

EDUC-P254 – Educational Psychology for Teachers of All Grades

Spring 2019

Class Info

Day: Online

Instructor Info

Instructor: Grant Chartrand

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Office: ED 4021D (cubicle in CEP department)

Hours: By appointment

Supervising Faculty: Dan Hickey, PhD

Note: You are responsible for reading this syllabus closely and satisfying all of the requirements including attendance and participation. If you are unclear on any requirement, it is also your responsibility to contact me as soon as possible with your question.

Course Overview

This course is called Educational Psychology for Teachers of All Grades and we will work to understand the process of learning and its relationship to the practice of teaching. Together, we will make sense of how learning takes place as an interaction of social, emotional, developmental, and cognitive forces.

Learning theories are just that: theories about how people learn. One key idea that cuts across these theories is that there is a difference between simply memorizing new content so that you can provide a definition versus being able to make use of that knowledge in a real-world context. Our goal is for you to engage with learning theories in a way that allows you to:

- design your own classroom or classroom activities,
- assess whether your students have learned, and
- adjust your instruction accordingly.

On a large-scale level, we will work to distinguish theory and practice in two ways:

1. *Practicing theory* – Can we bring theory into practice by using theoretical ideas to build, design, and assess learning environments?
2. *Theorizing practice* – Can we link practice to theory by examining common existing pedagogical practices and unpacking what assumptions these practices make about how people learn?

We will also push ourselves to connect course content with contexts beyond the course. I encourage you to reflect on and ask questions about our readings. What kinds of teaching practices have you encountered before? How will you incorporate learning theory into your own future teaching practice?

Learning Objectives:

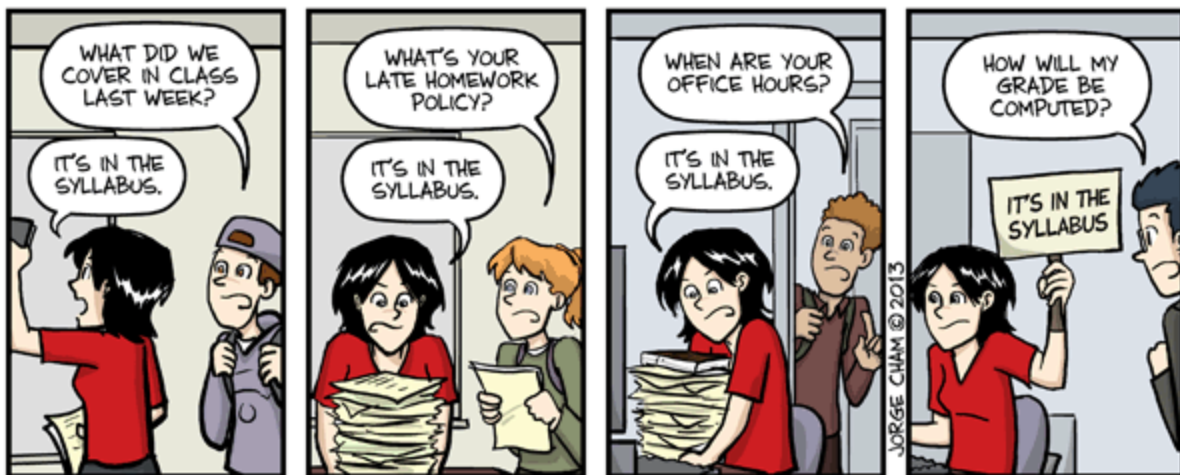
By the end of the class, a successful learner will be able to:

1. Describe the major contemporary learning theories including behaviorism, cognitive theories, and sociocultural theories, and discuss the key differences between them.
2. Explain what it means to learn in each of these theories.
3. Identify and assess learning in each of these theories.
4. Design instruction based on each of these theories.
5. Articulate their own philosophy of learning based on at least one major learning theory.

One thing that is quite challenging about teaching is moving between theory and practice, and between our own experiences and the experiences of others. We will address these challenges through readings, discussions, and by designing new teaching and learning practices. We will also share, discuss, and analyze your experiences in class and your other lived learning experiences. You are expected to be active, reflective, and collaborative participants in our class.

To get the most out of our curriculum, we will need to struggle with the relationship between **teaching** and **learning**. (How) are they related? Four key questions will facilitate this process as we examine each learning theory:

1. What are the **principles** of learning based on the selected theory?
2. How does the theory inform **instruction**?
3. How do we **observe and record** learning based on this theory?
4. How do we **make interpretations** based on the data collected to inform student progression and instruction?



