



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
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## **Renison University College Land Acknowledgement**

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, community building and outreach, and is centralized within the work of our Truth and Reconciliation Working Group and the [University of Waterloo's Office of Indigenous Relations](#).

## **Fall 2022**

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**Course Code:** PSYCH 212R

**Course Title:** Educational Psychology

*Class Times/Location:* REN 1918, Mondays and Wednesdays 11:30-12:50 PM

**Instructor:**

*Office:* PAS 4219

*Office Hours:* Wednesdays 1 PM – 2 PM

*Email:* [pelin.tan@uwaterloo.ca](mailto:pelin.tan@uwaterloo.ca)

### **About Me**

As a memory and learning researcher, my primary interest is how we choose what events to retain in our long-term memory and what to discard by labeling irrelevant. My graduate research focuses on understanding how we forget on purpose to declutter our memory and update our old memories. My goal for this course is to apply my passion for memory research in the context of educational psychology with you.

### **Contact Me**

If you have any questions related to course content, please use the Learn “Ask the instructor” discussion board. I will be monitoring this weekly. Otherwise, please feel free to send me an email ([pelin.tan@uwaterloo.ca](mailto:pelin.tan@uwaterloo.ca)). I am also happy to schedule virtual appointments.

### Important notes about emailing me:

When emailing me, please write **PSYCH 212R** in the subject line, plus a clear description about the email. For example, you may wish to write: “PSYCH 212R – Quiz Feedback”. This will help my email platform to filter your email into the classroom folder, greatly increasing my ability to respond to you in an appropriate time frame. As a graduate student, my inbox gets quite full, so **if you do not hear back from me within 2 business days, please always send a follow-up email.** You won’t be bothering me at all, in fact I would appreciate the kind reminder.

### **Course Description**

The purpose of this course is to introduce you to research in the field of educational psychology. Topics include: Learner differences and learner needs, motivation in learning and teaching, teaching every student, cognitive development, and others. The textbook is broad and general, while the lectures will cover more specific issues, especially recent experimental and theoretical approaches.

### **Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)**

Through lectures, readings, videos, discussions, and class activities students will:

1. Become familiar with the range of topics that comprise the area of Educational Psychology.
2. Explain the strengths and limitations of methods of investigation in Educational Psychology.
3. Develop the ability to relate the findings of Educational Psychology research to their own lives and to important issues in society and the world at large.
4. Critically think about issues related to Educational Psychology
5. Develop a deeper understanding of learning and teaching using an experiential approach

### **Required Text**

Woolfolk, A., Wimpey, P. H., Perry, Nancy., Educational Psychology, Seventh Canadian Edition.

- This textbook was used by many universities last year, so there should be used copies available. Try the used book store <https://wusa.ca/services/feds-used-books> - They also have an Amazon store <https://www.amazon.ca/s?i=merchant-items&me=A1DTRO9CJ102SY>
- The textbook is also available via W Store. You can order a physical copy via the <https://wstore.ca> or you can purchase the online version. Please let me know if you cannot access the online version and I will provide a direct link.
- If you do choose to use an older version, you are responsible for identifying places where the texts differ, perhaps by comparing to a friend.

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Participation		10%
Quizzes		40%
Guest Lecture Reflection Paper	Fri. Nov 4th	10%
Short & Long Answer Test	Week of Nov. 21	20%
Experimental Learning/Reflection Paper	Dec.14th	20%
<i>Bonus Research Participation</i>		+3%
<b>Total</b>		<b>100%</b>

### Participation

Your participation grade will be based on class discussion and activities. These discussion and activities will be during class time, so I encourage you to attend class regularly.

### Quizzes

Instead of having one or two midterms throughout the semester, we will have bi-weekly quizzes. You can access these quizzes on Learn. There will be 5 quizzes. Each quiz will involve 20-30 multiple choice questions. Quizzes will open each week from Wednesday at 4:30 PM to Friday at 11:59 PM. You can complete the quiz anytime during those days, but you will only have 1 hour to finish once you begin. You also cannot stop and start the quiz in the middle. Quizzes are open book, however you are to complete the quizzes individually. I am using the honour system to trust students not to help each other write their quizzes. Each student gets a different version of the quiz.

Quizzes are non-cumulative. The course outline shows which quiz will include which chapters.

### Guest Lecture Paper

The purpose of the guest lecture is to familiarize you with the applications of research in educational psychology and the classroom. We will have one guest lecture, on Wed. Oct. 19th during class time. More details on this assignment are provided on Learn.

### Short & Long Answer Test

This test will include only short and long answers. This test is cumulative, but the test will include open-ended and discussion-based questions. The goal of this test is to test your ability to have discussions and opinions about the course material. The test will begin on Mon. Nov 21st at 11:30 AM and end on Wed. Nov 23rd at 11:59 PM. You can access the test on Learn. You can complete the test anytime during those days, but you will only have 2 hours to finish once you begin. You also cannot stop and start the test in the middle. You are to complete the test

individually. I am using the honour system to trust students not to help each other write the test. Each student gets a different version of the test.

### Experimental Learning/Reflection Paper

The purpose of this assignment is to give you an idea of how concepts from educational psychology have been applied in various teaching and learning environments. Below are the steps for this assignment:

1. Pick an educator/ educational organisation that you would like to interview and learn more about. Email me this information by **Fri. Sept. 30<sup>th</sup>** to get your idea approved. (see Experiential Learning Folder on Learn for more details on potential individuals/ organisations and ideas for interview questions). **This is 2% of your grade for this component.**
2. Interview the educator/organization
3. Write a reflection paper providing a summary of your interview, the information you learned and how that information can be linked to at least 2 concepts from the course. Students are encouraged to take one step further and elaborate on how concepts from educational Psychology allows the educators to successfully reach their learners/ service users.
4. Your paper should be 3-5 pages long, double-spaced, 12-point font and one-inch margins. See the Experiential Learning Folder on Learn for more details.

