



Welcome to Educational Psychology!

PSY 226-02

Meets on Tuesdays 9:30 a.m.–12:20 p.m. BH 203



Professor Contact Information: Please reach out to me!

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Office Location: Center I

Office Hours: Mondays 9:00 a.m.–11:00 a.m. and 3:30 p.m.–4:30 p.m.
Thursdays 1:00 p.m.–2:00 p.m. and 3:30 p.m.–4:30 p.m.

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What Is This Course All About?

Prerequisites: PSY 123

This course provides an overview of learning, motivational, and developmental theories with a focus on their application to the field of education. Educational research addressing the powerful role of the educator, effective teaching strategies, and curriculum decision making are discussed. Theory- and research-based practices to reach all learners in an educational environment are emphasized.



Learning Outcomes

Here's what you will be able to do after successfully completing this course:

1. Identify and discuss learning, motivational, and developmental theories and psychological concepts related to education. (Bloom's taxonomy: remembering and understanding) LO1
2. Describe the various educational research methods and apply this knowledge to evaluate educational research studies. (Bloom's taxonomy: understanding, applying, evaluating) LO2
3. Determine best classroom and institutional practices in education. (Bloom's taxonomy: applying, analyzing, evaluating) LO3
4. Integrate theory and research to develop and implement a lesson plan related to educational psychology. (Bloom's taxonomy: creating) LO4

As you can imagine, these are important skills you will need as a future educator. The knowledge and skills gained in this course will help you meet with success in future courses, such as the Educational Field Experience. For example, the lesson planning experience you gain in this course will help you write more effective lesson plans in your practicum courses. As you know, this course is just one of the many educational courses you'll need to take to graduate. This course will help you develop a strong foundational knowledge in theories, research, and educational concepts so that you can apply this knowledge in a variety of educational situations and settings.

Course Content Areas

| Educator and Educational Setting | Theories | Research-Based Practices in Teaching and Assessment |
|--|--|---|
| Connection between the role of the educator and student motivation and learning; current trends and contemporary issues; classroom environment; school climate; diversity and culture; home-school connections | Cognitive, social-emotional, language development theories; learning theory (operant conditioning, observational learning, memory process, problem solving, constructivism); motivational theories (behavioral, cognitive, humanistic, social) | Review of research methods; classroom management, teaching methods (direct instruction, cooperative learning, differentiated instruction); objective driven lesson planning (Bloom's taxonomy); evaluating and grading learning through assessment; high-stakes testing; teaching with technology |

Teaching Philosophy



I am incredibly honored to have the opportunity to be a part of your learning journey. I believe that the magic of learning takes place through powerful student–professor relationships, strong peer–peer relationships, and engaging learning tasks. As a result, I want to get to know you in and outside of the classroom, and I want to help you develop strong connections with your peers. I have carefully planned the learning activities so that we are focused on content and skills that really matter in the field of education. You can expect that I will bring a high level of enthusiasm and energy to the classroom every day and that you will be both challenged and supported throughout this learning experience.

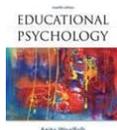
Some information about me: I earned my BA degree in psychology and my MA degree in counseling and personnel services from the College of New Jersey and my PhD in counseling psychology from Lehigh University. I’ve been working in higher education for over 15 years, first as a counselor and disability services provider and then as a full-time faculty member. I also serve as the director for the faculty development center, where I get to help faculty discover the best ways to teach and support student learning. I’m the author of two books: *Student Success in College: Doing What Works!* and *Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness*. I’ve also been serving on the board of education in my hometown school district for almost 10 years. On a personal note, I am married and have two teenage boys. All of these professional and personal experiences inform my teaching.

What Can You Expect to Happen During Class?

In order to learn, you’ll need to be actively involved and engaged with the course content so you can expect this semester to be filled with lively discussions, activities, and challenging assignments. Because we learn best when engaged with others, you will work with a partner or small group almost every class period and I’ll be there to support you!



What Book and Other Materials Do You Need?



Text: *Educational Psychology*, 12th edition, Anita Woolfolk

Research Article Packet: This will be distributed in class.

Available Help and Support

Successful people access support from others as needed. Middlesex County College has many supportive services that can help you as you strive to achieve your goals. I encourage you to reach out to me or other professionals on campus. Here's some information about the resources available to you.

| | |
|-------------------|--|
| Your Professor | E-mail me at charrington@middlesexcc.edu or stop by my office. |
| Librarians | The library offers assistance with finding and evaluating information. Visit the library, call 732.906.4253, or visit the website for online options. |
| Counselors | The Counseling and Career Services department offers confidential individual counseling. Visit Edison Hall Room 100, call 732.906.2546, or visit the website for more information. |
| Tutors | The tutoring center, located in JLC 240, offers tutoring support in many subjects. Call 732.906.2631 or see the website for details. |
| Academic Advisors | The Academic Advising Center offers drop-in advising services. Visit CH 109, call 732.906.2596, or visit the website . |

