How are teaching and learning connected? How are learning and development related? What does transformation mean in the context of learning? What factors affect learning, and how so? We will explore various theories and principles that offer perspectives on these questions. Through the readings, lectures, class discussions, and assignments, you will begin to formulate your own evidence-based understanding of how effective learning environments are created.

Course Learning Outcomes

Success in this course is dependent upon the commitment and active engagement of students and the instructor. By the end of the course, you should be able to

- Describe a range of theories and concepts in educational psychology
- Identify connections between the theories
- Explain connections between course material and your own experiences
- Analyse a personal learning or teaching experience using concepts from educational psychology
- Improve your ability to write clear and persuasive texts
- Demonstrate curiosity around teaching and learning-related issues

Required Text

There is no required textbook for the course.

Required Readings

Required readings and additional resources are available through LEARN. Short additional readings may be added throughout the term, as relevant. The selected readings are intended to support you as you move towards completing your assignments. It is therefore important that you remain up-to-date with your readings. Group discussions during class will call upon you to integrate the readings into your thinking. You will find that the material of the course will come more fully alive if you have done the readings.

Course Requirements and Assessment

Assignment Description	Length	Weight %	Due Date
Microthemes 1 and 2	500-700 words ea.	20	Friday, October 7 th
Persuasive letter, essay, or written speech	1000-1500 words	30	Monday, November 7 th
Microthemes 3 and 4	500-700 words ea.	20	Friday, November 25 th
Final paper – Learning success, challenge, or failure analysis	1500-2000 words	30	Thursday, December 15 th

A bonus of up to 2% may be earned by participating in research studies. Details follow later in the syllabus.

Notes on the Assignments

You will be provided with detailed descriptions of and evaluation criteria for all the assignments. This information will be posted on LEARN. I will strive to return assignments two weeks after submission and in time for you to integrate the feedback into your next assignment.

Microthemes

The microthemes are short pieces of writing that allow you to explore and integrate theory, readings, class discussions, and personal experiences. Three microthemes will be on set topics. For the fourth microtheme, you are free to select and write about a topic of interest from the course. Class time will be provided to begin these short essays.

Persuasive (argumentative) letter, essay, or written speech

The purposes of this assignment are to allow you to delve more deeply into the research on a topic addressed in the course and to formulate a clear, logical, persuasive argument for a specific audience. This written assignment may take the form of a letter, essay, or written speech.

Final paper

The assignment provides you with an opportunity to analyse a personal learning or teaching-related success, challenge, or failure. After providing a rich description of the situation, you will then draw on theories and ideas explored in the course to analyse the situation.

Assignment submission and late work

You will be given time in class to begin work on your assignments. Assignments are therefore due by the date specified in the course outline and should be uploaded to the Dropbox in LEARN. If exceptional circumstances prevent you from completing a particular assignment on time, please discuss this with me before the due date, so that we may create an appropriate solution.

