

EDP 504 ADVANCED EDUCATIONAL PSYCHOLOGY

Fall 2017

Wed. 4:10 – 6:55 pm, 209 Winston Hall

3 credit hours

Graduate standing requirement

Instructor Information:

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Office Hours: Tues./Thurs. 1-3pm and by appointment

COURSE DESCRIPTION

This course provides an in-depth study of the major theories of classroom learning. Emphasis will be placed on enabling teachers to better understand how students learn; on helping educators identify and remove barriers that impede student learning; and on helping educators develop, utilize and advocate teaching practices, programs, and curriculum that lead to academic success for all. Theories of motivation and belief systems that promote learning will also be addressed.

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text: Bruning, R. H., Schraw, G. J., & Norby, M. M. (2011). *Cognitive psychology and instruction (5th ed.)*. Upper Saddle River, NJ: Merrill.

Article supplement (provided on-line)


 The logo for LEAD & SERVE features the word "LEAD" in a large, bold, black serif font, with a red ampersand "&" to its right. Below "LEAD" is the word "SERVE" in a similar bold, black serif font. The letters "L", "E", and "S" are significantly larger than the other letters.

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

The 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	
Midterm Exam	100 points
Final Exam	100 points
Tutoring System Project	70 points
Focus Group Work	30 points

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

Midterm and Final Exam

The midterm and final exam are tentatively scheduled for the dates given on the last page of this handout. Each exam will consist primarily of multiple-choice questions with a couple of essay questions. The final is not comprehensive.

If you are absent or late to class the day of a scheduled exam you will not be able to take the exam. If an emergency arises the day of an exam please contact me at my office as soon as possible. For any other conflicts regarding these dates please contact me ahead of time. Exams will be returned and discussed at the beginning of the

next class period.

Tutoring System Project

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 the class (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.

Focus Group Participation

The structure for most of the class periods will involve me leading class for about the first hour and a half and then you working within small focus groups for the last part of class. During this time I will have structured activities for you to complete such as describing reactions to a video we’ve watched, reading and responding to a short article or discussing questions pertaining to the night’s topic. You will also take

part of this time to discuss the weekly “Be the Educational Psychologist” questions found at <http://www.johnniefeld.com/be-the-educational-psychologist.html>. The questions relate to educational implications of the topic(s) for the week. Your task is to imagine that you are an educational psychologist and produce an informed answer to shed light on the subject. This means going beyond just mere opinion to produce a research-based response. Therefore, depending on the question, this will most likely include information from the weekly readings or even going beyond these sources to develop a defensible response. Items for the midterm and final exam will be selected from these weekly questions.

During ten class periods you will receive 3 points for participating in your focus group. You will receive full credit each night if you are actively participating on the assigned activity and are present for the entire session. If you miss a focus group for medical reasons you can make it up if you contact me and complete it within the next week.

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 a 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 complete the readings to be discussed *before* class. Finally, I hope that this class is enjoyable and rewarding for you and useful to your future career. My goal is for you, as a student, to be able to look back at this class and feel as though it made a significant contribution to your professional and personal development. 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 in general.

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>

Tentative Schedule

Aug. 16	Class Overview
Aug. 23	<i>Introduction to Cognitive Psychology Sensory, Short-Term, and Working Memory</i> Chapters 1 & 2
Aug. 30	<i>Long-Term Memory: Structures and Models</i> Chapter 3
Sept. 6	<i>Encoding Processes & Retrieval Processes</i> Chapter 4 & 5
Sept. 13	<i>Beliefs about Self</i> Chapter 6
Sept. 20	<i>Beliefs about Self</i> Chapter 6
Sept. 27	<i>Beliefs about Intelligence and Knowledge</i> Chapter 7
Oct. 4	Midterm Exam
Oct. 11	<i>The Use of Rewards in Education</i>
Oct. 18	<i>Building Knowledge and Reflective Thought</i> Chapter 9
Oct. 25	<i>Problem Solving & Critical Thinking/Expertise</i> Chapter 8
Nov. 1	<i>Theories of Intelligence</i>
Nov. 8	<i>Technological contexts for cognitive growth</i> Chapter 10
Nov. 15	Present Projects
Nov. 22	Thanksgiving Break – No Class!
Nov. 29	Present Projects & Review
Dec. 1	Tutoring System Projects Due
Dec. 6	Final Exam