

EDP 304 EDUCATIONAL PSYCHOLOGY

Fall 2017
Tues. 3:00pm to 5:45pm
29 Winston Hall
3 credit hours

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Educational Psychology is a survey course that is intended to provide you with a greater understanding of learning processes, motivation, teacher and student characteristics, and instructional techniques. Given this knowledge, the primary goal for the course is for you to have developed an informed personal teaching philosophy based upon knowledge you have gained throughout the course.

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Ormrod, J.E. (2016). *Educational psychology: Developing Learners* (9th ed.). Upper Saddle River, NJ: Merrill.

**LEAD &
SERVE**

LEARN | **EDUCATE** | APPLY | DEMONSTRATE |

| SCHOLARLY | ETHICAL | REFLECTIVE | VALUE DIVERSITY | EXPERIENCED

LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators in the College of Education at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the content of education, including foundations, historical perspectives and school settings.

- ❖ **SERVE**: elements that show the range of dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Course Overview

This course objectives address the following elements of the conceptual framework:

- ❖ **L**: Learn general pedagogy
- ❖ **E**: Educate with content specific strategies for teaching, may include technology
- ❖ **A**: Apply discipline or content specific knowledge
 - Compare and contrast cognitive and behavioral theories of learning and discuss their implications for teaching and learning.
 - Learn to integrate and synthesize research findings on teaching and learning to generate new, more effective teaching activities
 - Compare and contrast theories of motivation and discuss their implications for teaching and learning.
- ❖ **D**: Demonstrate understanding the educational context, i.e., school culture, societal issues
- ❖ **S**: Scholarly knowledge base to guide educational decisions
 - Define educational psychology and explain its significance for teaching and learning.
 - Develop a knowledge base about the role of the teacher and cite current research findings on effective teaching and student achievement
 - Identify strategies for encouraging the achievement of all students.
 - Identify effective classroom management strategies.
- ❖ **E**: Ethical disposition for behaving with respect, integrity, personal responsibility
- ❖ **R**: Reflective and self-evaluative
- ❖ **V**: Value diversity with a sensitivity to cultural, economic, developmental, ethnic, racial, gender, religious and sexual orientation differences
- ❖ **E**: Experienced in practical application of knowledge

Teaching strategies: Class discussions, group work, reflection, case study discussions, electronic communication, inquiry activities, lecture

MAJOR ASSIGNMENTS

Class Format	
3 Quizzes (50 points each, drop 1)	100 points
Comprehensive final (can't drop)	100 points
Tutoring System	70 points
Focus group participation	20 points
Metacog Checks	24 points
Wolfpack Pursuit	15 points
Research Component	Pass/Fail

Grading Scale

Letter Grade	% Correct Needed	What this grade means
A+	97 %	Demonstrated the highest level of mastery of concepts, including the ability to apply these concepts to real situations
A	93 %	
A-	90 %	
B+	87 %	Demonstrated mastery and ability to apply at least some of these concepts to real situations
B	83 %	
B-	80 %	
C+	77 %	Demonstrated mastery of basic concepts
C	73 %	
C-	70 %	
D+	67 %	Demonstrated minimal mastery of topics
D	63 %	
D-	60 %	
F	< 60 %	Failed to demonstrate mastery of any topics

QUIZZES

Three quizzes will be given with the tentative dates given on the schedule in this handout. Each will consist of 25 multiple-choice questions and you will be given approximately 30 minutes to finish. You may use one side of a 3 X 5 index card with notes for each quiz. If you are late to class or miss class without contacting me *beforehand*, you will not be allowed to take the quiz. If you have an emergency on a quiz day, please call my office and notify me beforehand. Quizzes will be returned and discussed at the beginning of the following class period.

COMPREHENSIVE FINAL

The comprehensive final will consist of 50 multiple-choice items covering information discussed in class or provided in your text over the course of the semester. You will *not* be able to use notes for the final exam.

TUTORING SYSTEM PROJECT

See Attached Guidelines. Late submission (after 9am on November 27th) will incur a 5-point deduction from the grade each day that it is late.

FOCUS GROUP PARTICIPATION

We will be watching video segments and discussing various materials during the semester that pertain to contemporary educational issues related to the class. Individual participation in structured classroom discussion in the form of focus groups will be recorded during *ten* class periods worth *two* points each. The routine for these sessions will involve watching a segment from a video or reading a short article and then forming small groups to discuss particular questions raised in the video or article. Attendance and participation are essential to achieving your two points for each of these sessions. You must be in class to get credit! If you miss a focus group for medical reasons you can make it up if you contact me and complete it the following week.