Class Schedule

*Slight changes may be made to the schedule, as necessary

Date	Topic	Readings
September 12 th	Welcome and introduction (Dr. Tse)	
September 14 th	Growth Mindset (Part 1) (Dr. Tse)	"Inside the Mindsets" (Dweck, 2006, pp. 15-54)
September 19 th	Growth Mindset (Part 2)	"Inside the Mindsets" (Dweck, 2006, pp. 15-54)
September 21 st	Curiosity and learning	"Curiosity Helps us Learn, but Why?" (Singh, 2014): http://www.npr.org/sections/ed/2014/10/24/357811146/curiosity-it-may-have-killed-the-cat-but-it-helps-us-learn
September 26 th	Development and learning	<ul style="list-style-type: none"> • "What is development?" (Sanrock et al., 2010, pp. 30-32) • "Perspectives on human development relevant to learning" (Schunk, 2000, pp. 221-229) • "Cognitive Development" (O'Donnell et al., 2008, pp. 34-52)
September 28 th	Development, learning, and metacognition	<ul style="list-style-type: none"> • "Cognitive Development" (O'Donnell et al., 2008, pp. 52-61) • "How Children Learn" (Bransford et al., 2000, pp. 95-101): https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition • "Metacognition" (Woolfolk et al., 2016, pp. 293-296)
October 3 rd	Constructivism and social-constructivism	"The Learning Sciences and Constructivism" (Woolfolk et al., 2016, pp. 328-356)
October 5 th	Persuasion	"The Necessary Art of Persuasion" (Conger, 1998)
October 10 th	Thanksgiving—University closed	
October 12 th	Study Day – No classes	
Friday, Oct. 14th	Experiential learning	"The Experiential Learning Theory of Development" (Kolb, 2015, pp. 197-210; 225-237)
October 17 th	Transformative learning and the importance of dissonance	"Transformative Learning Theory" (Mezirow, 2010, pp. 52-65)
October 19 th	Constructive-Developmental learning and pedagogy; Emotions and learning	<ul style="list-style-type: none"> • "A Summary of the Constructive-Developmental Theory of Robert Kegan" (Garvey Berger, 2003) • "Dancing on the Threshold of Meaning" (Garvey Berger, 2004)
October 24 th	Bottlenecks and Threshold Concepts in learning	"Threshold Concepts and Troublesome Knowledge" (Meyer & Land, 2003)
October 26 th	Bottlenecks and Threshold Concepts in learning	"Changing our Minds: The Developmental Potential of Threshold Concepts" (Timmermans, 2010)

Date	Topic	Readings
October 31 st	Epistemological beliefs and their influence on learning	"Studying Ways of Knowing" (Baxter Magolda, 1992, pp. 3-27)
November 2 nd	Motivating students to learn (Part 1)	"What Factors Motivate Students to Learn?" (Ambrose et al., 2010, pp. 66-90)
November 7 th	Motivating students to learn (Part 2)	"When Failure Undermines and When Failure Motivates" (Dweck, 2000, pp. 5-14)
November 9 th	The role of assessment in teaching and learning	"Rethinking the Foundations of Assessment" https://www.nap.edu/download/10019
November 14 th	The role of assessment in teaching and learning	"Rethinking the Foundations of Assessment" https://www.nap.edu/download/10019
November 16 th	Individual Variations	Reading to be announced
November 21 st	Language development Guest facilitator: Dr. Linzy Abraham	"Language Development" (Santrock et al., 2010, pp. 51-62)
November 23 rd	Socio-cultural diversity	"Socio-cultural diversity" (Santrock et al., 2010, pp. 132-164)
November 28 th	Socio-cultural diversity	"Socio-cultural diversity" (Santrock et al., 2010, pp. 132-164)
November 30 th	Designing environments for learning	"The Design of Learning Environments" (Bransford et al., 2000) https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition
December 5 th	Designing environments for learning	"The Design of Learning Environments" (Bransford et al., 2000) https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition

Attendance Policy

Attendance is important for ensuring your success in the course. Class lectures and activities will allow space for you to ask questions and deepen your understanding of topics.

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

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. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own 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 Administrative Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Proper referencing and documentation

You must follow the APA (American Psychological Association) guidelines when documenting sources. Proper documentation consists of 1) a proper acknowledgement at the beginning or end of the paper for those who helped you in any way 2) in-text citations that give credit for words that are quoted and for ideas that are summarized 3) a properly formatted bibliography or reference page at the end of the paper, and 4) enough framing techniques in the body of the paper to help the reader see the boundaries between your ideas and those of your sources. For an overview of APA citation and referencing style, you will find the following two resources useful: American Psychological Association (APA) Style Page (<http://apastyle.org/>), and the APA style section of the Online Writing Lab at Purdue University (<https://owl.english.purdue.edu/owl/resource/560/01/>)

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 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 AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Interim Harassment and Discrimination Officer at megan.collings-moore@uwaterloo.ca (519-884-4404, ext. 28604).

Research Experience Marks Information and Guidelines

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 a **"bonus" grade of up to 2%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 2% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

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 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). *Contact the 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 we misplace the original.