

PSYCHOLOGY 621
Advanced Educational Psychology
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Required Texts

Hattie, J, & Yates, G. (2014) *Visible learning and the science of how we learn*. New York: Routledge. (paper)

Tough, P. (2013) *How children succeed: Grit, curiosity, and the hidden power of character*. New York: Mariner. (paper)

Additional required readings are posted on our course Blackboard site.

Blackboard

Please refer to the material posted on our course Blackboard site for you to download and print.

Course Description and Philosophy

The university catalog describes this course as follows: Application of theories and principles of development, learning and measurement to classroom practice.

In Advanced Educational Psychology we explore the five core topics in educational psychology, which are listed here and described below:

1. Learning
2. Effective Teaching
3. Achievement Motivation
4. Individual and Group Differences
5. Assessment of Learning

The emphasis of this course is on arranging conditions of your learning so that you will become familiar with, in John Hattie and Gregory Yates' terms, "what [your students'] learning looks like, how we can advance it, and some of the fascinating studies that have informed us about learning" (p. ix).

During the first session of our course, parts 1 and 2 of John Hattie and Gregory Yates' *Visible Learning and the Science of How we Learn* will be the basis of our class discussions. According to Hattie and Yates, the goals of education include not only the accumulation of knowledge, but also the sharpening of thinking skills. Knowledge comes into play mainly because if we want our students to learn how to think critically, they must have something to think about. But,

knowledge does much more than just help you sharpen your thinking skills. It actually makes learning easier. Hattie and Yates argue: “Knowledge literally provides the mind with room to move, to develop, and to change” (p. 58). Those with a rich base of knowledge find it easier to learn more—the rich get richer. In addition, factual knowledge enhances cognitive processes like problem solving and reasoning—the ones that teachers target.

During the weeks between our first and second sessions, you will do further research on the core topic of your choice. Hattie and Yates’s analysis of the research about how we learn touches on all five of the core topics we address in our course.

During the second session of class meetings, you will read and discuss *How Children Succeed*, Paul Tough’s attempt to answer complex and difficult questions that many of us struggle with on a daily basis:

- Why do some of our students succeed while other children fail?
- Why are poor children less likely to succeed, on average, than middle-class students?
- What can we do to steer more of our students toward success?

In addition, you will participate in a small group in order to present to the class interesting and useful information about the core topic you and the others in your group have selected.

Following the second session, you will have a few weeks to complete your final Self-Assessment & Action Plan. (Refer to page 5 below for more information about this assignment.)

Conceptual Framework Statement

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future. Professional education programs at WCU include preparation programs for teachers, administrators, counselors, school psychologists, and child and family development professionals at the undergraduate, graduate, and doctoral levels.

Class Meeting Format

We will devote much of our time together to class discussions and other activities that address the reading topics for the class meeting. This class will have a minimum of lecture. Therefore, please be prepared to discuss the readings and participate actively in class activities. If you simply sit out the class meeting, you will let your classmates down. During our first class meeting you will *get to* form cooperative groups of four or five students in which you will spend parts of all class meetings.

Core Topics

Following are the core topics of the field of educational psychology.

1. **Learning:** The cognitive processes of acquiring knowledge, making it meaningful, and using it.
2. **Effective Teaching:** The elements of effective teaching, based on what we know about the cognitive processes of learning, including specific examples of effective teaching strategies.
3. **Achievement Motivation:** The personal factors that influence achievement motivation and the impact of setting, instruction, and relationships on achievement motivation.

4. **Individual and Group Differences:** The meaning of learning aptitude and approaches to recognizing students' differences and making accommodations for them in teaching.
5. **Assessment of Learning:** The value and limits of large-scale standardized tests and the uses of classroom-based performance, including "authentic" and "traditional" assessments.

Assignments

Reflective Journals

You are asked to write a total of **eight reflective journal entries** based on the readings assigned on eight of our class meetings of your choice. At **least two** of your journal entries must be **based on assigned reading in Part 1** of *Visible Learning and the Science of How we Learn*, and **at least two** of your journal entries must be **based on assigned reading in Part 2** of *Visible Learning and the Science of How we Learn*. In addition, please submit **at least five of your eight journal entries during the first session of our course**, and **at least two and no more than three journal entries during the second session**.