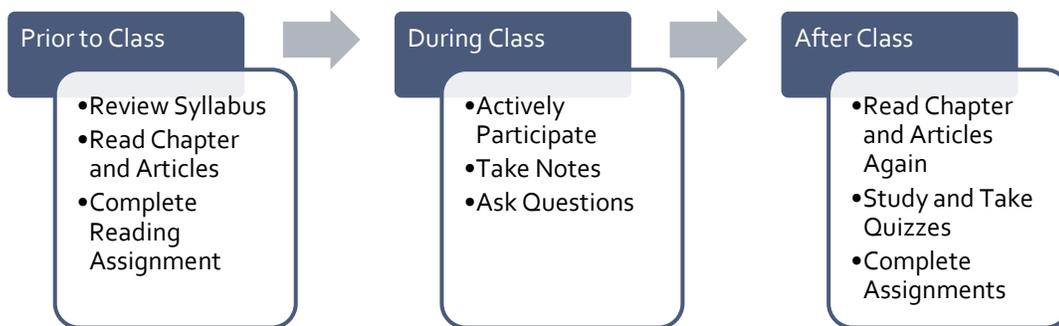
The Best Way to Study/Learn (According to Research!)

Studying is an important part of college, right? McGuire (2015) actually recommends that you shift your focus from studying to learning. While using the right study techniques may get you a good grade on a test, engaging in powerful learning strategies will help you really understand the content so you can use this knowledge now and in the future. By using the following strategies, you will not only make better use of your time but also discover that your learning really increases and stays with you over the long term (and a bonus is that you'll do well on your exams too!).

1. **Build Background Knowledge Before Reading:** Review the table of contents and chapter summary or Google the topic before reading the textbook chapters. For peer-reviewed research, read the abstract several times, then the introduction and discussion sections before reading the entire article. Building your background knowledge will increase the likelihood that you will comprehend the readings (Recht & Leslie, 1998).
2. **Actively Read:** Use the 3R approach. Read a small section. Recite: Close the book and take notes. Review: Go back and reread this section, filling in notes, and highlighting if you'd like, limiting your highlighting to one to two sentences per paragraph (McDaniel, Howard, & Einstein, 2009).
3. **Mentally Organize, Visualize, and Apply Content:** Think about how concepts are connected to each other, identify examples, use visual images, and put content into your own words (Dickinson & O'Connell, 1990; Gadzella & Baloglu, 2003).

4. **Repackage Your Notes:** Combine your reading and message board notes using a visually effective organizational note-taking approach such as tables (the matrix approach) or concept maps (Kiewra et al., 1998).
5. **Test Yourself Often:** Use the practice questions available online or create your own questions or flashcards with a tool such as Quizlet. Testing has been found to be one of the best ways to learn (Roediger & Karpicke, 2006).
6. **Study Together and Teach:** Students who study together outperform students who study alone. Teaching is an incredibly powerful way to learn, so find a study group member, family member, or friend who wants to learn about psychology and teach them (Schwartz, Son, Kornell, & Finn, 2011)!
7. **Seek Help:** Discover the many resources available to you, and take advantage of these resources. Students who reach out for help do better (Strage et al., 2002)!

Your Learning Experience



Important Policy Information

Middlesex County College welcomes all students with disabilities.

If you need accommodations because of a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the college requires that all students adhere to the Code of Student Conduct, which is published in the college catalog and on the website.

Participation Policy

You are expected to be an active participant in class discussions and other learning opportunities. To do this, you must be prepared so be sure to complete all reading and other assignments according to the schedule. The class activities have been carefully designed to help you achieve the learning outcomes for the course. Missing class or not actively participating will negatively affect your ability to learn the content.

Academic Integrity Policy:

All Students Are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class—learning—but also allows for the college and program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively affect all of the students in the program and at the institution by creating negative mind-sets that may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on an assignment, a failing course grade, and/or an official code of conduct charge being filed.

Late Work/Missed Exam Policy:

All Students Are Expected to Complete Learning Tasks on Schedule

It is important to stay on track with your assignments; not only will this help you feel less stressed, but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks are important career and life skills. Thus, you will need to complete all quizzes, exams, and assignments according to the schedule. However, I recognize that personal circumstances may at times make it difficult or impossible to complete a learning task on schedule. If you have a personal situation that prevents you from completing a task on time, you will need to discuss this with me prior to the due date so that we can come up with a plan. Reading assignments can be submitted PRIOR to class in the learning management system if you will be absent. Extensions are at my discretion. If an extension is provided, it is important to know that the format of the exam or the assignment may be modified.

Registrar Withdrawal Information

Students sometimes have a need to withdraw from a class because of personal or academic reasons. [Click here for deadline dates.](#) If you do encounter difficulties, please contact me prior to withdrawing.