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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Course Policies

Course Readings:

Readings for the course will be made available through Canvas. A collection of scholarly articles and book sections were chosen instead of a textbook because they provide a nice variety of perspectives and very detailed information. Some of these readings might be quite challenging. Therefore, please set aside enough time to complete the readings and reflect on their content. If some aspects are confusing, note your questions for discussions.

Students should complete the assigned readings. The readings should be used to prepare you for the discussions that will take place within Canvas. In the past, students have said on exit surveys that they wished they had spent more time with the readings.

Online Course Schedule: This course meets exclusively online. There will be one **required class session** scheduled for Saturday, January 12 from 12:30pm to 2:30pm in ED 2025. This is the only required meeting.

You are required to meet deadlines for readings, assignments, and activities.

Extra credit: Extra credit is typically not offered. If a worthwhile opportunity for extra credit arises, it will be offered to the entire class. Extra credit will not be offered on an individual basis. Your effort should be focused on working toward completing the required course assignments and earning those points.

Academic Integrity: Typically, when instructors talk about “academic integrity,” they focus primarily on plagiarism. However, the Indiana University Code of Student Rights, Responsibilities, and Conduct lists plagiarism as *one of at least 6* distinct forms of academic misconduct. All 6 are listed below; misconduct in any of these areas is grounds for discipline and may result in failure of the course. Significant violations of the Code can result in expulsion from the University. **When in doubt, please consult with me directly.**

1. **Cheating:** Cheating is an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records, reports, laboratory results, and citation to sources.
3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
 - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
 - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - i. directly quoting another person’s actual words, whether oral or written;
 - ii. using another person’s ideas, opinions, or theories; or paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

- iii. borrowing facts, statistics, or illustrative material;
 - iv. or offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
4. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
 5. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
 6. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

For more details, visit <http://studentcode.iu.edu>.

Respect for Diversity: Diversity is accepted, encouraged, and valued in our classroom. By diversity, I mean the multiple ways of thinking, knowing, doing, and being. Differences between individuals and their opinions or backgrounds deepen our collective learning. Language that degrades any individual or group because of gender, ethnicity, nationality, race, socioeconomic status, disability status, religious preference, immigration status, or sexual orientation will not be tolerated.

Reasonable Accommodation: Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision, neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are **not** retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is in Wells Library, Room W302. Walk-ins are welcome 8am to 5pm, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>.

Religious Obligations & Athletic Accommodations: If you will need to miss a class session due to religious obligations, please inform me so that your request can be accommodated. If you will need to miss a class session for athletic reasons, you need to tell me as soon as you know. We will negotiate on a case-by-case basis how to excuse these absences while ensuring you still have the opportunity to engage fruitfully. For athletic accommodations, I will need the watermarked form from your athletic supervisor.

E-mail Response Policy: I can be contacted via e-mail at gchartra@indiana.edu. I will try to respond to email within 48 hours of receiving it. If you don't hear from me within 48 hours, re-send your email. I know we all work differently on this matter, but I expect that you also respond to me in a timely manner if I e-mail you.

Sexual Misconduct: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu> to learn more.

Basic Needs as Pre-Requisite to Learning. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (<http://studentaffairs.indiana.edu/contact/index.shtml>) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess. *(statement adapted from Sarah Goldrick-Rab).*

Changes to the Syllabus: During the semester, changes may occur to the syllabus and will be noted in class.

Grading

A	93-100	B+	87-89.99	C+	77-79.99	D+	67-69.99
A-	90-92.99	B	83-86.99	C	73-76.99	D	63-66.99
		B-	80-82.99	C-	70-72.99	D-	60-62.99

Note:

1. Scores are rounded to the nearest hundredth to compute the final grade. Therefore, an 89.99 is a B+.
2. Note that Teacher Education candidates must receive a C or higher in order to move on with the degree.

