Instructor: Dr. Diane Kern, dkern@uri.edu

Teaching Assistant: TBA

Office Location: School of Education, 708 Chafee Hall, Kingston campus

Office Hours: by appointment (email/Sakai best way to make appointment)

Class Days/Times: Online—see syllabus below for due dates

Credits: 3

General Education Categories: Social Science and Information Literacy

Prerequisites: None

COURSE DESCRIPTION:
An analysis of learning with emphasis on principles and procedures applicable to any human teaching and learning situation. (Lec. 3 or Online. 3)

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.

COURSE OBJECTIVES:
The student will:
1…identify and define key vocabulary and concepts related to the psychology of learning.

2…identify major theoretical perspectives and researchers related to how people learn and develop.

3…recognize key concepts in the field of education psychology and be able to define them and give two or three examples of this concept in practice.

4…adapt lesson plan resources from the Curriculum Materials Library to design and original and creative lesson plan for an early childhood, elementary and/or secondary learner.

5…determine a lesson plan topic and grade level and then effectively collect and cite resources to modify in the design of an effective lesson.

6…identify effective and ineffective components of a lesson plan’s opening, middle and closing.

7…write measurable lesson objectives and employ Backwards Design principles when planning instruction.

REQUIRED TEXTBOOK:


You do not need the MyEdLab course code for this course. Used copies of the textbook are highly recommended!

TECHNOLOGY REQUIREMENTS:

Computer access to the internet is required in order to successfully navigate this course. Firefox is the recommended browser for Sakai compatibility and can be downloaded free from www.mozilla.com/firefox. You will require additional plug-ins (Adobe Reader, Adobe Flash, Real Player, Quicktime, and PowerPoint). These are all free downloads. Internet Explorer for Windows, version 6 or higher is also an option. Be sure to turn off pop-up blocker.

SAKAI HELP:

Here is the link for Sakai help: https://sakai.uri.edu/portal/help/main.

In the Sakai menu on the left you will see Sakai Documentation at the bottom of the menu. If you click on it, it will take you to the help pages. You can also call the Help Desk at 401-874-4357.

Remember to use Firefox as your browser as there have been compatibility issues with Internet Explorer and Safari. Firefox works on both PC and Mac platforms.

CLASSROOM PROTOCOL:
For this online course, Sakai is our “classroom.” Please refer to the Sakai tutorial video embedded on our course homepage (START HERE) for a detailed screencast on how this course will run via Sakai, which tools you will need, and how to use those tools.

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 forum postings and responses, and timely assignment submissions. If you’ve never taken an online course, “hanging out” on Sakai will take some getting used to, and it will be easy to forget about the course from time to time. I recommend that you check out the Online Learn Orientation at https://sakai.uri.edu/portal/site/8287ab7d-aa33-4fa7-ad8c-066fe8203251. This short orientation will provide you with an introduction to the important aspects of taking an online course. I further 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 the Sakai site for details on how and when you will be expected to contribute to the course.

ONLINE LEARNING:

As stated above, the best way to begin this course is to view the START HERE page, read the syllabus, and complete the Online Learn Orientation. Finally, the syllabus is your map to this course and I am just an email away. I will strive to respond to emails before the end of the work day. If you do not hear from me within 24 hours, please email again.

This Summer Session I course is a 5-week online course, which requires you to complete TWO UNITS per week for a total of 10 UNITS. Each UNIT on Sakai contains the learning objectives for that lesson, assigned readings, a PowerPoint with an overview of the chapter content that aligns closely to the quizzes, and links to other important content on the internet, written assignments (all required), quizzes (all required), and discussion activities on the Forum (all required).

ASSIGNMENTS AND GRADING POLICY

All assignments are due no later than 11:55pm on the due date. I have built in a 24 hour “late period” to allow a bit of wiggle room for you. Work submitted after the late period will not be accepted. I will grade assignments within 48 hours after the due date. See Gradebook on Sakai.

<table>
<thead>
<tr>
<th>Description</th>
<th>% seminar grade</th>
<th>Course Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes_Response to reading &amp; PowerPoint viewing</td>
<td>20% --Cut/paste inline in assignments (inline means no attachments, unless you cannot attach)</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assignment Type</td>
<td>Description</td>
<td>Points</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>See Sakai Assignments</strong></td>
<td>for some reason—all required (10 @ 2 points ea.)</td>
<td></td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td><em>See Sakai tests and quizzes</em></td>
<td>In order to take a unit quiz you must complete the “Response to reading &amp; PowerPoint viewing” first. These assignments are all open now. Quizzes only are open on the first day of the unit and close at 11:55pm on the last day of the unit on the syllabus.</td>
<td>10 quizzes worth 5 points each—all required Format: 12 multiple-choice and 1 constructed response per quiz</td>
</tr>
<tr>
<td><strong>Forums</strong></td>
<td></td>
<td>10% (5 @ 2 points ea.)</td>
</tr>
<tr>
<td><em>See Sakai Forums</em></td>
<td>Post in Forum (inline)—all required and comment on TWO or more peer’s posts. You will be assigned a peer group, which I will post in announcements on the first day of class. These are the people whose Forum posts you will read and respond to Forums 1-5</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Plan</strong></td>
<td>10%—see rubric on Sakai—required</td>
<td>3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>(must be your own work based on at least one lesson plan resource/curriculum material with citations)</td>
<td>Posted inline in Assignments</td>
<td></td>
</tr>
<tr>
<td><em>See Sakai Assignments</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Examination</strong></td>
<td><em>20%—30 multiple-choice questions worth (.5 points each); 5 constructed-response</em></td>
<td>1, 2, 3, 6, 7</td>
</tr>
<tr>
<td>See Sakai tests and quizzes</td>
<td>worth 1 point each—required.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>* Note that this final gives you the opportunity to add 10 extra credit points to your grade! See both the Final Exam and the Extra Credit Final Examination on Sakai!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SYLLABUS: all items listed below are REQUIRED for successful completion of the course.