Weather Closing Information: www.middlesexcc.edu or 732-906.2555

Course Outline

| Week | What Is Due? | Topic of the Day |
|------|--|---|
| 9/2 | | <p>Learning Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. <i>Discuss how teacher and student behaviors influence the learning process. (LO1)</i> 2. <i>Describe research methods to assess educational practices. (LO2)</i> <p>Chapter 1: Learning, Teaching, and Educational Psychology What Is Educational Psychology? Teachers and Students Research in Education Academic Integrity Brooks: Mindset of a Teacher</p> |
| 9/9 | Academic Integrity Quiz Chapter 1 Quiz Reading Assignment Chapters 1 and 14 | <p>Learning Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. <i>Describe the characteristics of effective teachers. (LO1)</i> 2. <i>Write learning outcomes according to Bloom's taxonomy. (LO4)</i> 3. <i>Develop a lesson plan. (LO4)</i> 4. <i>Describe practices associated with differentiated instruction. (LO3)</i> <p>Chapter 14: Teaching Every Student <i>Hogan (2003); Krathwohl and Anderson (2010)</i> Effective Teachers Lesson Plans and Bloom's Taxonomy Teaching Strategies and Teacher Expectations Differentiated Instruction GROUP ASSIGNMENTS FOR LITERATURE REVIEW PRESENTATION</p> |
| 9/16 | Chapter 14 Quiz Reading Assignment Chapter 15 | <p>Learning Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. <i>Determine assessment methods aligned to learning outcomes. (LO3)</i> 2. <i>Explain the pros and cons of rubrics. (LO3)</i> 3. <i>Discuss the pros and cons of standardized testing. (LO3)</i> <p>Chapter 15: Classroom Assessment, Grading, and Standardized Testing <i>Zimmerman and DiBenedetto (2008)</i> Test and Measurements Assessment Options Grading and Rubrics Standardized Testing</p> |
| 9/23 | Chapter 15 Quiz Reading Assignment Chapter 2 Literature Review Paper Due | <p>Learning Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. <i>Discuss the importance of considering developmental factors when developing a lesson plan. (LO1; LO4)</i> 2. <i>Compare and contrast Piaget and Vygotsky's theories. (LO1)</i> <p>Chapter 2: Cognitive Development <i>Goswami (2008); Mayer (2008)</i></p> |

| | | |
|-------|---|--|
| | | Neurons and Brain Development Piaget and Vygotsky GROUP WORK |
| 9/30 | Chapter 2 Quiz Reading Assignment Chapters 3 and 4 | Learning Objectives: You will be able to: <ol style="list-style-type: none"> 1. Identify teacher actions that can decrease academic dishonesty. (LO3) 2. Summarize special education laws. (LO1) 3. Describe learning disabilities and ADHD. (LO1) 4. Articulate strategies to reduce learned helplessness. (LO1) Chapter 3: The Self, Social, and Moral Development Bronfenbrenner, Peer Issues, and Bullying Erikson and Kohlberg Cheating Chapter 4: Learner Differences and Learning Needs Intelligence and the Bell Curve Learning Styles Special Education Law Learning Disabilities and ADHD Seligman's Learned Helplessness Gifted Students GROUP WORK |
| 10/7 | Chapters 3 and 4 Quizzes Lesson Plan 1 and Power Point Slides Due (Learning Outcomes; Outline of Content) | Learning Objectives: You will be able to: <ol style="list-style-type: none"> 1. Develop a lesson plan and related visual presentation. (LO4) Chapters 3 and 4 Continued Ramstetter, Murray, and Garner (2010) National Reading Panel 2000 GROUP WORK |
| 10/14 | Prepare for Midterm! | Learning Objectives: You will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of major educational psychology concepts. (LO1) Midterm (Chapters 14, 15, 1, 2, 3, 4) GROUP WORK |
| 10/21 | Prepare Presentation | Learning Objectives: You will be able to: <ol style="list-style-type: none"> 1. Work collaboratively with peers to create and deliver a presentation on a research article related to Educational Psychology. (LO2) Literature Review Presentations GROUP ASSIGNMENTS FOR 30-MINUTE PRESENTATION |
| 10/28 | Reading Assignment Chapters 5 and 6 Lesson Plan 2 Due | Learning Objectives: You will be able to: <ol style="list-style-type: none"> 1. Describe bilingual programs. (LO3) 2. Discuss how culture and diversity play a role in learning. (LO1) Chapter 5: Language Development, Language Diversity, and Immigrant Education Language Milestones |

