

**UMASS
AMHERST**

UNIVERSITY OF MASSACHUSETTS AMHERST
COLLEGE of EDUCATION
Department of Student Development
EDUC 305: Educational Psychology
Summer 2019

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| Instructor: | Catherine Griffith, Ph.D. |
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| Office Hours: | By appointment as needed (Skype and phone appointments are options as well) |
| Times/Location: | Online |
| Required Text: | Bohlin, L., Cisero Durwin, C., & Reese-Weber, M. (2009). <i>EdPsych Modules</i> (1st Ed.) New York, NY: McGraw Hill. ISBN: 978-0073378503 |

I recommend purchasing a used copy of the text, which can be found for ~\$15. There are newer editions available, but having reviewed them both I don't find the updates to be substantial enough to warrant purchasing these later editions at a much higher cost. But if you have the new edition already for another course, it's okay to use that copy. They are virtually identical.

Other required materials will be distributed at no additional cost via Blackboard.

COURSE DESCRIPTION

In this course, students will develop an understanding of the core concepts and principles of learning in educational contexts, including the science of how people learn, and what we know about creating learning contexts that support all students. We will explore what is known about effective teaching from preschool to college, identifying what differs at various developmental levels as well as what is consistent. The possible impact of social context factors (gender, race/ethnicity, geography, resources, family, and so on) will be an ongoing consideration. The practical application of theory and research will be addressed as well.

COURSE STRUCTURE

This course is taught online, in a format that is both interactional and experiential. A variety of instructional strategies will be used including: (a) reflective reading responses; (b) observational tasks; (c) case study responses; and (d) synthesis of learning through portfolio projects. As this is a condensed, six week course (divided into six units), it is extremely important that complete all your tasks in a timely manner.

All work for each week will be due on Sunday evenings at 11:59pm.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Understand how cognitive, social, and emotional development impacts education
2. Support student achievement through the development of complex cognitive processes
3. Articulate and integrate multiple perspectives and theories about what constitutes effective learning and teaching across developmental levels
4. Understand the role of motivation and affect in learning and teaching
5. Realize and respond to social context factors in classrooms and teaching
6. Use educational psychology research to identify and develop practices in instruction and assessment
7. Find, evaluate, and use multiple sources of information for ongoing education and skill development in the field of educational psychology

NETIQUETTE

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

When communicating online, I prefer that you:

- Treat one another with respect; feedback should be constructive, well-meaning, and well-articulated.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid texting abbreviations such as “u” instead of “you.”
- Avoid typing in all caps AS IT CAN BE INTERPRETTED AS YELLING.
- Be mindful when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or with offense.
- Be careful with personal information (both yours and other’s).

MEWE ACCOUNTS

We will be using MeWe, an online social network community to share information and resources during this course. If you do not already have a MeWe account, start here: <https://mewe.com/>. Accounts are free. Let me know if you have questions or need help.

GRADING INFORMATION

| Course Requirements | Points | % of Grade |
|--------------------------|-------------|-------------|
| Participation | 100 | 10% |
| Case Study Responses (6) | 200 | 20% |
| Reflection Papers (6) | 200 | 20% |
| Resource Sharing (6) | 150 | 15% |
| Portfolio | 350 | 35% |
| Total | 1000 | 100% |

| Grading Scale | |
|---------------|-------------|
| A | 940-100 pts |
| A- | 900-939 |
| B+ | 860-899 |
| B | 830-59 |
| B- | 800-829 |
| C+ | 760-799 |
| C | 730-759 |
| C- | 700-729 |
| D | 600-699 |
| F | Below 600 |

COURSE CALENDAR & OUTLINE

NOTE: At first glance, this surely looks like a ton of work. Please don't freak out! I believe that in accelerated online summer courses, I can best assess your learning through several brief assignments worth fewer points each, rather than through 2-3 high stakes exams and papers. Keep in mind that the vast majority of assignments require only 2 pages of writing, a brief creative project, or a quick posting to our online community. Trust me, though the schedule may look daunting at first, the feedback I have gotten from students is that the work is manageable, enjoyable, and rewarding. Take a look at the longer descriptions below, and we'll go over the required work in a more in-depth Q&A during our online orientation the first week.

