P254 - Educational Psychology for Teachers – All Grades

Class Information
Meeting Time: Sa 1/13 & 1/20 12:30-2:30
Location: EDU2015

Field Practicum Information

Time: By individual arrangement

Location: TBD

Instructor Information
Instructor: Chris Georgen
Office: Wright School of Education 4025F
Email: cgeorgen@indiana.edu
Office hours: by appointment

Course Overview

This course is concerned with understanding the process of teaching and learning, particularly within the formal (e.g., classroom) contexts. Together, we will better understand how learning takes place as an interaction of social, emotional, developmental, and cognitive forces.

This course was designed based on the same contemporary theories of learning that you will be exploring throughout the semester. A recurring theme in this course is that various legitimate ways to *define*, *explain*, and *describe* learning exist, and differences can lead to small and large changes in teaching and assessment practices. Although there are distinctions between theories, the key idea that cuts across is that there is a difference between simply memorizing new content so that you can provide a definition, and being able to make use of that knowledge in a real-world context. In the case of learning theories, our goal is for you to apply them in a way that allows you to *design your own classroom or classroom activities, to assess whether your students have learned, and adjust your instruction accordingly.*

By the end of the class you will be able to:
1. Describe the major contemporary learning theories including behaviorism, social cognitive theory, cognitive theories, constructivism, 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 your own philosophy of learning based on at least one major learning theory.

Learning to teach can be particularly challenging because it involves moving between theory and practice, and between our own experiences and the experiences of others. We will address these challenges through readings, lectures, discussions and, and by designing new teaching and learning practices. We will also share, discuss, and analyze your experiences at your practicum sites. You are expected to be active, reflective, and collaborative participants in our class.

As we examine each learning theory we will answer these four questions:
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?*

Course Readings

Readings for the course will be made available through Canvas. **There is not a textbook for this course.** A collection of scholarly articles and chapters was chosen instead of a textbook because they provide the most up-to-date, 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. You will be assigned short reflective prompts to help guide you in your reading. If some aspects are confusing, note your questions for discussion in class. Class activities and discussions will be designed on the assumption that you have completed the readings. However, they are also designed to help you ask questions, reflect on the readings, and clarify your understanding.

Course Policies and Expectations

Note: You are responsible for reading this syllabus closely and completing 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.

Online course schedule: Because this class meets exclusively online, you will not be required to attend regularly scheduled class meetings. You are required to still meet deadlines for readings assignments and activities.

Extra credit: 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.

Academic Integrity: Typically, when we talk about "academic integrity," the focus is primarily on plagiarism. However, the Indiana University Code of Student 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 considered to be 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 student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
  - directly quoting another person's actual words, whether oral or written;
  - using another person's ideas, opinions, or theories;
  - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  - borrowing facts, statistics, or illustrative material;
  - 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://www.iu.edu/~code/code/responsibilities/academic/index.shtml.

Open Door Policy: If you have any questions or concerns during or after the semester ends, contact me to arrange a meeting.

Respect for Diversity: Diversity is accepted, encouraged, and valued in our classroom. Differences between individuals and opinions or backgrounds are viewed as learning experience. Language that degrades any individual or group because of gender, ethnicity, nationality, race, socioeconomic status, disability status, religious preference, 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 located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, 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: If you will need to miss a class due to religious obligations, please inform me so that your request can be accommodated.

E-mail Response Policy: I can be contacted via email at cgeorgen@indiana.edu. I will try to respond to email within 48 hours of receiving it. If I email you individually, it is because there is an important matter that we must address. In such a case, I expect the same professional courtesy and a response within 48 hours.

Changes to the Syllabus: During the semester, changes may occur to the syllabus and will be posted to Canvas. An email will be sent to the class if there are changes. Students have the responsibility to accommodate all changes.

Assignments and Grading

Assignment	Pct	Purpose
Teaching Philosophy First Draft Teaching Philosophy Final Draft	1 4	An opportunity to reflect upon your own beliefs and how the course theories might integrate with them.
Reflections (10x3)	30	An opportunity to *deeply* reflect on your engagement in the readings, how they apply to you now and in the future, and how peers have contributed to your engagement.
Workshops	25	An opportunity to explore how to design for learning using the theories presented in this course.
Mid-term Paper	20	Formative opportunity to ensure that students understand the theories covered so far, and to adjust instruction as needed for the remainder of the semester.
Final Exam: Multiple Choice	10	Summative assessment of your understanding of and engagement in the learning theories discussed in this class (about 40 questions)
Final Exam: Theory & Design	10	Summative assessment of your ability to describe practice and design for learning based on the learning theories presented in this course.
Field experience	S/U	Your field experience grade will be based on a design journal and on the evaluation of your field experience placement.
TOTAL	**100**	*** see the learning objectives above**

A+	99+	**B+**	870-89	**C+**	770-79	**D+**	670-69
A	93-99	**B**	830-86	**C**	730-76	**D**	630-66
A-	90-92	**B-**	800-82	**C-**	700-72	**D-**	600-62

Assignments: 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. **Specific due dates and times for each assignment are listed below.** Turning in late work will result in a reduction of points. **Late work will be accepted only if you have received my approval in advance.** Unless otherwise noted, please submit all assignments to Canvas.