| | | |
|-------|--|---|
| | | <p>Bilingualism</p> <p>Chapter 6: Culture and Diversity Culture, Social Class, and Gender</p> <p>Tracking</p> <p>Resilience</p> |
| 11/4 | <p>Chapters 5 and 6 Quizzes</p> <p>Reading Assignment</p> <p>Chapter 7 and 13</p> <p>Reflection Paper 1 Due</p> | <p>Learning Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. Identify behavioral management strategies. (LO1) 2. Evaluate the effectiveness of various behavioral management strategies. (LO3) <p>Chapter 7: Behavioral Views of Learning Classical and Operant Conditioning Observational Learning</p> <p>Chapter 13: Creating Learning Environments First Day of Class Classroom Management Teacher Effectiveness Physical Environment</p> <p>GROUP WORK</p> |
| 11/11 | | College Closed: Veterans Day |
| 11/18 | <p>Reading Assignment</p> <p>Chapters 8 and 9</p> <p>Chapters 7 and 13 Quizzes</p> | <p>Learning Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. Describe the memory process. (LO1) 2. Identify teaching strategies that facilitate the development of metacognition and critical thinking. (LO1) <p>Chapter 8: Cognitive Views of Learning Acquiring Knowledge, Attention and Memory Forgetting</p> <p>Chapter 9: Complex Cognitive Processes Metacognition Note-taking Creative and Critical Thinking</p> <p>APA Task Force on Zero Tolerance Policies Student Presentation Recht and Leslie (1998) Prior Knowledge Student Presentation</p> |
| 11/25 | <p>Chapters 8 and 9 Quizzes</p> <p>Reading Assignment</p> <p>Chapters 10, 11, and 12</p> | <p>Learning Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. Describe constructivism. (LO1) 2. Compare and contrast various motivational theories. (LO1, LO3) <p>Chapter 10: The Learning Sciences and Constructivism What Is Constructivism? John Dewey Cooperative Group Work Technology and Instruction</p> <p>Chapter 11: Social Cognitive Views of Learning and Motivation Bandura Self-efficacy Self-regulated learning</p> <p>Chapter 12: Motivation in Learning and Teaching Motivational Approaches/Theories</p> |

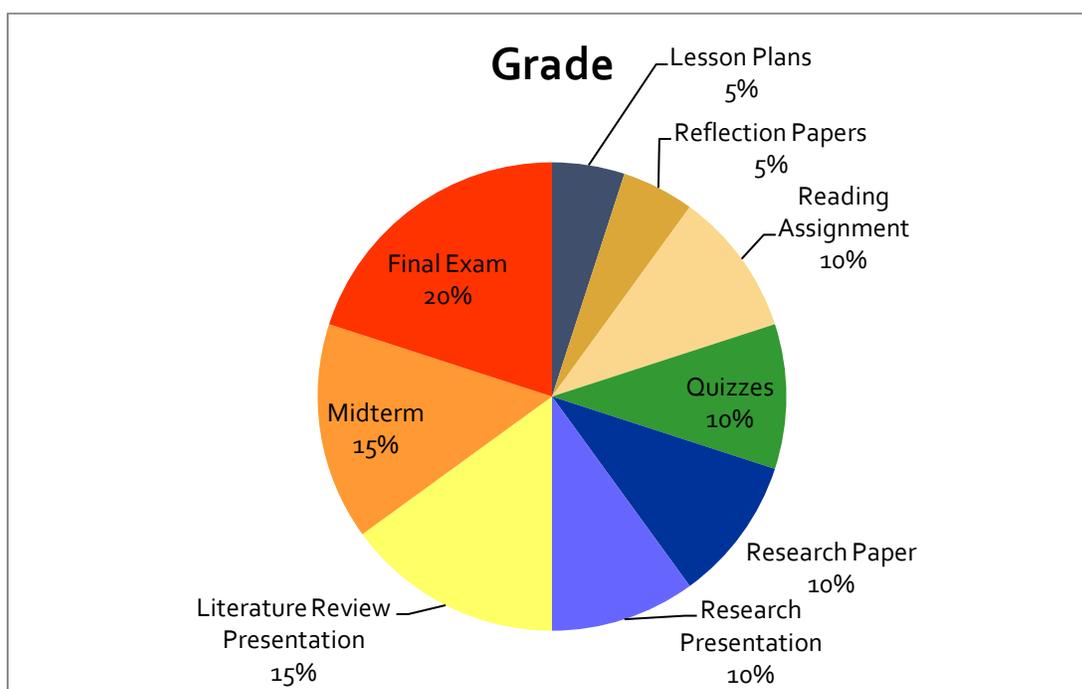
| | | |
|------|---|---|
| | | <p>Intrinsic and Extrinsic Motivation Maslow Attribution Theory Emotions Memory Student Presentation (Schwartz, Son, Kornell, & Finn, 2011) Fully Guided Instruction Student Presentation (Clark, 2012)</p> |
| 12/2 | Chapters 10, 11, and 12 Quizzes | <p><i>Learning Objectives: You will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Develop a presentation on motivational strategies. (LO1, LO2)</i> <i>2. Engage in self-regulation processes to determine readiness for the final exam. (LO1)</i> <p>Chapters 10–12 Continued Motivation Student Presentation (Wlodkowski, 1999) Final Exam Review</p> |
| 12/9 | Prepare for Final Exam Reflection Paper 2 Due | <p><i>Learning Objectives: You will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate knowledge and skills learned via the final exam. (LO1, LO2, LO3)</i> <p>Final Exam</p> |

