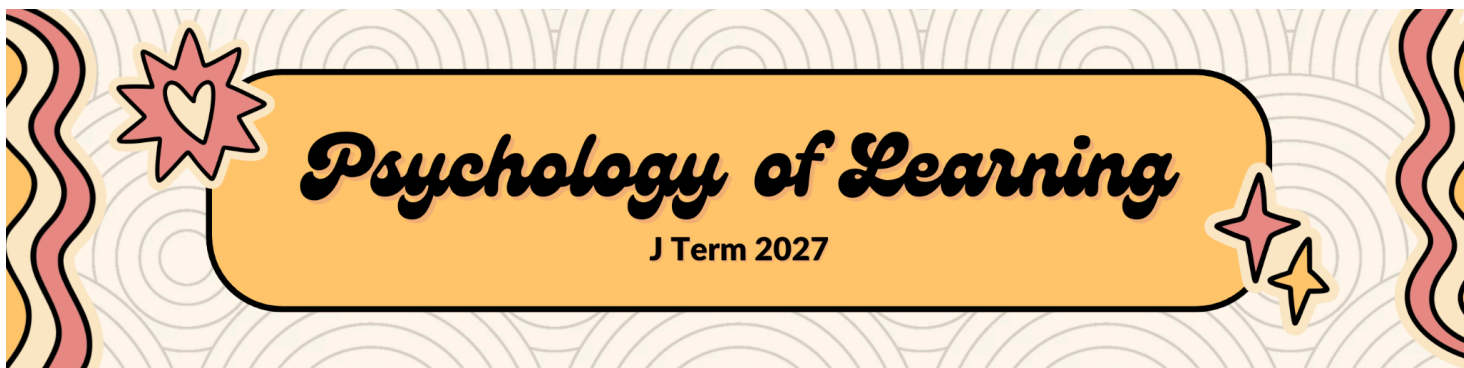




Erin Healey, M.A.
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Office Hours by appointment only

CATALOG DESCRIPTION

An analysis of learning with emphasis on principles and procedures applicable to any human teaching and learning situation.

COURSE INFORMATION

Course Goals

Psychology of Learning not only offers important principles and concepts about teaching and learning for teacher candidates, but also provides insights into how people learn for students across majors. Teacher candidates will also gain the pedagogical knowledge necessary to be successful on teaching licensure tests. Specifically, EDC 312 provides detailed information from four categories of the Praxis II: Principles of Learning and Teaching test: Students as Learners; Communication Techniques, Instructional Strategies and Assessments; and Teacher Professionalism.

College of Education Admission.

See Admission webpage (<http://web.uri.edu/education/admission>) for admission information, including GPA and basic competency requirements.

- Students are eligible after they have accrued 24 credits and have met the other admission requirements.

Course Texts and Materials

Required Texts:

Ormrod, J. E. (2023). Essentials of educational psychology (6th ed.) Upper Saddle River, NJ: Pearson, Merrill Prentice Hall; ISBN: 9780136817826

**E-text is fine - you do NOT need any of the supplemental materials if that helps!*

Websites

Companion Website <http://www.prenhall.com/ormrod>

StudyStack EDC 312 vocabulary review <http://www.studystack.com/users/dkern>

Technology Requirements

Computer access to the Internet is required in order to successfully navigate this course in Brightspace. Use any browser *except for* Internet Explorer (Google Chrome usually works best!!).

In this class, I expect you to utilize all tools available to craft your understanding and skills as a future educator. To 'teach' is to demonstrate 'how to think', and it is critical for you to understand how these evolving resources can enhance your foundational understanding of education, and your personal practices as an educator. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You are expected to be honest in all academic work submitted in this course, as you are growing through your own independent thought and study. Usage of artificial intelligence to complement or support your original thought **must** be recorded in your citations when submitting work for this course. Contemporary resources will be encouraged regularly in this course, and your ability to analyze and evaluate media to compile high quality pedagogical tools will demonstrate your proficiency in our learning goals. That said, **you are required to submit your own original work at all times**, and I will be following URI's disciplinary protocols for any work that is plagiarized, including work generated by artificial intelligence and submitted as your own.

Getting Help in this Course

For questions that are specific to you regarding this course or assignments, you can use the message feature in Brightspace, email, or my virtual office hour link (above) to contact me, **or** another classmate to get personal feedback about your specific question.