Note: It is your responsibility to submit assignments early enough that you can resolve any technical issues that may arise. This can be especially important in an online class. If something does not appear to be working and you are unsure of how to resolve it, please do send me your paper by email so that I can verify that you were in fact finished on time.

The remaining assignments are summarized below. Additional details will be provided in class prior to each assignment.

1. **Teaching Philosophy**: You will frequently be asked to articulate your philosophy of teaching both in classes and when you are looking for a job. The goal of this assignment is to help you articulate your philosophy using learning theories, and then to reflect on how the learning theories might change or influence your philosophy over the course of the semester. A preliminary version of this will be due **1/20 at 11:59pm** to help you think about your starting point. This first version will be graded for effort and depth of thought rather than accuracy.

2. **Web Annotations**: Web annotations are simply annotations (highlights or notes you make in the margins) on a web-hosted document. In this class, we will be using web annotations as a way to participate in a larger discussion surrounding the articles that we will read as well as facilitate making connections to other content such as other articles we are reading in the class or content you may read or interact with outside of class. The web 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).

3. **Reflections:** At the end of most weeks, you will be asked to reflect on your engagement in the course. While these reflections are relatively short, 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).

4. **Workshops**: Each unit will culminate in an addition to 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. There will be a total of six assignments worth five points each. All portfolios will be due on **Saturday** by 11:59PM. You will lose 1 point for every day the workshop is late.

5. **Mid-term Assignment:** The midterm assignment will mirror aspects of your future teacher education portfolio. It will ask you to design lesson plans based on the theories we have covered so far, justify those plans using theory, and reflect on the different plans

that result from different theoretical orientations. It will be due after we cover our third paradigm. Additional details will be provided during the term.

6. **Final Exam**: The final exam will be a collection of multiple choice questions and short-answer essays to assess your understanding of learning theories and your ability to apply them to practice.

7. **M201:** This course is the field practicum component of P254 – Educational Psychology for Teachers – All Grades, which is done in partnership with the Office of Early Field Experience. This work provides an authentic experience for students to bring back to the class and is not designed for direct supervision by an IU instructor. **Note that you will receive a pass or fail grade (S/US) for M201. All students must fulfill a minimum of 20 hours**. Students are expected to maintain professionalism throughout the semester. A final evaluation coordinated by the instructor, the collaborating partners, and the Office of Early Field Experience will impact the final grade.

Course Schedule

Wk	Date	Topics	Readings	Assignment
		Introduction to Learning Theory		
1	M 1/8	Introduction	Syllabus	Mini-lecture 1 Practice Web Annotation
	T 1/9	How People Learn	How People Learn: Chapter 1 p. 6-13	Web Annotation 1
	Th 1/11	How Teachers Learn	How People Learn: Chapter 8 p. 200-203	Web Annotation 2
	Sa 1/13	Reflection	n/a	Reflection 1 due in Canvas on 1/13 at 11:59PM *(Meet in EDU2015 12:30-2:30)*
		Paradigm I – Historical Theories of Learning		
		Part I: Behaviorism		
2	M 1/15	Connectionist/Empiricist Approaches to Learning	n/a	Mini-lecture 2
	T 1/16	Behaviorism: Reinforcement Theory and Conditioning	Standridge (2002) – stop at "Modeling"	Web Annotation 3
	Th 1/18	Behaviorism in Practice	Skinner (1958)	Web Annotation 4
	Sa 1/20	Reflection	n/a	Reflection 2 due in Canvas on 1/20 at 11:59PM Teaching Philosophy I due in Canvas on Saturday, 1/20, at 11:59PM *(Meet in EDU2015 12:30-2:30)*
		Part II: Social Cognitive Theory		
3	T	Self-efficacy and Self-regulation	Schunk & Zimmerman (2007)	Web Annotation 5