METACOG CHECKS

Starting on the third class period (September 5th) and continuing throughout the course you will be asked to complete a short “metacog check” activity at the beginning of class. The purpose of the activity is to check your understanding of the course content, to prompt you to distribute your study throughout the course, and for you to reflect on your study habits. Each metacog check will ask a couple questions related to your study habits and also five multiple-choice items with the kahoot.com program. The items will come from topics recently covered in class and in your textbook. Each activity will be worth a total of 3 points. You will earn 3 points if you answer 4-5 of the items correctly, 2 points if you answer 3 of the questions correct, and 1 point for answering 1-2 of the item correctly. Metacog checks will be given each week except for those weeks when a quiz is scheduled or the week of the Wolfpack Pursuit. In order to take the Metacog Check you must be present at the start of class when they are distributed. The Metacog Checks will be given via Kahoot.com and you can respond to the items via your phone, tablet or laptop.

WOLFPACK PURSUIT

You will also have an opportunity to compete in the Wolfpack Pursuit, an adventurous campus scavenger hunt that will involve you deciphering clues related to class content and various NC State locations and history. The activity will be a good test your knowledge of course content and problem-solving skills. This will be a fun activity that will be spread out over one entire class period so be prepared! Participation in the Pursuit will be worth 15 points. If you miss the Pursuit because of medical reasons you will be allowed to makeup the points by completing a journal article review from the *Journal of Educational Psychology*.

PARTICIPATION IN RESEARCH

In order to pass this course you must pass the research component that has two options. The first option is to participate in two research studies. This option is designed to give you a better understanding of the process of conducting research in the field of educational psychology. Details of the various studies offered and time slots will be discussed in class. The second option is the completion of a six-page typed research critique of an article from the *Journal of Educational Psychology*. If you do not fulfill this requirement, you will be assigned an IN (incomplete) for the course. In the event that you receive an incomplete, you have until the end of the next semester to fulfill you research requirement, or the IN will change to an F.

Research Critiques

Critiques should be six typed, double-spaced pages long describing *one* article. All articles should be taken from the *Journal of Educational Psychology* that can be found at the NC State library. *Critiques are due by Tuesday December 1st*. The critiques will be graded on a satisfactory/unsatisfactory basis. They should be completed with 1-inch margins and in APA style. You must hand in a photocopy of the journal article with your critique.

Length: 6 pages typed, double-spaced

3 page *review* of article

1. Purpose of study, competing hypotheses
2. Description of the experiment(s)

3. Results of experiment(s)
 4. Conclusions; implications for theory/practice
- 3 page *response* to article
5. Discuss the quality of the article from your viewpoint
 6. Discuss theoretical implications of findings with respect to class topics
 7. Discuss instructional implications of findings from your viewpoint

CLASS DISCUSSION

I strongly encourage you to participate in classroom discussion and to ask questions when you do not understand something. I hope to encourage the class with a relaxed atmosphere in which all students feel comfortable participating. The class will be more interesting and thought provoking if the whole class is engaged in the discussion. Therefore, it is very important that you read the chapter to be discussed *before* class. Daily attendance and participation are not graded but I reserve the right to reward students with extra credit points for all-around contributions to the class. Finally, I hope that this class is enjoyable and rewarding for you and useful to your future career. Feel free along the way to bring interesting materials to class to share and do not hesitate to ask me questions concerning the course or educational psychology.

IMPORTANT INFORMATION

- Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:
<https://policies.ncsu.edu/policy/pol-11-35-01/>
- Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see <https://dso.dasa.ncsu.edu>
- Help for taking and passing PRAXIS I and II is available in the College of Education Learning Technology Resource Center located in room 400 of Poe Hall. PRAXIS registration information, study guides, etc. are found at www.ets.org/praxis.