| Week | Topics | Readings | Assignments Due <small>Due dates for each unit are Sundays at 11:59pm</small> |
|---------------------------------------|---|---|--|
| WEEK 1 May 20 – May 26 | <ul style="list-style-type: none"> • Introductions • Initial Check In Appointment • Personal Development • The Developing Learner | <ul style="list-style-type: none"> • Syllabus • Bolin Modules 1-8 (~144 pgs) • Check Blackboard for additional materials (e.g., articles and videos) | <ul style="list-style-type: none"> • Student Information Sheet (last page of syllabus) • Syllabus Quiz • Case Study 1 • Reflection Paper 1 • Resource Share Posting 1 • Bronfenbrenner Chart |
| WEEK 2 May 27 – June 2 | <ul style="list-style-type: none"> • Learning Theories • Cognitive Processes | <ul style="list-style-type: none"> • Bolin Modules 9-14 (~104 pgs) • Check Blackboard for additional materials | <ul style="list-style-type: none"> • Case Study 2 • Reflection Paper 2 • Resource Share Posting 2 • Learning Theories Project |
| WEEK 3 June 3 – June 9 | <ul style="list-style-type: none"> • Learner Differences | <ul style="list-style-type: none"> • Bolin Modules 22-25 (~70 pgs) • Check Blackboard for additional materials | <ul style="list-style-type: none"> • Case Study 3 • Reflection Paper 3 • Resource Share Posting 3 • Lit Review Outline |
| WEEK 4 June 10 – June 16 | <ul style="list-style-type: none"> • Classroom Management & Instruction | <ul style="list-style-type: none"> • Bolin Modules 18-21 (~71 pgs) • Check Blackboard for additional materials | <ul style="list-style-type: none"> • Case Study 4 • Reflection Paper 4 • Resource Share Posting 4 • Observation Reflection |
| WEEK 5 June 17 – June 23 | <ul style="list-style-type: none"> • Classroom Assessment • Standardized Testing | <ul style="list-style-type: none"> • Bolin Modules 26-30 (~97 pgs) • Check Blackboard for additional materials | <ul style="list-style-type: none"> • Case Study 5 • Reflection Paper 5 • Resource Share Posting 5 • Assessment Reflection • Final Lit Review |
| WEEK 6 June 24 – June 30 | <ul style="list-style-type: none"> • Motivation | <ul style="list-style-type: none"> • Bolin Modules 15-17 (~57 pgs) • Check Blackboard for additional materials | <ul style="list-style-type: none"> • Case Study 6 • Reflection Paper 6 • Resource Share Posting 6 • Motivation Project |

Final grades will be posted by July 10th

ASSIGNMENTS AND ACTIVITIES

Reflecting best practices in educational psychology, there will be multiple low-stakes assessments in a variety of formats in order to effectively assess your learning.

All assignments for each unit will be due by Sunday evenings at 11:59pm.

1. PARTICIPATION (10% of final grade)

Participation in this course includes: (a) having completed all readings, activities, and resource postings on time each week; (b) participating in the online group orientation at the beginning of the course; (c) responding to brief prompts as assigned in our discussion board; and (d) providing thoughtful responses to class members concerning their shared materials in our MeWe group.

At the end of the course you will write a brief reflection letting me know what grade you feel like you have earned for participation based on the above criteria.

2. CASE STUDY RESPONSES (20% of final grade)

Each week, you will select ***one set of “Reflect & Evaluate”*** questions at the end of the module of your choice and for the grade level of your choice, to aid in synthesizing your learning for that cluster (you will choose from several options; there will be only 4-6 individual questions to answer for your selection). You will answer each question posed for that specific case study/grade level, and your final product is expected to be 2-3 pages. If your current or future career interests involve working with a particular age group of students, I recommend consistently selecting that age group for your case study responses. ***Do not complete the “Assess” questions at the beginning of a cluster.***

Each case study response is worth 33 points, and you will be asked to complete six (6) during the course.

All papers should be double-spaced, and written in Times New Roman (TNR) 12 point font, with 1” margins. Please put your name on the header, as well as the ***title and page number*** of your selected set of Reflect & Evaluate questions.

3. REFLECTION PAPERS (20% of final grade)

At the end of each unit, you will be asked to complete a 2-3 page paper reflecting on the week’s readings, multimedia materials, and activities. These papers will follow a “CCES” protocol. You will write about content that was:

- **Confirming** (information that you had come across previously)
- **Confusing** (anything that left you feeling unsure or unclear)
- **Exciting** (anything that stirred your thoughts or left you feeling motivated)
- **Surprising** (information that that unexpected)

Please address each of these four sections in your papers. Each reflection paper is worth 33 points, and you will be asked to complete six (6) during the course.

Papers should be double-spaced in TNR 12 point font with 1” margins, with your name on the header.

4. RESOURCE SHARING (15% of final grade)

At the end of each unit you will identify a web resource that creatively highlights a concept of your choice from the Bohlin readings. These may include podcasts, infographics, video clips, assessments, games, or other tools. You will post the resource along with a brief description to our MeWe group, which will include all of your fellow students in the course. Please check in on what resources have already been posted by your peers so there are no double-postings of the same resource.

