Division: Theoretical and Behavioral Foundations
Program Area: Theoretical and Behavioral Foundations: Educational Psychology
Course #: EDP 6210
Course Title: Foundations of Educational Psychology
Course#/Section #: 10491/002
Term/Year: Fall 2015
Course Location: 319 State Day: Thursday
Time: 4:30 - 7:15p.m
Instructor: Temple, Aja
Office Address: 339 Education Building
Office Hours: Thursdays 4:30 – 7:15p.m.
Office Phone #: 313-577-8284
E-mail: ajatemple@wayne.edu

Course Description: Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and cultural differences.

Course Outcomes: This course will examine the contributions that psychology can make to educational practice. It will provide a review of the human growth and development literature that is essential knowledge for those who will be working with children and adolescents in educational settings. We will first discuss psychological development and learning theories. We will consider theories and research regarding cognitive, social, and moral development of children, and how both theories and research are of use to educators. We will also consider two perspectives on how humans learn: behavioral theory, which asserts that all learning can be explained by environmental events, and cognitive theory, which asserts that the learner is an active part of the learning process and that activities of the mind must be part of an explanation of the learning process. The implications of each theory for educational research and practice will be discussed. Other topics include ability grouping, gifted and talented students, learning disabilities, community differences and diversity issues in education and psychology, motivation, and educational measurement (standardized testing and classroom assessment).

Through this course, students should gain an understanding of:
1. Theories of development and their applications to the classroom;
2. Principles of cognitive and behavioral approaches to learning and their applications;
3. Factors contributing to individual differences in learning and diversity considerations in education;
4. Techniques of effective teaching and methods of designing effective and practical classroom interventions;
5. Basic concepts of educational measurement
6. Practical applications of research
7. How to search the empirical literature and be data-driven in making educational decisions.
8. Cultural, ethnic, racial, gender, and other demographic variations in these concepts.

**Required Text(s):** Psychology Applied to Teaching, 14th Edition, Jack Snowman; Rick McCown

**ISBN-10:** 1-285-73455-6


**PLEASE CHECK BLACKBOARD FOR ADDITIONAL READINGS**

This course will also utilize Blackboard Academic Suite™ to communicate course information, post lecture materials, monitor grades. Please be sure you have access to utilize online resources for this course. Your textbook, Psychology Applied to Teaching comes with a Student Resource Companion Website.

**CLASS PARTICIPATION AND PERFORMANCE:** You will be expected to be prepared with readings and other homework assignments in order to demonstrate your own learning and contribute, through classroom discussions and questions, to the learning of the other aspiring teachers in the class. To take advantage of the learning opportunities afforded by this course, it is critical that you read and think about the relevant chapters before class. This will allow you to engage actively in the learning activities that will occur during class, whether that means critically thinking during lectures, responding to questions, guiding the direction of a discussion, or testing your own understanding by answering questions. Participation in this class means engagement with the material and with your fellow students. Performance is a function of the extent to which you are prepared for and engaged in learning activities in class, whether they are individual or collective responses to questions, issues, cases, or presentations to small or large groups. Class participation and performance will enhance your ability to perform well on the other assessments. For all of these reasons, participation and performance are valued in this class.

**Course Assignments:**

**Exams (2), 100 points each:** All tests will include content covered in class and in the textbook. Tests will include multiple-choice, true-false, short-answer, and/or essay. Exams require a thorough understanding and application of material rather than out-of-context memorization of “facts.” Be sure to learn the concepts accordingly.

**Quizzes (1), 20 points:** Online quizzes will be offered in multiple choice format and will cover material as outlined in the class schedule.

**Review Papers (2), 20 points each:** A succinct summary (1 – 1.5 pages) of a study article related to Educational Psychology. **Articles must be selected from peer reviewed journals** and can be accessed through our library. Check out this great resource for Educational Psychology! [http://guides.lib.wayne.edu/content.php?pid=67755&sid=756707](http://guides.lib.wayne.edu/content.php?pid=67755&sid=756707). You also have access to writing resources! [http://coe.wayne.edu/writingresources/](http://coe.wayne.edu/writingresources/)

Your summary should include the following:

1. What do the researchers want to find out, and why?
2. How are the researchers investigating this? What are their basic research methods?
3. What are their basic findings? Summarize their results.
4. What do they believe is the significance of their results?
Research Project (100 points)

Educational Psychology is concerned with applying and using solid research related to learning processes for children and adults. Effective teachers have an obligation to understand and apply research-based best practices related to curriculum, instruction, and student assessment.

For the research assignment, students will be required to write a research paper addressing a topic from the approved topic list below. Your paper should include a review of recent research (7-10 relevant sources from scholarly, peer-reviewed journals and representing research conducted within the previous 5-7 years) that addresses the impact of your chosen topic on the experiences of schools, teachers, and/or students. Your paper should be 5-7 pages in length.