Tentative Schedule

Aug. 22	Chapter 1 Teaching and Educational Psychology Class Overview, Research Methods	
Aug. 29	Chapter 2 Cognitive and Linguistic Development	
Sept. 5	Chapter 6 Learning, Cognition, and Memory	
Sept. 12	Chapter 6 Learning, Cognition, and Memory	
Sept. 19	Chapter 6 Learning, Cognition, and Memory	
Sept. 26	Chapter 7 Complex Cognitive Processes	Quiz 1
Oct. 3	Chapter 7 Complex Cognitive Processes	
Oct. 10	Chapter 9 Behaviorist Views of Learning	
Oct. 17	Chapter 13 Creating a Productive Learning Environment	
Oct. 24	Chapter 10 Social Cognitive Views of Learning	Quiz 2
Oct. 31	Chapter 11 Motivation & Affect	
Nov. 7	Chapter 12 Instructional Strategies	
Nov. 14	Wolfpack Pursuit	
Nov. 21	Chapter 14 Classroom Assessment Strategies Present Tutoring System Projects in Focus Groups	
Nov. 27	Tutoring System Projects Due (9am)	
Nov. 28	Chapter 15 Summarizing Student Achievement and Abilities Class Review	Quiz 3
Dec. 5	Comprehensive Final	

Tutoring System Guidelines

The goal of this project is to develop a Web-based tutoring system on a topic within the areas of learning and motivation. The objective is to integrate information/concepts learned from the course along with additional outside sources (journal articles, the internet, etc.) to create an informative program to benefit a targeted audience. In essence, you will become "experts" within one particular topic and then share your knowledge with others. Remember that your tutorial should be interesting and engaging . . . a program you would voluntarily choose to interact with. You will present this to your focus group (15 min.), receive feedback from your peers in order for you to make improvements, and then provide John with an internet link for assessment. Please consider choosing a topic that will benefit you outside of the realm of classwork (your job, in your teaching, research, etc.). The project can be completed individually or in a small group (max 3 students). If completed in a group the completion of a confidential "contribution sheet" will be required. Some general topics are below but you should transform these into something more specific for your intended audience. For instance, *Strategies for Improving Metacognitive Monitoring abilities in Reading for 4th graders*. Once you have determined your topic inform John of your choice.

- Memory - Strategies for increasing the effectiveness of one's memory
- Metacognition
- Behavioral principles applied to education
- Goal Orientation, Growth mindset; the impact of Dweck's theory
- Attribution Theory
- Problem Solving processes and skills
- Cognitive Study Skills
- The Use of Rewards in Education
- Instructional strategies (e.g., cooperative learning, direction instruction, etc.)
- Theories of Intelligence
- A Profile of Influential Learning & Educational Theorists
- Assessing Intelligence
- Developing Expertise
- Implicit Beliefs (e.g., reading, knowledge, etc.)
- Research on the teaching of Reading (or an approved discipline, e.g., Science)
- Being a critical consumer of educational trends
- Understanding types of research in learning & education
- Technology/game-based learning applications that enhance learning

**Five points will be deducted from the project score for each day a project is submitted after the submission deadline so make sure to plan ahead.

Required Components of your Tutoring System:

- Summary introductory screen (preferably with a graphic organizer)

- At least 5 hyperlinks to related Internet web sites
- Information screens with accompanying graphics and at least 3 sources cited (not counting our textbook or internet links)
- Applied examples/case studies for instruction/learning
- A discussion of any controversies or opposing/competing theories
- Review Activity that goes beyond a couple multiple-choice items -should encourage understanding and application
- Providing a confidential "contribution sheet" (if completed as a group) that will describe your contributions to the project and the contributions of other group members (to be given by John during your presentation in class).

Things to consider/include in your presentation:

Keep in mind that this is a tutoring system to inform a target audience about the topic that you choose. I will be considering this when grading.

Be creative and develop a presentation that you would want to look at and learn from if you were not familiar with the topic.

Make sure there is a logical flow and organization with your information and various components. Use hyperlinks and other control buttons within your site to help the reader navigate.

The tutorial must relate directly to learning and/or motivation.

Everything should be self-contained within your website.

Be clear upfront who the target audience is for the tutoring system.

Talk to the learner in your tutoring system. This is not an academic presentation therefore you must interact with the user.

Make sure all of your links work before submitting your system.

How your presentation will be assessed (70 points):

5 points for the intro screen and graphic organizer

5 points for the presentation of internet links in a clear/descriptive fashion

25 points for a clear and creative presentation of information related to your topic

10 points for providing applied examples/case studies illustrating your topic

5 points for a discussion of controversies and/or opposing/competing theories

5 points for ease of navigation

5 points for a review activity

10 points for in-class presentation (If working in a group you must be involved in the presentation. The presentation itself is an overview of what your tutoring system provides. This does not include reading through every bullet or slide)