Questions about the URI College of Education and/or questions specific to your needs *outside of the content of this course* should be directed to my email at erinhall@uri.edu

Questions regarding technology or Brightspace, should be directed to the URI IT Help Desk at 401-874-4357 or www.uri.edu/helpdesk.

The OWL (Online Writing Lab) at Purdue is a great source for writing!

Go here to learn about MLA formatting, which is the preferred style for this course, specifically the Academic Lesson Plan assignment: <https://owl.english.purdue.edu/owl/resource/560/01/>

COURSE OUTCOMES

By the end of this course, you will be able to:

1. Actively and collegially engage in seminar/workshops, discussions and activities
2. Demonstrate knowledge and application of the principles of teaching and learning in the following areas of educational psychology:
 - a. How people learn, including cognitive development
 - b. Motivating diverse learners
 - c. Ways to foster personal, social and moral development
 - d. Providing supportive contexts for learning
 - e. Students as diverse learners
 - f. Instruction and assessment techniques
 - g. Classroom management techniques
 - h. Effective communication techniques
3. Write measurable lesson objectives and use Backwards Design to plan instruction
4. Identify effective and ineffective components of a lesson plan's opening, middle and closing.

Classroom Protocol

For this online course, Brightspace is our "classroom." Please take a look around Brightspace to become familiar with where your assignments, discussion posts, quizzes, etc. are all housed. In the online learning environment, "attendance" is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated. I will gauge your participation by your regular, on-time discussion postings and responses, and timely assignment submissions. If you've never taken an online course, "hanging out" on Brightspace will take some getting used to, and it will be easy to forget about the course from time to time. I recommend that you get in the habit of daily attendance online to maximize your successful completion of the course. Please refer to the **Schedule of Readings, Assignments, Quizzes, Exams** at the end of this syllabus and on Brightspace for details on how and when you will be expected to contribute to the course.

Online Learning

Each **Content** page on Brightspace contains the learning objectives for that lesson, assigned readings, videos, and links to other important content on the internet, written assignments, quizzes, and discussion activities. A course schedule with specific due dates for J Term will be posted at all times on Brightspace, and emailed in advance of January 4th, 2027.

Late Paper/Assignment Policy

All assignments should be turned in on or before the established due date unless other arrangements have been made with the instructor. Allow plenty of time to create and revise your assignments so that unforeseen problems (e.g., with your computer or printer) will not result in your work being late.

Late work will not be accepted unless prior arrangements in writing have been made with me. I cannot emphasize this enough. Asynchronous learning is both rewarding and challenging because it puts the responsibility on YOU to keep on top of your work. I understand that life happens! But as soon as you know you are going to fall behind, it is your responsibility to communicate your needs with me directly, and via email. I have extended the deadlines to include weekends to allow you the flexibility that busy students require, but that does not mean I am checking my email on the weekends regularly. **You need to communicate with me, and receive a response, in order to have a non-penalized extension.**

Late submissions of any assignments will be penalized 10% per day. Assignments received 5 days late will receive no more than 50% credit. NO late assignments will be accepted 10 days after the original due date.

All file submissions must be in Google Doc (with revision history access available). PDF scans of handwritten work are also acceptable.

We can NOT accept Pages files. Also, HEIC image files (Live Photos) cannot be submitted to BrightSpace and will not be accepted.

GRADING SCALE

Grade Points earned

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-92	B 83-86	C 73-76	D 60-66
	B- 80-82	C- 70-72	F 59 and lower

COURSE REQUIREMENTS

Below you will find the list of assignments, due dates/time, and % grade. Distance Education Accrediting Commission (DEAC) defines a credit hour as one credit/semester hour is 15 hours of academic engagement and 30 hours of preparation. This equates to 45 hours/credit x 3 credits per course = **135 course activity hours per course**. While URI does not require seat time calculations, I have been mindful of the time you will be expected to complete coursework to ensure it is both manageable and relatively consistent, especially for an intensive J Term experience.