Grading Information

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|-------------------------------|-----|---|-----|
| Lesson Plans (LO4) | 5% | Research Article Presentation (LO2, LO4) | 10% |
| Reflection Papers (LO1) | 5% | Literature Review Presentation (LO2, LO4) | 15% |
| Reading Assignments (LO1) | 10% | Midterm (LO1, LO2, LO3) | 15% |
| Quizzes (LO1, LO2, LO3) | 10% | Final Exam (LO1, LO2, LO3) | 20% |
| Literature Review Paper (LO2) | 10% | | |

Grading Scheme

| | | | | |
|--------------|--------------|--------------|-------------------|--------------|
| A (93–100) | A– (90–92.9) | B+ (87–89.9) | B (83–86.9) | B– (80–82.9) |
| C+ (77–79.9) | C (70–76.9) | D (65–69.9) | F (64.4 or below) | |



Assignment Details and Grading Rubrics

Lesson Plans

Learning to write lesson plans is an essential skill needed by educators. In this class, you will have the opportunity to write a one- to two-page lesson plan for each presentation you are doing. These assignments will help you develop important skills that will serve you in upcoming course work and ultimately your career. You will need to submit your own lesson plan along with a group lesson plan that will reflect the work of all members. Lesson plans will need to include the following:

Learning Outcomes: You will need to identify two to three learning outcomes. What will your classmates be able to think, know, or do as a result of participating in the activity? Identify the level of Bloom's taxonomy that corresponds to each learning outcome.

Learning Activities: List the teaching strategies and activities you plan to use to accomplish the learning outcomes. Include time needed for each strategy or activity.

Assessment: Develop one to two multiple-choice questions and a short answer question for the first presentation and one to two multiple-choice questions for the second one. Indicate correct answers for the multiple-choice questions, and include a rubric that you will use to grade the short answer question.

Analytical Rubric: Lesson Plans

| Lesson Plans | "D" or "F" Work | "B" or "C" Work | "A" Work |
|--------------|--|--|---|
| Content | Behavioral terms not used; learning outcomes not clearly explained; little to no connection between outcomes, activities, and assessment questions | Used behavioral terms to identify what students will learn as a result of participating in the lesson; attempted to connect to Bloom's theory; focused on semi-important topics; some connection between learning activities and assessment questions; good use of active learning techniques and research-based practices; rubric lacks specificity | Used behavioral terms to identify what students will learn as a result of participating in the lesson; accurate references to Bloom's taxonomy; focus was on most important points; learning activities and assessment questions were clearly connected to learning outcomes; good use of active learning techniques and research-based |

| | | | |
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| | | | practices; rubric would be easy for others to use |
|--|--|--|---|

Presentations/Teaching Opportunities and Related Written Assignments

Since this is a course that is preparing you to become an educator, doing presentations is important! You will have the opportunity to do two presentations. Although you are working in groups (four to five students) for these learning activities, you are **graded on an individual basis**.

In addition to being an effective presenter of information, you will also need to create clear written documents such as educational lesson plans. Not only will these assignments help you enhance your writing skills, but because they are directly connected to your presentations, they are also designed to help you produce a high-quality presentation.

1. A 10- to 15-minute presentation on an **educational topic** (topic must be approved). Using a PowerPoint as a visual backdrop, you will provide the class with an overview of the research on the topic and practical educational implications. *To maximize the participation of all students in the group and to increase your learning of all the material, you will be assigned parts on the day of the presentation. View this presentation as an individual presentation, but you have a support team.* This assignment includes:
 - a. Lesson Plan
 - b. Literature Review Paper (Three- to five-page paper done individually; this will help your group function more productively, because everyone will be coming to the table with his or her own contributions!)
 - c. PowerPoint Slides
 - d. Presentation
 - e. Reflection Paper

2. A 30-minute lesson on an assigned article from the **research packet**. This is an opportunity for you to engage the class in significant hands-on learning experiences. Because of the interactive nature of this lesson, your group will get to decide on who will do what task. All members need to have equal parts. This assignment includes:
 - a. Lesson Plan
 - b. Presentation
 - c. Reflection Paper

Literature Review Paper

Developing a strong background knowledge before working with your group members will enable you to make significant contributions to the group discussions. Conducting a literature review and writing a

paper on the presentation topic will help you be a productive member of your group and will also assist you with gaining a deeper level of understanding of the material. For this assignment, you will be writing a **three- to five-page paper on your presentation topic**. You will need to find at least seven resources, three of which must be original research studies. The goal is to become knowledgeable about the research in this area. Use the library databases to find peer-reviewed journal articles. In addition to using at least 5 peer-reviewed journal articles, you can also use research-based books or websites.