This reflective journal assignment has two purposes:

1. To promote **advance organization** of what you know about the topic to be addressed in each class meeting for the purpose of fostering **lively and informed discussion**.
2. To provide a tool with which you can maintain a **metacognitive record** of what you learn in this course and what you think about what you learn.

Your reflective journal entries **should not be simple summaries** of the assigned readings. They should reveal careful thinking about one or two of the main topics in each chapter and/or article in the reading. To these ends, in each journal entry you are asked to describe:

1. The **main point of each of the chapters** assigned for the class meeting.
2. **Your response to each of the main points selected.** As you consider your response, consider the following questions: Do the main points **conform to your own experience**? Why or why not? Are they **well supported** in the reading?
3. Your **description** of how the main points of each chapter **affect your practice** as an educator. Be **specific** and **provide concrete examples**.

Your reflective journal entries should be 300 to 350 words (about one and one-half page, word processed, double spaced, 12-point font, one-inch margins) in length. **Your instructor will not read a journal entry longer than 350 words.**

Please **date your journal entries, bring them to the class meeting** associated with the reading, and be prepared to discuss them. Your instructor will assign points to each journal entry on the basis of the evidence you provide of careful reading of, and reflection about, assigned chapters and will look for evidence of your substantive understanding of the material from the reading assignments. In addition, be sure to pay **special attention to the quality and correctness of your writing, including spelling, grammar and syntax.**

Your 20-point reflective journal will be evaluated according to the following rubric:

- **17-20 points:** Journal entry conveys that you did the reading, AND did something interesting/insightful with it. Your writing is clear and correct, with very few mechanical errors.

- *14-16 points:* Journal entry conveys that you did the reading, but doesn't do much with the material other than summarizes. There are some mechanical errors, but your thoughts are, for the most part, clearly expressed.
- *11-13 points:* Journal entry conveys you at least glanced over the reading, but understanding is incomplete or superficial. Your writing contains too many mechanical errors and your thoughts are unclear.
- *Less than 11 points:* Journal entry conveys you neither read nor wrote with care.

** If you do not have easy access to a word-processor, your reflective journal entries **may be hand-written**. If you write a journal entry by hand, please be sure to write clearly and legibly and to skip lines on your paper.

Core Topic and Group Presentation

In this two-part project you have the opportunity to apply and extend your learning in this course to your work setting. You are asked to explore **one** of the five core topics in educational psychology in more depth than is possible in class readings or discussions and to present what you've learned to your fellow students.

Part I, Core Topic Paper: Choose **one** of the core topics in educational psychology (listed above) and write a paper (five to six pages, typed or word-processed, double spaced, 12-point font, one-inch margins) in which you discuss how you could **apply** information about this topic **to your own professional practice**. In addition to our course textbooks, make reference to **at least five** different reference sources from the educational psychology literature. Be sure to use **correct APA format** when you cite your references. These sources can include textbooks or other professional books, book chapters, and journal articles, to which you have access in print or that are available in full-versions online, and web sites. For more information about finding online reference sources, go to link to the Reference Guides posted in the Research Guides & Library Orientation folder in Blackboard.

Your core topic paper is to be **completed during the weeks between the first session of our course and the beginning of the second session**. You will be asked to submit your core topic paper at our first class meeting in our second session. As you prepare your core topic paper, please follow **current APA style** from the *Publication Manual of the American Psychological Association*, 6th ed. (Washington: APA, 2009). For a printable guide designed to give you quick assistance with using APA rules, go to the following website, linked to the web page of WCU's Writing and Learning Commons (WaLC):

<http://www.wcu.edu/WebFiles/PDFs/APA-Citation-Resource.pdf>.

- For more information about connecting to WCU's library resources from off campus, go to: <http://www.wcu.edu/hunter-library/library-services/circulation/logging-in-from-off-campus.asp>
- For more information about using WCU's library resources in order to conduct research about your core topic, go to: http://researchguides.wcu.edu/print_content.php?pid=106284&sid=3860663

We will use the following criteria to evaluate your core topic paper:

1. Use of reference materials drawn from the educational psychology literature
2. Correct use of APA style in citations and list of references
3. Coherent organization and presentation of information
4. Logical and persuasive argument
5. Quality of writing in terms of style and mechanics