For example, in the first module you will read a little bit about Bronfenbrenner's Bioecological Theory. This YouTube video provides additional information on Urie Bronfenbrenner's own life, and has an example of how to create a bioecological model of your own: <https://www.youtube.com/watch?v=moa-MY9EpZY>

When selecting your resources, please be mindful that content is rated PG, and is directly related to the content being learned in this course. Creativity and variety is appreciated, and will factor into your grade. **Be sure to use the appropriate hashtag to indicate the week you are posting for.**

Each resource share is worth 25 points, and you will be asked to complete six (6) during the course.

5. PORTFOLIO (35% of final grade)

During this course you will be asked to demonstrate your learning through the completion of a six-part portfolio. Each week, you will be asked to complete one part of your portfolio. In order to accommodate learner differences and students in a variety of environments, each portfolio section includes different options in how you choose to demonstrate your learning.

For each portfolio assignment, you will need to do your own research in addition to the reading in order to present a more nuanced, complex understanding of the topic(s) you have selected.

When a written component is required, papers should be written in Times New Roman 12 point font, double-spaced, with 1" margins. Please put your name on the header. If a file is required (for audio or video), please put your name in the title of the file. If you include other people under the age of 18 in your project (e.g., video, podcast, interview), you will need to ask their parent/guardian to sign a consent form. Each part of this assignment is worth 50 points.

Part One: Environmental Influences on Learners (50 pts)

This portion of your portfolio will help deepen your understanding of Bronfenbrenner's Bioecological Theory, and the types of environmental influences that can impact students.

- Option A: Choose an individual in your life who is at least 10 years old to interview (and their family if possible) to complete a Bronfenbrenner chart based on their life experiences and circumstances. If you select this option, it will be helpful to continue working with this individual for the remainder of your portfolio projects. A family member can be your interview subject.
- Option B: Complete a Bronfenbrenner chart, based on your own circumstances from a period of time in your K-12 education. If you select this option, it will be helpful to continue reflecting on your own life and educational experiences the remainder of your portfolio projects.

Part Two: Learning Theories (50 pts)

This portion of your portfolio will help deepen your understanding of learning theories, and strategies to influence student behaviors.

- Option A: Create a video (2-4 minutes) demonstrating how to use a specific strategy to impact behavior (e.g., Premack principle, nonverbal cueing, praise-and-ignore, etc.). You may recruit others to be in your video, or you may play multiple roles in your video (e.g., teacher and student, parent and child, etc.).
- Option B: Create a podcast (2-4 minutes) describing in depth a specific strategy to impact learner behaviors. You may have a guest contribute as well if you so choose.
- Option C: Interview an educator about a strategy they use to impact learner behaviors in their classroom. You will provide an audio file for this interview (no more than 10 minutes) and a 2 page write-up reflecting on what you learned from this experience.
- Option D: Research a strategy to impact learner behaviors that was ***not*** discussed in your textbook. Provide a 2 page write-up of your findings and a reflection on how effective (or ineffective) you think this strategy would be.
- Option E: Pitch me your idea! This could include creating your own infographic, webcomic, narrated powerpoint, online game, or something else entirely. Let me know what you're thinking and we'll discuss whether it can fulfill this assignment.

Part Three: Learner Differences (100 pts)

This portion of your portfolio will help you explore and synthesize the scholarly research regarding learner differences.

- Option A: Complete a brief literature review (3-4 pages) on a learner difference topic that applies to the individual you interviewed for part one (e.g., gender, SES, race/ethnicity, intelligence type, learning difficulty, etc).
- Option B: Complete a brief literature review (3-4 pages) on a learner difference topic that personally resonated with your own experiences (e.g., gender, SES, race/ethnicity, intelligence type, learning difficulty, etc).

These papers must be written in APA format. You will need to ***incorporate a minimum of 6 scholarly sources*** in your paper. Of these sources, a minimum of 3 should come from peer-reviewed journal articles. Other scholarly sources could include textbooks (even our current textbook!), conference publications, or websites (.gov, .org, or .edu).

In Week 3, only your topic and outline will be due (50 pts), and your final write-up (50 pts) will be due at the end of Week 5 (see course schedule).

You also have the option of posting a draft in the discussion board for your peers to take a look at and provide feedback on (voluntary).

Part Four: Classroom Management & Instruction (50 pts)

This portion of your portfolio will help aid in your understanding of classroom management and instruction strategies through observation.

- Option A: Contact a K-12 school (one that offers summer sessions) and make arrangements to observe an educator's class for at least 15 minutes. Provide a 1-2 page reflection on what you observed and how this experience relates to information from the readings.
- Option B: Find one or more classroom videos that demonstrate classroom management and instructional strategies. Provide a 1-2 page reflection on what you observed and how this experience relates to information from the readings, as well as a link to the video(s) you used.