Monday, May 21st -Wednesday, May 23rd: Start Here and Unit 1

…Course introduction task—Forum #1

…Read Chapter 1 Introduction to Education Psychology

…Workshop PowerPoint, Ch. 1

… Notes_Response to reading & PowerPoint viewing, Ch. 1 (must be completed before quiz 1)

…Quiz, Chapter 1

Thursday, May 24th-Saturday, May 26th: Unit 2

…Read Chapter 2 Learning, Cognition and Memory

…Workshop PowerPoint, Ch. 2

… Notes_Response to reading & PowerPoint viewing, Ch. 2 (must be completed before quiz 2)

…Quiz, Chapter 2

Sunday, May 27th-Wednesday, May 30th: Unit 3

…Read Ch. 3 Learning in Context

…Workshop PowerPoint, Ch. 3

… Notes_Response to reading & PowerPoint viewing, Ch. 3 (must be completed before quiz 3)

…Quiz, Chapter 3

Thursday, May 31st-Saturday, June 2nd: Unit 4

…Read Ch. 4 Complex Cognitive Processes

…Workshop PowerPoint, Ch. 4

… Notes_Response to reading & PowerPoint viewing, Ch. 4 (must be completed before quiz 4)

…Quiz, Chapter 4

Sunday, June 3rd -Wednesday, June 6th: Unit 5

…Forum #2—your post and response to two classmates in your group

…Read Ch. 5 Cognitive Development
Thursday, June 7th –Saturday, June 9th: Unit 6

…Forum #3—your post and response to two classmates in your group (must complete Forum #2 before you will get access to Forum #3)

…Read Ch. 6 Motivation and Affect

…Workshop PowerPoint, Ch. 6

… Notes_Response to reading & PowerPoint viewing, Ch. 6 (must be completed before quiz 6)

…Quiz, Chapter 6

Sunday, June 10th –Wednesday, June 13th: Unit 7

…Forum #4—your post and response to two classmates in your group (must complete Forum #3 before you will get access to Forum #4)

…Read Ch. 7 Personal, Social and Moral Development

…Workshop PowerPoint, Ch. 7

… Notes_Response to reading & PowerPoint viewing, Ch. 7 (must be completed before quiz 7)

…Quiz, Chapter 7

Thursday, June 14th-Saturday, June 16th: Unit 8

…Forum #5—your post and response to two classmates in your group (must complete Forum #4 before you will get access to Forum #5)

…Read Ch. 8 Instructional Strategies

…Workshop PowerPoint, Ch. 8

… Notes_Response to reading & PowerPoint viewing, Ch. 8 (must be completed before quiz 8)

…Quiz, Chapter 8

Sunday, June 17th Wednesday, June 20th: Unit 9 and Lesson Plan

Work will take longer than previous weeks due to finalizing your lesson plan!
…Lesson Plan (must complete Forum #5 before you will get access to Lesson Plan. Forums #2-#5 are part of the process of completing the Lesson Plan!)

…Read Chapter 9 Classroom Management

…Workshop PowerPoint, Ch. 9

…Notes_Response to reading & PowerPoint viewing, Ch. 9 (must be completed before quiz 9)

…Quiz, Chapter 9

**Thursday, June 21st –Saturday, June 23rd:** Unit 10 and Final Exam

*Work will take longer than previous weeks due to final exam! Please plan accordingly.*

…Read Ch. 10 Assessment

…Workshop PowerPoint, Ch. 10

…Notes_Response to reading & PowerPoint viewing, Ch. 10 (must be completed before quiz 10)

…Quiz, Chapter 10 (must be completed before final exam)

…Final Exam & extra credit

**ASSIGNMENTS/QUIZZES/EXAMS NOT SUBMITTED BY THE DEADLINE WILL RECEIVE A GRADE OF ZERO.** Please back up your work on a flash drive, email to yourself, and/or store in a cloud. **It is a good idea to have a back-up plan in case of computer problems, e.g., a family member/friend’s computer, a library computer, etc.**

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
</tbody>
</table>
1. Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

2. From the University Manual: **6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.**

   Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

**PROFESSIONAL CONDUCT** Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person’s written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, see the URI Student Handbook, and University Manual sections on plagiarism and cheating at http://web.uri.edu/studentconduct/student-handbook/.

   Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.
• Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
• Claiming disproportionate credit for work not done independently;
• Unauthorized possession or access to exams;
• Unauthorized communication during exams;
• Unauthorized use of another’s work or preparing work for another student;
• Taking an exam for another student;
• Altering or attempting to alter grades;
• The use of notes or electronic devices to gain an unauthorized advantage during exams;
• 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 Instructor.

Please note the following section from the University Manual:

**8.27.17.** Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student’s academic dean, the instructor’s dean, and the Office of Student Life. The student may appeal the matter to the instructor’s dean, and the decision by the dean shall be expeditious and final.

Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

**Please note:** Students are responsible for being familiar with and adhering to the published “Community Standards of Behavior: University Policies and Regulations” which can be accessed in the University Student Handbook.

2/5/18