Brief description of each performance assessment and its alignment with course outcomes:

Description	% grade	Course Outcome	RIPTS	AAQEP
Multimedia Modules	15%	1, 2	1, 2, 3, 4	1a, 1b, 1c
Reading Guides & Assignments	20%	1, 2	1, 2, 3, 4	1a, 1b, 1c
Quizzes	25%	2, 4	2, 3, 4, 5, 6, 7, 8, 9	1a, 1b, 1c, 1d, 1e, 1f
BIG6: Improving your Information Literacy Task	15%	3	1, 3, 8, 10, 11	1a, 1b, 1c, 1f
Lesson Plan	25%	1, 2, 3, 4	1, 2, 3, 4, 5, 9	1a, 1b, 1c, 1d

Multimedia Modules: (15%)

Two modules will be assigned during this course. Please complete the associated assignments for each module.

Chapter Reading Guides and Assignments (20%)

Complete a Chapter Reading Guide for each chapter. Answer each question fully and be prepared to share your responses in class.

There are questions on the reading guides that will start to plan aspects of your academic lesson plan. For this reason, it is important to decide on a topic (or at least narrow your focus) early in the semester. The purpose of these questions is so you can copy and paste parts of your responses and edit them into a cohesive lesson plan.

Quizzes (25%)

There will be multiple quizzes worth 30% given throughout the semester. The structure of chapter quizzes will include both multiple choice and constructed response questions **based on readings and class discussions**.

BIG 6: Improving Your Information Literacy (15%)

During the lesson planning process, we will be completing the BIG 6 project. This project focuses on the **PROCESS** of writing a lesson plan by analyzing the task, locating and using resources, and evaluating your progress. We will be completing this project simultaneously while working on the lesson plan. At times, it may seem redundant but the projects are assessed on different outcomes. The goal of the project is to 1) improve your information literacy; 2) ensure your content in your lesson is accurate and current; and 3) utilize and adapt existing resources, simulating the process practicing teachers go through. This assignment will be completed through discussion posts on Brightspace where you will “work with” your classmates to provide feedback, suggestions, and the sharing of resources. In addition to posting your own work, you will be responsible for reviewing posts of at least two other classmates (in your assigned groups) and providing feedback. **Individual posts should be completed by Wednesday of the given week and comments are due by Sunday of that week. BIG6 discussion posts/comments cannot be submitted late. BIG6 discussion posts CANNOT be submitted late.**

Lesson Plan Academic (25%)

Each student will select a topic in their **academic** field and design a lesson that includes: lesson objectives, assessment methods, learning environment, applicable standards, and instructional methods. A template and rubric will be provided during the semester. You will work in groups to help share ideas and information, but you will each be writing your own lesson plans.

UNIVERSITY POLICIES

Please review the University Policy Statements at <https://web.uri.edu/atl/syllabus-statements/> or by scanning the QR code:



Academic Integrity. Students are expected to be honest in all academic work. A student's name on any written work including assignments, lab reports, internship reports, papers, or examinations, shall be regarded as assurance that the work is the result of the student's own thought and study. Work should be stated in the student's own words and produced without assistance or properly attributed to its source. When students are authorized to work jointly, group effort must be indicated on the work submitted.

Most academic work builds on the contributions of others. Students have an obligation to know how to quote, paraphrase, summarize, or reference the work of others with integrity. A source need not be given for common knowledge within a discipline.

While intent or negligence may affect the seriousness of the sanction, the following examples of academic dishonesty apply regardless:

- Using story material, wording or dialogue taken from published work, motion pictures, radio, television, lectures, websites or similar sources without appropriate quotation marks, citation or footnote reference
- Claiming disproportionate credit for work not done independently
- Claiming disproportionate credit for work done jointly
- Unauthorized use of another's work or preparing work for another student
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

For more information see the URI Student Handbook at this [link](#).

Again, there is a high bar set for academic integrity for ALL work submitted in this course, as you are growing through your own independent thought and study. Asynchronous courses rely on you to be fully in control of your course of study, and while I am always here to help, you are only going to get out of this course as much as you put in. I want to reiterate my AI policy: usage of artificial intelligence to complement or support your original thought **must be recorded in your citations** when submitting work for this course. Contemporary resource will be encouraged regularly in this course, and your ability to analyze and evaluate media to compile high quality pedagogical tools will demonstrate your proficiency in our learning goals. That said, **you are required to submit your own original work at all times**, and I will be following URI's disciplinary protocols for any work that is plagiarized, including work generated by artificial intelligence and submitted as your own.

Please do not hesitate to reach out to me with any questions! Best of luck this semester!