**Due Date(s): Fri. Sept. 30<sup>th</sup> → Idea approval (2%) & Wed. Dec. 14<sup>th</sup> → Final paper.** Late assignments will receive a penalty of 10% for everyday late.

### Bonus Research Participation

You can earn an additional 3% in bonus marks by participating in research. More detailed information appears later in the syllabus.

### Course Outline

Week	Date	Topic	Readings Due	Work Due
1	Sept 6 – 9	Introduction to Educational Psych.	Ch 1 (pg. 8-19)	Practice quiz
2	Sept 12 – 16	Cognitive Development	Ch 2 (pg. 36-63)	
3	Sept 19 – 23	Self and Social and Moral Development	Ch 3 (pg. 72-109)	<b>Quiz #1 Due:</b> Fri. Sept. 23 <sup>rd</sup>
4	Sept 26 – 30	Learner Differences and Learning Needs Language Development, Diversity, and Immigration Education	Ch 4 (pg. 124-159) Ch 5 (pg. 161-191)	
5	Oct 3 – 7	Behavioural Views of Learning	Ch 7 (pg. 233-263)	<b>Quiz #2 Due:</b> Fri. Oct. 7 <sup>th</sup>

Week	Date	Topic	Readings Due	Work Due
	Oct 10	Thanksgiving		
	Oct 11 – 14	Reading Week		
6	Oct 17 – 21	Cognitive Views of Learning <b>Guest Lecture:</b> Colin MacLeod	Ch 8 (pg. 267-301) Wed. Oct. 19th	
7	Oct 24 – 28	Complex Cognitive Processes The Learning Sciences and Constructivism	Ch 9 (pg. 303-341) Ch 10 (pg. 243-370)	<b>Quiz #3 Due:</b> Fri. Oct. 28 <sup>th</sup>
8	Oct 31 – Nov 4	Social Cog. Views of Learning and Motivation Motivation and Learning 1	Ch 11 (pg. 383-413) Ch 12 (pg. 415-456)	
9	Nov 7 – 11	Motivation and Learning 2 Creating Learning Environments & Assessments	Ch 12 (pg. 415-456) Ch 13 (pg. 457-495)	<b>Quiz #4 Due:</b> Fri. Nov. 11 <sup>th</sup>
10	Nov 14 – 18	Teaching Every Student & Classroom Assessment <b>No Class on Wed. Nov. 16th</b>	Ch 14 (pg. 196-231)	
11	Nov 21 – 25	Short & Long Answer Test <b>No Class on Week 11</b>		<b>Test Due:</b> Wed. Nov. 23 <sup>rd</sup>
12	Nov 28 – Dec 2	Culture & Diversity	Ch 6 (pg. 196-231)	<b>Quiz #5 Due:</b> Fri. Dec. 2 <sup>nd</sup>
13	Dec 5 – 6	Work Period: Experimental Learning & Careers in Educational Psychology/Graduate School		Ask assignment, grad school, and career questions

\*\*Note that the topics covered during this class is subject to change during the term, pending class interest and guest lecturer schedule. Any changes will be posted on Learn and/or communicated in class.

### **Late or Incomplete Work**

Late assignments will receive a penalty of 10% for every day late.

### **Coursework Submission Policy**

All coursework is to be submitted in appropriate dropbox on Learn. No coursework will be accepted via email. It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

### **Policy on Plagiarism**

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty

to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

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 at [uwaterloo.ca/copyright-guidelines/fair-dealing-advisory](http://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory) Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

### **Electronic Device Policy**

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

### **Attendance Policy**

Student should make every effort to attend each class as scheduled to receive full participation marks. If a student is aware of an upcoming absence, please inform me as soon as possible after the realization.

### **Guest Lecture Attendance Policy**

Students should make every effort to attend the guest lecture. Our guest lecture is a well-established memory researcher who will provide a great deal of examples and current trends in educational psychology and efficient learning. If a student is not able to make it to the guest lecture (Wed. Oct. 19<sup>th</sup>), it is their responsibility to arrange for notes from the lecture to complete the guest lecture reflection assignment.

### **Communication Policy**

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

### **School-Life Conflict**

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. Please email to set up a time that works for you or arrange a meeting.

### **Final Examination Policy**

For **Fall 2022**, the established examination period is **December 9-23**. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule at uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)

### **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 [www.registrar.uwaterloo.ca/students/accom\\_illness.html](https://www.registrar.uwaterloo.ca/students/accom_illness.html)

### **Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities**

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

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

***Discipline:*** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity website at [uwaterloo.ca/academic-integrity](http://uwaterloo.ca/academic-integrity) 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 professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo 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 the [Guidelines for the Assessment of Penalties](#).

***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 [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, 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 is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

***Academic Integrity Office (uWaterloo):*** The website can be found at [uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

### **Accommodation for Students with Disabilities**

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

### **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.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- [Counselling Services](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

### **Off Campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: [ok2bme@kwcounselling.com](mailto:ok2bme@kwcounselling.com) Phone: 519-884-0000

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

## **A Respectful Living and Learning Environment for All**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email ([mnknox@uwaterloo.ca](mailto:mnknox@uwaterloo.ca)) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.

## **Sona Participation and 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 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% 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 through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. For Fall 2022, credits will be permitted to be earned with half from online, and the other half (1.5)

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, 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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.

#### ***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 remotely operated (replaces in-lab) studies has increment values of 0.75 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 at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### *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.**

**For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:**

[Participating/SONA information: 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:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

### **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 TA 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.