Part Five: Assessments (50 pts)

This portion of your portfolio project will provide you with experiential learning in order to apply your learning of classroom assessments and standardized testing.

- Option A: Locate and administer an education-related assessment of your choice (e.g., career interests, personality tests, learning style, etc.) to the individual you've worked with in Part 1 and Part 3 of this portfolio project. Discuss the results with this individual. Provide a brief description of the assessment, and a 1 page reflection on what the process was like and whether you'd recommend using this assessment in the future.
- Option B: Locate an education-related assessment of your choice (e.g., career interests, personality tests, learning style, etc.) and take it yourself. Provide a brief description of the assessment, and a 1 page reflection on what the process was like to take it, whether the results resonated with you, and whether you'd recommend using this assessment in the future.

Part Six: Motivation (50 pts)

This portion of your portfolio will help deepen your understanding of motivation theories and strategies theory (e.g., learned helplessness, internalization, self-regulation, etc.)

- Option A: Create a video (2-4 minutes) demonstrating a motivation theory or strategy. You may recruit others to be in your video, or you may play multiple roles in your video.
- Option B: Create a podcast (2-4 minutes) describing in depth a specific motivation theory or strategy. You may have a guest contribute as well if you so choose.
- Option C: Interview an educator about a strategy they use to impact motivation in their students. You will provide an audio file for this interview (no more than 10 minutes) and a 2 page write-up reflecting on what you learned from this experience.
- Option D: Research a strategy to impact motivation that was not discussed in your textbook. Provide a 2 page write-up of your findings and a reflection on how effective (or ineffective) you think this strategy would be.
- Option E: Pitch me your idea! Let me know what you're thinking and we'll discuss whether it can fulfill this assignment.

IF YOU HAVE ANY ISSUES WITH ASSIGNMENTS AND/OR DUE DATES, PLEASE CONTACT ME PRIOR TO THE DUE DATE AS SOON AS POSSIBLE SO ACCOMMODATIONS MAY BE MADE IF NECESSARY.

LATE POLICY

All assignments for each unit will be due by Sunday evening at 11:59pm. Any assignment not turned in at the designated due date and time will be ***deducted 10 points for each date late***. Please note that an assignment turned in after 11:59pm Sunday evening (e.g., 2:00am Monday, 2 hours late) would have 10 points deducted. I will be factoring in your geographical location in not in the Eastern Time Zone.

GRADUATE SCHOOL STATEMENT ON ACADEMIC HONESTY

It is expected that all graduate students will abide by the Graduate Student Honor Code and the Academic Honesty Policy (available at the Graduate Dean's Office, the Academic Honesty Office [Ombud's Office] or online at http://www.umass.edu/gradschool/handbook/univ_policies_regulations_a.htm). Sanctions for acts of dishonesty range from receiving a grade of F on the assignment or in the course, loss of funding, being placed on probation or suspension for a period of time, or being dismissed from the University. All students have the right of appeal through the Academic Honesty Board.

All written assignments will be processed through SafeAssign, a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. SafeAssign compares each individual submission against a set of sources to identify areas of overlap between the submitted assignment and existing works.

ACCOMMODATION POLICY STATEMENT

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, ***please notify me within the first week*** of the course so that we may make appropriate arrangements.

PLEASE TAKE CARE OF YOURSELF!

A recent American College Health Survey found that stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use are among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the following resources:

- Center for Counseling and Psychological Health - <https://www.umass.edu/counseling/>
(413) 545-2337, 127 Hills North; After hours: (413) 577-5000 *ask for CCPH clinician on-call
- Dean of Students Office - https://www.umass.edu/dean_students/
(413) 545-2684, 227 Whitmore
- Office of Religious and Spiritual Life - http://www.umass.edu/religious_affairs/
(413) 545-9642, 416 Student Union
- Center for Women & Community - <https://www.umass.edu/cwc/>
(413) 545-0883, 180 Infirmary Way; 24 Hour Hotline: (413) 545-0800

Student Information Sheet

Contact Information

Name (and how do you prefer I address you?):

Gender pronouns you use (e.g., he/him/his, she/her/hers, they/them/their, etc.):

Phone number (only if comfortable providing):

UMass email address (make sure to check regularly):

PLEASE NOTE – all course correspondence will be sent to your UMass email address unless you indicate otherwise.

What motivated you to take this course/what do you hope to gain from the experience?

Do you have any questions for me?

Is there anything else that I need to know about you to help me to teach you more effectively?

What grade are you hoping to earn in this class?