Aside from reviewing the findings of recent literature, your paper should outline the implications of the research findings on the everyday practice of teaching and learning:

- What do the results say about the changes that need to be made to teaching/learning?
- What might this look like in everyday classrooms?

Your paper should conclude with a description of the limitations of the research – what limitations were cited by authors in terms of the specific design of their studies? In addition (and perhaps most importantly) what are some of the practical limitations (time, resources, etc.) that affect the ability of administrators and teachers to implement these practices?

- Your paper must follow APA formatting guidelines

Approved Research Topics
You must choose one of the following topics for your research paper:

- Student Mental Health (incl. anxiety, depression, ADHD, etc.)
- Bullying/Aggression
- Emotional Intelligence
- Moral Development
- Punishment
- School Discipline
- Self-concept
- Ability Grouping
- Behavior Modification
- Metacognition
- Resilience
- The “Bell Curve”
- The Brain's Executive Function
- Criterion Referenced Assessments vs. Norm Referenced Assessments
- Engagement
- Grading Practices
- Intelligence Testing (IQ)
- Service Learning
- Charter Schools
**Final Grades:** The following grading scale will be applied based on the total number of points accumulated by the semester end:

- A 95% +
- A- 90-94%
- B+ 87-89%
- B 83-86%
- C+ 77-79%
- C 70-72%
- B 73-76%
- F 78% and below

**Attendance:** Students are expected to attend class and to complete all assignments. At the end of the term, borderline grades will be considered for advancement to the higher grade for students who maintained good attendance and active participation in class. Some materials presented in class will not always be covered in the textbook. Students are responsible for obtaining missed information including handouts, announcements and changes in class schedule.

**Academic Dishonesty/Plagiarism:** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Enrollment/Withdrawal Policy:** Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: [http://reg.wayne.edu/students/information.php](http://reg.wayne.edu/students/information.php)

**Attention Students with Disabilities:** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone).

Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully
participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy**: Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Resources**: Wayne State University Writing Center:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).
# Class Schedule

*Subject to Change. Any changes to Schedule will be announced via Blackboard*

<table>
<thead>
<tr>
<th>Week No.</th>
<th>Date</th>
<th>Topic/Online Readings</th>
<th>Chapter Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Developmental Characteristics &amp; Theories</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>TR</td>
<td>Applying Psychology to Teaching</td>
<td>Ch. 1</td>
</tr>
<tr>
<td></td>
<td>9/3</td>
<td></td>
<td>Ch. 16 (preview)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CLASS</td>
<td>Additional reading – see Blackboard</td>
</tr>
<tr>
<td>2</td>
<td>TR</td>
<td>Psychosocial Development</td>
<td>Ch.2</td>
</tr>
<tr>
<td></td>
<td>9/10</td>
<td>Cognitive Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ecological Theory of Development (<em>additional reading – see Blackboard</em>)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>TR</td>
<td>Age Level Characteristics</td>
<td>Ch.3</td>
</tr>
<tr>
<td></td>
<td>9/17</td>
<td>Understanding Student Differences</td>
<td>Ch.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Intelligence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Learning Styles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Gender Differences and Biases</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>TR</td>
<td>Addressing Cultural and Socioeconomic Diversity</td>
<td>Ch.5</td>
</tr>
<tr>
<td></td>
<td>9/24</td>
<td>Accommodating Student Variability</td>
<td>Ch.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Article Review #1 Due</em></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>TR</td>
<td>Assessment of Classroom Learning</td>
<td>Ch. 14</td>
</tr>
<tr>
<td></td>
<td>10/1</td>
<td>Understanding Standardized Assessment</td>
<td>Ch.15</td>
</tr>
<tr>
<td>6</td>
<td>TR</td>
<td><strong>Exam I: Ch.1-6, 14-15</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 7  | TR | 10/15 | Behavioral Learning Theory  
  • Operant Conditioning  
  • Educational Applications | Ch. 7 |
| 8  | TR | 10/22 | Information Processing Theory | Ch. 8 |
| 9  | TR | 10/29 | Social Cognitive Theory | Ch. 9 |
| 10 | TR | 11/5  | Constructivist Learning Theory, Problem Solving, and Transfer | Ch. 10  
  Article Review #2 Due |
| 11 | TR | 11/12 | Continue: Approaches to Instruction  
  • Behavioral Approach to Teaching  
  • Cognitive Approach to Teaching  
  • Humanistic Approach to Teaching  
  • Social Approach to Teaching | Ch. 13 |
| 12 | TR | 11/19 | Exam II (Ch. 7-10, 13) |   |
|    |    |    |    |   |
| 13 | TR | 11/26 | Holiday – NO CLASS |   |
| 14 | TR | 12/3  | Motivation and Perceptions of Self | Ch. 11  
  Research Project Due |
| 15 | TR | 12/10 | Classroom Management  
  Last Class Meeting | Ch. 12 |
| 16 | TR | 12/17 | Final Assignments |    
  Online Quiz for Ch. 11 & 12 |