You are asked to **word process your Core Topic Paper and submit it via SafeAssign** (see below) on our course Blackboard page. Your instructor would be happy to read and provide feedback on **one draft** of your Core Topic Paper

Part 2, Class Presentation: You are asked to collaborate with other students who have chosen the same core topic to make a **small group presentation** to the class about your core topic during the second session of class meetings. Groups will consist of **five or six students**, and you are asked to collaborate with the members of your group during the time between the two sessions of our course in order to prepare for your presentation. Each group presentation will last about **one hour**. **All members of your group get to participate** in the presentation. As you prepare your presentation, keep in mind the needs and interests of the members of our class, **promote active engagement** with the members of our class, and address your topic in **interesting** ways. Your group's presentation should focus on the **applied aspects** of your core topic—how the core topic can be **transferred** to your teaching, your students' learning and/or your work as a school leader. As you prepare for your presentation, think of it as a **workshop presentation** designed to help the members of your audience improve their professional practice.

Self-Assessment & Action Plan (six to seven pages, typed or word-processed, double spaced, 12-point font, one-inch margins)

This project consists of two parts and you will begin it during the second session of classes. First you will assess either your own teaching or, if you are a school administrator, the teaching in your school as a whole based on the educational psychology concepts addressed in our course. Second, you will use the results of your self-assessment to identify some areas that you want to change or improve in your teaching or, if you are a school administrator, some areas that you want to change or improve in your school as a whole. In your action plan you will transfer what you have learned in our course to the areas that you want to change and/or improve. In addition, you will clearly describe the specific steps you will take in order to make those changes and/or improvements and provide empirical evidence, based on your reading, to support your decisions to take these steps. You will have opportunities to begin your work on this project in class, and then you will be given three weeks after the end of our second class session to finish your paper for submission. More specific guidelines for this project are posted on Blackboard.

Your instructor would be happy to read and provide feedback on **one draft** of your Self-Assessment & Action Plan.

Please do not “**double dip**” with your assignments. Your assignments should be based on **original** work you have completed for this course alone.

SafeAssign

WCU instructors reserve the right to use software, such as SafeAssign, as well as Google, Yahoo, and/or other Internet search engines. You are asked to upload your Core Topic Paper and your Research Paper or Application Project into the SafeAssign software in the folders on our seminar Blackboard site.

Participation

Much of one's learning and thinking originates in and is supported by interactions with other people. Therefore, your **performance on in-class activities and contributions to class discussion** are important. Your contributions as **active participants** in class will be assessed with respect to your participation in in-class activities, whole-class discussions, and attendance. We will ask you to provide your self-evaluation of your participation and we will consider your self-evaluation when assigning your participation grade.

Attendance

"Excused" Absences: You are asked to attend all class meetings, to arrive promptly, and to remain for the entire class meeting. "Excused" absences or late arrivals are those caused by bad weather. The meeting times of our class meetings during our second session in are to be determined (TBD). If you are absent for a class meeting, you will be unable to submit a journal entry for that class meeting. However, if your late arrival or absence is **excused due to weather conditions, you will be able to submit your journal electronically** by sending it to your instructor's email address.

Make-up Assignment: If you miss a class meeting, please **submit an annotation of each of the chapters** assigned for the class meeting you miss following the guidelines described below. If you must miss a part of a class meeting, please talk with your instructor about how we can select the chapters you will annotate. These annotations "make-up" (remove) your unexcused absence and are due **no later than two days after the class meeting** you missed. For any unexcused absence that you do not "make up," you will receive a deduction of 10 participation points

An annotation of a reading assignment should be 300 to 350 words (about one and one-half page, word processed, double spaced, 12-point font, one-inch margins) in length and describe the:

- main point of each chapter
- conclusions and the implications or applications—this is where you should comment on the value of the chapter and/or article

Occasionally there may be circumstances that require you to miss a class meeting, to arrive late or to leave early. Therefore, if you know in advance that you must miss all or part of more than one class meeting, please talk with your instructor about arranging a make-up assignment.

Extra Credit

Attend all class meetings, arrive on time at all class meetings, and remain at all class meetings for the entire class meeting, receive **25 extra credit points**.