Organization of Paper

- *Introduction*: Importance of the topic
- *Three Main Themes That Emerged From the Research*: Include details from at least one original study on each theme
- *Summary*: Review key findings and their importance

Literature Review Analytical Rubric

| Paper | “D” or “F” Work | “B” or “C” Work | “A” Work |
|-----------------------|---|---|---|
| Content | Inaccurate or minimal information included; lack of organization or flow; did not include original research studies | General overview of the topic; information was accurate but missed some important concepts; difficult to differentiate between main points and supporting details; some details about at least two original studies | Comprehensive overview of the topic; information was accurate and complete; major points were emphasized; good details about at least three original research studies; well organized |
| Writing Skills | Did not address three main themes; limited to no research support for statements; citations not used or inappropriately used; several spelling and grammatical errors | Good organization: included organization, described three main themes, conclusion summarized key points; most statements supported by research; APA style was used; few spelling and grammatical errors | Well organized: clear introduction, description of approximately three main themes, and strong conclusion; research supported all statements; APA style was used; free of grammatical and spelling errors |
| Resources | Did not include at least seven scholarly sources; sources were not research based | At least seven scholarly sources were used; some were not research based | At least seven scholarly sources were used; all sources were research based; at least three original studies included |

Presentation 1

Topics

1. What Are the Best Practices in Bilingual Education?
2. Is Homework Valuable?
3. Should Children Be Held Back?
4. What Are the Benefits of Extra Curricular Activities?
5. What Is the Best Way to Educate Gifted Students?
6. Does Group Work Lead to High Achievement?
7. Does Technology Aid Learning?
8. Should We Lengthen the School Day or Year?
9. What's the Value in Service-Learning?
10. Does Block Scheduling Work?
11. What's the Best Way to Give Feedback When Grading Students?

Task

1. Write a three- to five-page literature review paper (see previous section).
2. Create a lesson plan for this presentation/teaching opportunity (see previous section).
3. Create a PowerPoint presentation to review the literature on your topic. Be sure to include major themes that emerged from the literature, specifics from at least two original studies, and educational implications of the research. You will have approximately 10–15 minutes for this presentation that consist primarily of direct instruction with one or two brief opportunities for active learning.
4. Create a visually effective one- to two-page handout for the class that highlights the key points from your presentation. You will post this on Shared Files (you can also distribute it in class if you'd like).
5. Administer the assessment you created; collect responses and grade it (group).
6. Write a brief reflection paper (one page) about your presentation (individual). What went well? What would you do differently next time? Did your assessment results help you know if the learning outcomes were achieved?

Analytical Rubric: Presentation 1

| Presentation | "D" or "F" Work | "B" or "C" Work | "A" Work |
|--------------|--|---|---|
| Content | Inaccurate or minimal information; little to no details on original studies; | Information was accurate but missed some important concepts; difficult to | Information was accurate and complete; numerous research findings |

| | | | |
|-------------------------------------|---|---|--|
| | relied more on opinions versus research | differentiate between main points and supporting details; minimal information from two original research studies; limited discussion of application | were discussed and at least two original studies were explained in detail; major points were emphasized and application to education was highlighted |
| Presentation Style | Read off paper or slides; minimal eye contact; little to no emphasis on main points | Good eye contact and organization of presentation; minimal emphasis on major points so all information seemed equally important | Good eye contact and engagement; well organized: major points were emphasized; brief active learning techniques helped students learn material |
| PowerPoint Presentation and Handout | Relied solely or almost solely on the use of words with little organizational structure; not enough information or too much information on slides | Some use of organizational strategies such as bullets, but limited use of tools such as Smart Art, graphs, or tables | Information presented in very clear and well-organized fashion; effective use of Smart Art, graphs, tables, etc. to visually organize the information; amount of information provided was substantial but not overwhelming |
| Time Management | Did not follow the time plan | Generally on target with time but some activities took more or less time than planned | All activities were completed within the allotted time |

Presentation 2

Presentation 1 Article Choices

1. APA- Zero tolerance policies: **Behavior Management**
2. Recht and Leslie (1998): **Reading Comprehension**
3. Schwartz, Son, Kornell, and Finn (2011): **Memory**
4. Clark (2012): **Fully Guided Instruction**
5. Wlodkowski (1999): **Motivation**

Task

1. Create a lesson plan for this presentation/teaching opportunity (submitted previously).
2. Engage the class in a 20- to 30-minute active learning lesson on your article (group). Your role is to facilitate learning through active learning exercises.
3. Administer the assessment you created; collect responses (group).
4. Grade the assessment (individual, group). Submit a grading summary sheet that includes the average overall grade (mean) and average score for each question (including short answer).
5. Write a brief reflection paper (one page) about your presentation (individual). What went well? What would you do differently next time? Did your assessment results help you know if the learning outcomes were achieved? What worked well and what did not in terms of your rubric?