Course Assignments

(Subject to Change)

Assignment	Points	Purpose
Teaching Philosophy First Draft	1	Reflect on your own (tacit) beliefs, frame your engagement with the course.
Teaching Philosophy Final Draft	4	Re-visit and articulate (no longer tacit) beliefs using theoretical vocabulary.
Midterm Assignment	20	Operationalize the first few theories in real-world contexts.
Final Exam	20	Summative evaluation of your preparedness to engage in conversation and design around learning theory.
Participation/Annotations	20	Learn and interact with colleagues. You will annotate (highly, comment) course readings and assignments.
Reflective Journal	14	A weekly opportunity to reflect on your engagement in the readings and how the readings may apply to you now and in the future.
Workshops	21 (7 x 3)	Explore how theories can be used in design; bring theories to practice.
Total	100	

Full Assignment Info

Assignments for the course are designed to contribute to your growing portfolio of work you have done to prepare to be a teacher. For any assignment you submit, the central focus of your grade will be based on whether you work is accurate and persuasive. Find due dates in the course schedule.

Turn things in on time in Canvas and submit early enough to avoid any technical issues.

However, if something does not appear to be working and you are unsure of how to resolve it, please do send your paper by e-mail to gchartra@indiana.edu so that your work is submitted on time.

Late assignments will lose up to 10% of their point value per 24 hours late at my discretion, starting with the first minute after the submission time as recorded on Canvas. Note:

Instructors use plagiarism detection software for higher-stakes assignments

Teaching Philosophy First Draft: You will frequently be asked to articulate your philosophy of teaching both in classes and when you are looking for a job. A preliminary version of this will be due at the end of the 2nd week of class to help you think about your starting point. It is a quick two-

page document (double-spaced, size 12 font, Times New Roman, 1 inch margins), for you to practice writing about teaching and learning and frame your engagement with the course. This first version will not be graded aside from being on-time and complete.

Teaching Philosophy Final Draft: You will update your original teaching philosophy, articulating your positions in greater depth. Then, you will annotate the philosophy to make explicit links to learning theory. I will be quite surprised if your philosophy does not change substantially throughout the semester. This will be due after we have covered our five main learning theories.

Midterm Assignment: The midterm assignment will mirror aspects of your future teacher education portfolio. It will likely require you to work with video data, so **please have access to headphones or space where you can listen to video**. Additional details will be provided.

Final Exam: The final exam will have two parts, each worth 10 points. Part One is a timed multiple-choice exam that you will take online during finals week. Part Two will be a collection of short-answer essays to explore your understanding of course theories and your ability to apply them in evaluating and designing learning environments. Details will be provided leading up to the end of the semester. This will be a substantial assignment that focuses on practicing theory and theorizing practice, as well as assessing your general content knowledge.

Participation/Annotations: Your timely completion of all assignments and participation in class discussions and activities are essential parts of your contribution to this course. You are expected to complete the readings and assignments.

Annotations are highlights, comments, or notes you make on a web-hosted document. In this class, we will be using annotations to participate and make connections to course readings, class discussions, or content you may read or interact with outside of class. The annotations can also help us make connections to prior experiences you may have had, current experiences you are having, or potential future experiences you may have (e.g., your field experience, future classroom, or work-related experiences).

Reflective Journal: You will be required to write a quick response to a prompt about a week's topic. Expect your submissions to be about 200 words or so in length; that should keep these assignments short and manageable; this is a quick check-in and not meant to be exhausting.

Your job with these journals is to present enough information so it's clear that you understand the week's topic. You are expected to think deeply about your engagement in the readings and web annotations, how your learning was influenced by your peers in the course, and the potential consequences of your learning for current and future contexts (e.g., field experience, future classroom).

Workshops and Presentations: Each unit will culminate with a project. You will develop a growing portfolio of learning theories. The goal is to finish the semester with a series of documents that incorporate the course readings, discussions, and field-based experiences, i.e., your portfolio.

Field Experience: The Laboratory Field Experience is designed to give you an opportunity to observe an authentic teaching and learning environment. Further information will be included in the EDUC-M201 Syllabus.

Acknowledgements

A number of people have contributed to the development of this course over more than a decade, including key contributions from Asmalina Saleh, Dr. Joyce Alexander, Dr. Joshua Danish, Dr. Jack Cummings, and Dr. Daniel Hickey. Particular recent developments have come from Chris Georgen, Naomi Thompson, Andi Gomoll, Joey Huang, Chris Andrews, Anna Keune, and Suraj Uttamchandani, with pedagogical ideas reflected here also contributed by Professor Catherine Grey. We are also grateful to the many Associate Instructors and who have contributed their ideas over the years, and the students who have provided rich and detailed feedback. The most recent version of this course was curated by Suraj Uttamchandani.