Plagiarism and Academic Dishonesty

When you research a topic, you expose yourself to many kinds of sources. As you move from researching to writing your Core Topic paper and your Self-Assessment & Action Plan, you will need to develop your own points, just as the writers of your sources have done. Documenting and incorporating into your paper those sources that have helped shape your points demonstrates to your reader your integrity, convinces your reader that you have researched the larger discussion around your topic, and provides a route for your reader to learn more.

When you use another person's words, ideas, images, music, or other intellectual property, it must be clear where it came from and to whom it belongs. When you put a picture in a PowerPoint, cite it. When you borrow a lesson from a website or another teacher and adapt it, cite it. When you put an image or a quotation or a borrowed idea in a writing assignment, cite it. When you quote in a writing assignment, or anywhere else, *use quotation marks*, and cite it! When you borrow and adapt a lesson plan or a PowerPoint from online, cite it, and make clear what's yours and what's not. You are the model for your students and your colleagues. It is crucial for a teacher and administrator to be careful in these matters. If you don't model appropriate use, who will? Failure to cite sources appropriately and thoroughly will have profound impact on your grade in our course and on your standing in our Masters program.

The faculty and staff of WCU's Writing and Learning Commons' (WaLC), Department of Psychology, and Graduate School take research and documentation very seriously and want to help you be ethical researchers and communicators. For more information, refer to the following:

- Academic Integrity Policy and Process: This policy addresses academic integrity violations of undergraduate and graduate students:
- <http://www.wcu.edu/student-life/division-of-student-affairs/departments/student-community-ethics/student-community-ethics-for-faculty-and-staff/academic-integrity-policy.asp>
- Plagiarism Resources, WCU's plagiarism prevention page created by the Writing and Learning Commons' (WaLC) (http://wcu.edu/Plagiarism_REVISED.pdf).
- *The Plagiarism Self Test*: <http://wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/faculty-toolbox/resources-for-teaching-writing/plagiarism-resources/the-plagiarism-self-test/plagiarism-self-test/index.asp>.

Please complete the short, 15-item, self-help quiz in order to test your knowledge of plagiarism. When you complete the test, **print out, sign and submit the Understanding Plagiarism Certificate no later than our fifth class meeting.**

Late Submission of Core Topic Paper and Self-Assessment & Action Plan

Written assignments that are submitted after the due dates lose **10% of their point value** for each weekday they are late.

Evaluation

<u>Assignment</u>	<u>Points</u>
Journals: (8 entries @ 20 points/entry)	160
Self-Reflection and Action Plan	120
Core Topic Paper	120
Class Presentation of Core Topic	50

Participation and in-class assignments (including Plagiarism Certificate) 50
TOTAL POINTS 500

As you consider your achievement motivation in our course, we encourage you to consider that a grade is "an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material" (p. 12).

Dressel, P. (1983). Grades: One more tilt at the windmill. In A. W. Chickering (Ed.), *Bulletin*.
Memphis: Memphis State University, Center for the Study of Higher Education.

Grading Scale:

• A = 450–500 • B = 400-449 • C = 350–399 • F = below 350

Class Dates and Assignments: Any changes in this schedule will be announced in advance.

First Session (During this session class meetings are 3 hours in length.)

- #1 Introduction: structure of course, DVD, "The Hobart Shakespearians," Read Chapters 1 & 2 in Esquith, *Teach Like Your Hair's on Fire* (posted in Assigned & Supplemental readings folder in Blackboard); Introduction, *Visible Learning*
- #2 Chapters 1-3, *Visible Learning*
- #3 Chapters 4-6, *Visible Learning*
- #4 Chapters 7-9 *Visible Learning*
- #5 Chapters 10-12, *Visible Learning*, **Understanding Plagiarism Certificate due, Plagiarism Quiz**
- #6 Chapters 13-15 *Visible Learning*
- #7 Chapters 16-19, *Visible Learning*
- #8 Chapters 20-23, *Visible Learning*

Second Session (During this session class meetings are 3 ½ hours in length while you are on your summer break during.)

- #9 Introduction & Chapter 1, *How Children Succeed*, **Core Topic Paper due**
- #10 Chapter 2, *How Children Succeed*
- #11 Chapter 3, *How Children Succeed*
- #12 Chapters 4 & 5, *How Children Succeed*
- #13 Three group presentations: Learning, Effective Teaching and Motivation to Learn
- #14 Two group presentations: Individual and Group Differences and Assessment of Learning & Wrap-up