



Introduction to Educational Psychology

Psychology 2620A, section 530

2016-17

COURSE DESCRIPTION

Survey of psychological research and theory in terms of their implications for educational practice. Topics will include learning, motivation, development, problem-solving, individual differences, teacher effectiveness, and assessment.

Antirequisite(s): Psychology 2610F/G

Prerequisite(s): At least 60% in a 1000 level Psychology course.

Extra Information: 3 lecture hours, 0.5 course.

COURSE INFORMATION

Instructor: Ashleigh Lerch

Office: Ursuline Hall 354

E-mail: ashleigh.lerch@uwo.ca

Office Hours: Monday 11:30 – 12:30, and by appointment

Classes: Monday, 8:30 – 11:30, BR 201

Textbook (Required): Woolfolk, A. E., Winne, P. H., Perry, N. E. (2016). *Educational Psychology, Sixth Canadian Edition*, Pearson Canada.

Course OWL Sakai Site: The course website has a copy of the course outline, contact information, announcements, and abbreviated copies of the slideshows that I use in class. The posted slideshows are meant to be useful as outlines; they will *not* substitute for class notes. You will also be able to access your course marks from our website.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Describe and compare the major theories of child development and their implications for education;
2. Discuss how differing learning styles and abilities influence children's progress in school;
3. Propose effective strategies for developing both "expert students" and "expert teachers"
4. Describe factors that increase or decrease students' motivation and achievement;
5. Describe and critique how learning outcomes are and can be measured.

BRESCIA COMPETENCIES:

Upon successful completion of this course, students will develop:

- **Communication:** The ability to exchange information and meaning across cultures, space, and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
- **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
- **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
- **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
- **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

EVALUATION & EXAM SCHEDULE**Exams:**

The Midterm Test is scheduled for October 24th in class. Questions will be based on material from Chapters 2, 3, 4, 6 and 9, and the corresponding classes. The Midterm Test contributes 30% of your course grade.

The Final Exam will be held during the Mid-year examination period (December 10 - 21) and will be scheduled by the Registrar's Office. The Final Exam will be based on Chapters 10, 11, 12, 14 and 15, and the corresponding classes. The Final exam contributes 40% of your course grade. The final examination is not cumulative.

Poster Presentations and Poster Evaluation:

Students will work in small groups (size of groups will be determined based on class size) for this component. We will spend one class meeting (Nov. 21) with poster presentations. This class will be held in the St. James Auditorium. Briefly, each poster will present a piece of research relevant to educational psychology. Students will spend part of the poster session at their poster to answer questions and part of the time visiting other posters. Together with their own poster, students will prepare a brief evaluation of several other posters. A detailed description of the poster presentations and the poster evaluation will be available separately during class and on OWL. The poster presentation is worth 20% of your course mark, and your poster evaluations are worth 5%.

In-Class Activities/Exit Tickets:

Every class will require completion of one or more in-class activities or exit tickets that students will submit at the end of class. These activities are formative assessments, or assessments *for* learning, rather than summative assessments, or assessments *of* learning (Ontario Ministry of Education- Learning for All, 2013). Therefore they are intended to allow me to gain information about each student’s developing understanding and adjust teaching strategies as necessary, not to “test” students on their knowledge. There will be an opportunity to complete 10 in-class activities/exit tickets, and students must submit 7 complete activities/exit tickets over the duration of the course to receive full credit. For each completed in-class activity/exit ticket, students must answer all questions or complete all parts. For any activity/exit ticket that is not handed in or is not complete, students will not receive credit. In-class activities and exit tickets must be completed in-class on the day they are assigned, and there will be no opportunities to “make up” missed activities. Students can receive a maximum of 5% for completing in-class activities/exit tickets, and there will be no partial credit awarded (i.e., you will receive either 5% or 0% for this component).

Evaluation Summary:

Component	Date	Weight	Brescia Competency
Midterm Test	October 24	30%	Inquiry and Analysis Critical Thinking
Poster Presentation	November 21	20%	Communication Critical Thinking Problem Solving Inquiry and Analysis
Poster Evaluation	November 21	5%	Communication Critical Thinking
Exit Tickets	Available at the end of every lecture	5%	Communication Self Awareness and Development
Final Exam	TBD (December 10 – 21)	40%	Inquiry and Analysis Critical Thinking

Please note that grades cannot be adjusted on the basis of need. Your mark in the course will be the mark that you earn. Tests and exams cannot be re-written to obtain a higher mark and there are no extra credit assignments.

The policies governing requests for academic accommodation are outlined in the Academic Policies section included at the end of the course outline. Please note that all requests for academic accommodation for course components worth 10% or more of the course grade **must** be made through an Academic Advisor. Supporting documentation is required in all cases.

A NOTE ON LAPTOPS, TABLETS, SMARTPHONES, AND RESPECT

You are welcome to use your laptops, tablets and other devices in class to assist your learning. However, if you are going to Facebook, Pinterest, watch YouTube, browse, etc. please sit at the back of the class or at the far edges of the classroom. If you choose to spend class time that way it is your decision, but you need to respect your classmates who sit next to and behind you. A screen showing pictures or videos can be very distracting. Respect your fellow students and do not engage in these types of activities during class or, if you must, locate yourself in the room so that you are not disrupting those around you.

*We **all** need to do our part to create and maintain a supportive, helpful learning environment.*

It is also worth noting that research has shown the non-academic use of laptops and smartphones during class has a negative correlation with exam grades (e.g., Ravizza, Hambrick, & Fenn, 2014). That is, the more students use electronic devices in class the lower their marks on tests and exams, regardless of intellectual ability. Even among students who say they can multi-task effectively, exam marks are lower if they text, Facebook and browse during class.

CLASS SCHEDULE

Date:	Topic:	Reading:
Sept. 12	Opening Class, Cognitive Development and Language	Ch. 1, 2
19	Self, Social, and Moral Development	3
26	Learner Differences and Learning Needs	4
Oct. 3	Culture and Diversity	6
10	<i>Thanksgiving Holiday (no class)</i>	
17	Complex Cognitive Processes	9
24	<i>Midterm Test – Ch. 2, 3, 4, 6, 9</i>	
31	The Learning Sciences and Constructivism	10
Nov. 7	Social Cognitive Views of Learning and Motivation	11
14	Motivation in Learning and Teaching	12
21	<i>Poster Day</i>	
28	Teaching Every Student	14
Dec. 5	Classroom Assessment, Grading, and Testing	15

Topics will be covered in the order given above. You should do the assigned reading before that topic is covered in class. For chapters that are on the class schedule you are responsible for the entire chapter, including sections that we do not cover in class. We will not cover the entire textbook during the course (unfortunately, we do not have enough time); you are **not** responsible for chapters that do not appear on the class schedule.

2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the

Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.