Analytical Rubric: Presentation 2

| Presentation | “D” or “F” Work | “B” or “C” Work | “A” Work |
|--|---|---|---|
| Content | Inaccurate or minimal information from the article | Information was accurate but missed some important concepts; difficult to differentiate between main points and supporting details | Information was accurate and complete; major points were emphasized |
| Active Learning Activity: Directions and Monitoring | Directions unclear; students confused about what to do; answers to questions were not helpful; limited amount of monitoring | General overview of activity provided but some confusion emerged; moved around the room and provided some additional guidance as needed | Directions were shared verbally and in writing and were clearly articulated; answered questions well; moved around the room to be sure students were on track with activity |
| Active Learning Activity: Appropriateness to Task | The activity did not help students master the content from the article | The activity helped students grasp content from the article but did not emphasize major points | The activity helped students master the content with emphasis on main points from article |
| Time Management | Did not follow the time plan | Generally on target with time but some activities took more or less time than planned | All activities were completed within the allotted time |
| Engagement | Facilitators exhibited low levels of energy, and students did not appear to be engaged | Some energy was exhibited by facilitators, and most students were attentive and engaged | Facilitators were enthusiastic about the activity, and students were highly engaged throughout the activity |

Reflection Papers

Reflecting on your work is an excellent way to improve your performance. After each presentation, you will be writing a one- to two-page reflection paper. In this paper, you will discuss what went well and what improvements you plan to make the next time you present. Be specific and use educational terminology. You will need to include the grading information from the mini assessment you gave at the end of your presentation. Please submit this online in our LMS.

Analytical Rubric: Reflection Paper

| Lesson Plans | “D” or “F” Work | “B” or “C” Work | “A” Work |
|--------------|--|--|--|
| Content | Vague, general comments about presentation made; did not include grading information | General comments about what worked and what didn’t; lacking specifics about how to improve; grading information included | Specific information about what did and did not go well with the presentation; several specific strategies (with reference to educational terminology) were identified for improving the next presentation; focus on learning and details about grading included |

Quizzes

Practicing retrieval is a very effective learning strategy. In fact, researchers have found that testing yourself is one of the best ways to learn (Roediger & Karpicke, 2006). To maximize your learning experience, you will be taking a quiz on every chapter. Quizzes are online. You can take each quiz up to three times (lots of retrieval practice!), and the highest score will count. These are called formative assessments—they are designed to help you learn.

The first quiz is on Academic Integrity. To help you avoid unintentional dishonesty, all students are expected to view the [Academic Integrity Narrated PowerPoint presentation](#) (link also LMS) and take a 25-question online quiz. You can take the quiz as many times as necessary but will need to achieve 100% (scores lower than 100 will be changed to a zero).

Exams

You will take a midterm and final exam, composed of short answer questions from the reading assignments. This is a great opportunity for you to “show what you know” and celebrate all you’ve learned. These are called summative assessments, showing the “sum” of all of your learning! However, there are many learning benefits associated with reflecting on your performance after the exam.

Reading Assignments/Final Exam Review Sheet

To accomplish all of our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, you will be completing reading assignments, typing answers to the questions posed (see back of syllabus). While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As you are a future educator, all of the information is important! Your exams will be composed of your reading assignment questions.

Chapter 1

1. What theories are associated with Erikson, Pavlov, Skinner, Bandura, Piaget, and Vygotsky?
2. What impact does the teacher–student relationship have on academic performance?
3. What is the experimental research method? Why can we say causation with this model? What are independent, dependent, and confounding variables?
4. What is the correlational research method? What can we say about the results found using this method? What correlation would indicate a strong relationship? What is the difference between a positive correlation and a negative correlation?
5. What are some ethical problems that can arise when doing research? How can we address these problems?
6. What are the key components of an effective teacher mind-set according to Dr. Brooks?

Chapter 14

1. Who is Bloom? Describe his taxonomy of learning. What changes were made to his taxonomy in 2001?
2. According to research, what are the pros and cons of homework? What are the best ways to use seatwork and homework?
3. What was the key finding from the Rosenthal and Jacobson study on the Pygmalian effect?
4. What do expert teachers do? How does this differ from novice teachers?
5. What should drive the creation of a lesson plan? What are the key components of a lesson plan?
6. What are advance organizers? What strategies can teachers use to ask effective questions?
7. What is differentiated instruction?

Chapter 15

1. What's the difference between formative and summative assessment? Describe various types of assessment.

2. What does the research say about holding students back (retaining them in the same grade again)?
3. What are the pros and cons of high-stakes testing? What has shaped the use of high-stakes testing?
4. What is the difference between norm and criterion tests?
5. Why should teachers use rubrics? What are the advantages and disadvantages of different types of rubrics?
6. How should teachers partner with parents?

Chapter 2

1. From a biological standpoint, why do adolescents engage in “risky” behavior?
2. You are watching a video in class, and one of your students stands right in front of the screen. As a result, others can’t see the video. Which Piaget concept explains why this student seemed unaware that he or she was blocking the view of others?
3. During which Piaget stage would it be appropriate to start “testing” them on content knowledge, such as knowing the 50 states? Explain your answer.
4. What are the key points associated with Vygotsky’s sociocultural theory? Give an educational example of scaffolding.
5. What are sensitive periods?
6. How does neural communication work? What’s the difference between experience dependent and experience expectant connections?
7. What is the primary purpose of the lobes of the brain?
8. What are the stages in Piaget’s theory of cognitive development? What flaws are associated with the preoperational period? What new cognitive skills develop during the concrete operational period and the formal operational period?
9. What has educational neuroscience taught us about how we learn? (Goswami article)
10. What did we learn about effective multimedia from the research conducted by Mayer (2008)?