	1/23			
	Sa 1/27	Historical Theories of Learning Workshop	n/a	Reflection 3 Workshop 1 due in Canvas on Saturday 1/27 at 11:59PM
Paradigm II – Canonical Theories of Learning				
Cognitive Theories of Learning				
4	M 1/29	Cognitive Approaches to Learning	n/a	Mini-lecture 3
	T 1/30	Experts & Novices: Schema Theory	How People Learn: Chapter 2	Web Annotation 6
	Th 2/1	Cognitive Architecture	Sweller, Merrienboer, & Paas (1998), p. 251-258	Web Annotation 7
	Sa 2/3	Reflection	n/a	Reflection 4 due in Canvas on 2/3 at 11:59PM
5	T 2/6	Learning & Transfer	How People Learn: Chapter 3	Web Annotation 8
	Sa 2/10	Canonical Theories of Learning Workshop	n/a	Workshop 2 due in Canvas on 2/10 at 11:59PM
Paradigm III – Contemporary Theories of Learning				
Part I: Vygotskian Perspectives				
6	M 2/12	Sociocultural Approaches to Learning	n/a	Mini-lecture 4
	T 2/13	Mediation & Appropriation	Vygotsky (1978) p. 52-57	Web Annotation 9
	Th 2/15	Zone of Proximal Development	Vygotsky (1978) p. 84-91	Web Annotation 10
	Sa 2/17	Reflection	n/a	Reflection 5 due in Canvas on 2/17 at 11:59PM
Part II: Situated Perspectives				
7	T 2/20	Situated Learning	TBD	Web Annotation 11
	Th 2/22	Communities of Practice	TBD	Web Annotation 12
	Sa 2/24	Reflection	n/a	Reflection 6 due in Canvas on 2/24 at 11:59PM
8	T 2/27	Sociocultural Theories Review	Esmonde (2017) p. 6-11	Web Annotation 13
	Sa 3/3	Contemporary Theories of Learning Workshop	n/a	Workshop 3 due in Canvas on 3/3 at 11:59PM
Moving Across Theories				
9	T 3/6	Moving Across Theories	Danish & Gresalfi (2017)	Web Annotation 14
	S 3/10	Mid-term Assignment	n/a	Mid-term Assignment due in Canvas on 3/10 at 11:59PM
3/12-3/16: SPRING BREAK				
Constructivism as Pedagogy				

10	M 3/19	Constructivism and the Emphasis on Pedagogy	n/a	Mini-lecture 5
	T 3/20	Developmental Theory of Learning	TBD	Web Annotation 15
	Th 3/22	Representations	Driscoll (2005)	Web Annotation 16
	Sa 3/24	Reflection	n/a	Reflection 7 due in Canvas on 3/24 at 11:59PM
11	T 3/27	Constructivism in Practice	Hmelo-Silver (2004) p. 235-241	Web Annotation 17
	Sa 3/31	Constructivism Workshop	n/a	Workshop 4 due in Canvas on 3/31 at 11:59PM
Equity in Learning Theory & Teaching Practice				
12	M 4/2	Introduction to Equity	n/a	Mini-lecture 6
	T 4/3	The Deficit Orientation to Learners	Vossoughi (2017)	Web Annotation 18
	Th 4/5	Culturally Relevant Pedagogy	Ladson-Billings (1995)	Web Annotation 19
	Sa 4/7	Reflection	n/a	Reflection 8 due in Canvas on 4/7 at 11:59PM
Motivation				
13	M 4/9	Cognitive and Sociocultural Theories of Motivation	n/a	Mini-lecture 7
	T 4/10	Mindsets	Yeagear & Dweck (2012) – pg. 302-306 (stop at 'Summary')	Web Annotation 20
	Th 4/12	Connected Learning	Ito et al. (2013) - pg. 6-12	Web Annotation 21
	Sa 4/14	Reflection & Teaching Philosophy	n/a	Reflection 9 due in Canvas on 4/14 at 11:59PM Teaching Philosophy II due in Canvas on 4/14 at 11:59PM
Assessment				
14	M 4/16	Big Ideas of Assessment	n/a	Mini-lecture 8
	T 4/17	Historical Contexts for Assessment	Popham Chapter 1	Web Annotation 22
	Th 4/19	Assessment Theory	Shepard (2000)	Web Annotation 23
	Sa 4/21	Reflection	n/a	Reflection 10 due in Canvas on 4/21 at 11:59PM
15	T 4/24	Assessment Practices	Popham Chapter 6	Web Annotation 24
	Sa 4/28	Assessment Workshop		Workshop 5 due in Canvas on 4/28 at 11:59PM
Epilogue – Reflections on Learning Theory				
16	4/30	Final Exam Week		Final Exam: Theory & Design due in Canvas on

			Tuesday, 5/1, at 11:59 pm Final Exam: Multiple Choice due Friday, 5/4 at 11:59PM