EDC 312 Psychology of Learning

Summer 2016

Instructor: Dr. Diane Kern

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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:

Ormrod, J. E. (2012 or 2015). *Essentials of educational psychology* (3rd or 4th ed.) Upper
　　　Saddle River, NJ: Pearson, Merrill Prentice Hall.

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. In addition, you can find more helpful information at this site: web.uri.edu/learningonline/intro/. 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, and links to other important content on the internet, written assignments (all required), quizzes (all required), and discussion activities on the Forum.

ASSIGNMENTS AND GRADING POLICY

All assignments are due no later than 11:55pm on the due date. Late work will not be accepted. I will grade assignments within 48 hours after the due date. See Gradebook.

Description	% seminar grade	Course Outcome
Response to reading/viewing—Vocabulary worksheets	20% --Cut/paste inline in assignments (no attachments) (10 @ 2 points ea.)	1, 2
Forum Discussions/Workshops	10% (5 @ 2 points ea.) Post in Forum (inline) 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.***	1, 2, 4, 5, 6
Quizzes	50% 10 quizzes worth 5 points each Format: 12 multiple choice and 1 constructed response per quiz	1, 2, 3

Original Lesson Plan	10%-see rubric on Sakai Posted inline in Assignments	3, 4, 5, 6, 7
Final Examination--15 multiple-choice/5 constructed responses on Ch. 1-10 and lesson planning	*20%- 30 multiple-choice worth .5 points each; 5 constructed response worth 1 point each * Note that this final gives you the opportunity to add 10 extra credit points to your grade! See the Extra Credit Final Examination on Sakai!	1, 2, 3, 6, 7

SYLLABUS: all items listed below are REQUIRED for successful completion of the course.

Monday, May 23rd-Wednesday, May 25th: Start Here and Unit 1

…Course introduction task—Forum #1

…Read Chapter 1 Introduction to Education Psychology

…Vocabulary, Ch. 1

…PowerPoint, Ch. 1

…Quiz, Chapter 1

Thursday, May 26th-Saturday, May 28th: Unit 2

…Read Chapter 2 Learning, Cognition and Memory

…Vocabulary, Ch. 2

…PowerPoint, Ch. 2

…Quiz, Chapter 2

Sunday, May 29th-Wednesday, June 1st: Unit 3

…Read Ch. 3 Learning in Context

…Vocabulary, Ch. 3

…PowerPoint, Ch. 3

…Quiz, Chapter 3

Thursday, June 2nd-Saturday, June 4th: Unit 4

…Ch. 4 Complex Cognitive Processes

…Vocabulary, Ch. 4

…PowerPoint, Ch. 4

…Quiz, Chapter 4

Sunday, June 5th-Tuesday, June 7th: Unit 5

…Ch. 5 Cognitive Development

…Vocabulary, Ch. 5

…PowerPoint, Ch. 5

…Quiz, Chapter 5

…Forum #2

Wednesday, June 8th –Friday, June 10th: Unit 6

…Ch. 6 Motivation and Affect

…Vocabulary, Ch. 6

…PowerPoint, Ch. 6

…Quiz, Chapter 6

…Forum #3

Saturday, June 11th –Monday, June 13th: Unit 7

…Ch. 7 Personal, Social and Moral Development

…Vocabulary, Ch. 7

…PowerPoint, Ch. 7

…Quiz, Chapter 7

…Forum #4

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

…Ch. 8 Instructional Strategies

…Vocabulary, Ch. 8

…PowerPoint, Ch. 8

…Quiz, Chapter 8

…Forum #5

Friday, June 17th-Sunday, June 19th: Unit 9 and Lesson Plan

…Chapter 9 Classroom Management

…Vocabulary, Ch. 9

…PowerPoint, Ch. 9

…Quiz, Chapter 9

…Lesson Plan due

Monday, June 20th –Friday, June 24th: Unit 10 and Final Exam

…Ch. 10 Assessment

…Vocabulary, Ch. 10

…PowerPoint, Ch. 10

…Quiz, Chapter 10

…Final Exam

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 friend's computer, a library computer, etc.**

GRADING SCALE:

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

ACADEMIC SUPPORT SERIVCES

Office of Disability Services

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 deal 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, visit the following website: http://gervaseprograms.georgetown.edu/hc/plagiarism.html, the URI Student Handbook, and University Manual sections on plagiarism and cheating at http://www.uri.edu/facsen/8.20-8.27.html-cheating.

> 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.**