Chapter 3

1. Your district wants to increase academic time by taking away recess. Is this a good idea? Why or why not?
2. Amanda is disliked by her peers, and as a result, she doesn’t really have any friends. Jessica also doesn’t have any friends, but it’s not because they don’t like her; it’s more a case of they don’t

really pay much attention to her. Which student is most likely to experience negative consequences? Explain.

3. Samantha doesn't steal the toy she wants because she is afraid that she will be punished. What stage of Kohlberg's moral development would she be in? What are the three levels of moral thinking?
4. How can teachers reduce cheating behaviors?
5. Explain the Bronfenbrenner's bioecological model.
6. What are strategies schools can use to reduce bullying?
7. How does self-concept change during the late elementary school years? What Piaget concept helps explain this shift?

Chapter 4

1. Your student comes to you with an IQ score of 100. What does this mean?
2. According to research, is it important that teachers teach to a student's preferred learning style?
3. What are the key components of the IDEA law? Why do regular education teachers have to be concerned with what works for students in special education?
4. What were the key points made by Rick Lavoie in the FAT City video (will be shown in class)?
5. What teaching strategies should be used with the gifted and talented population?
6. What are the advantages and disadvantages of using labels?
7. What do Sternberg and Gardner have to say about intelligence?
8. What are learning disabilities? What type of learning disability is most prevalent? What IQ is typical for a student with a learning disability?
9. What were the key findings from the research conducted by the National Reading Panel?
10. What is learned helplessness?
11. What is ADHD? What are some effective teaching strategies that can work with students with ADHD?

Chapter 5

1. What strategies can you use as an early childhood educator to promote literacy skills?
2. Your colleague thinks learning two languages at the same time can be detrimental. Does research support her view?
3. What are the similarities and differences between the Structured English Immersion and Native Language Maintenance approaches to bilingual education?

Chapter 6

1. What is the relationship between socioeconomic status and achievement? Explain why this may be the case.
2. What is stereotype threat? What can be done to minimize its negative impact?
3. What gender differences exist, if any, in curriculum and teaching practices?

Chapter 7

1. Describe classical and operant conditioning. How do these principles apply to the classroom?
2. Tom gets super happy when a certain song comes on the radio. Why might this be? What learning theory is probably at work here? Mrs. Apple wants her students to do their homework every day. To this end, she has a homework pass that is given to students on Friday if they did their homework from Monday–Friday. What learning theory and strategy are being used?
3. What are advantages and disadvantages of group consequences?
4. Describe observational learning theory. What are mirror neurons? How can this theory be applied to the classroom setting?
5. Do zero tolerance policies work? What did the APA task force find?

Chapter 13

1. How much time on average (per year) is spent on actual academic learning time? How can we increase this time?
2. What activities are important to do on the first day of school? How can these activities facilitate learning?
3. What do you need to consider when planning the physical layout of your classroom?
4. Describe the concepts of withitness, overlapping, group focus, and movement management.
5. Your friend is a new teacher, and she is upset because one of her students is frequently talking during class. What behavior management strategies would you suggest?
6. What can you do as a teacher to reduce bullying?
7. How is school climate related to violence? What can be done to improve school climate?

Chapter 8

1. What was the key finding from the Recht and Leslie (1988) study? What actions can teachers take to put this research into practice?
2. Does multitasking work? Describe the evidence.
3. What teaching strategies can you use to increase the likelihood that students will pay attention?
4. Describe in detail at least three memory strategies that work (based on Schwartz, Son, Kornell, & Finn, 2011, article).

5. Describe the Ebbinghaus forgetting curve. What can teachers do to combat forgetting?

Chapter 9

1. What is meta-cognition? How can teachers help students increase metacognition?
2. Describe at least three different note-taking methods. Which method is the most effective?
3. What's the difference between creative and critical thinking? Give an example of how a teacher can help students build creative and critical thinking skills.

Chapter 10

1. What are the core components of constructivism that all theorists agree on?
2. Who is John Dewey? What was his contribution to educational psychology?
3. Does fully guided or partially guided instruction work best (based on Clark, 2012, article)?
4. What is the flipped classroom? Do you think it works? Provide educational and research evidence to support your view.
5. What differentiates cooperative learning activities from standard group work? Describe at least two examples of cooperative learning strategies you can use in the classroom.
6. Describe the Jigsaw Classroom. What does the research (Walker & Croogan, 1998) say about its effectiveness?
7. What role should technology play in the classroom?

Chapter 11

1. How can you use modeling in your classroom to promote learning?
2. How can students become good self-regulators?

Chapter 12

1. What are the four motivational conditions according Wlodkowski (1999)? Identify at least one strategy to promote motivation in each condition.
2. Describe intrinsic and extrinsic motivation and the research on this topic.
3. How is Maslow's hierarchy of needs relevant to the classroom?
4. What is attribution theory? Describe the key finding from the Mueller and Dweck (1998) study and what teachers should do with this information.
5. Identify at least three ways to celebrate student success.

