

Three Rivers Community College, Fall, 2010
Educational Psychology Psy K220
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Office: C164
Office Hours: Office Hours: Mondays; 11:50-12:20 and 5-6pm; Fridays 11:50-12:50 and 1:50-2:20. Other times are available by appointment.

Teaching Assistant :None for this course.

EDUCATIONAL PSYCHOLOGY

Prerequisite: PSY* K111 or PSY* K112.

Educational psychology encompasses learning, human development, motivation, and assessment. The major areas of emphasis for this course include evaluation of individual differences, theories of learning, developmental psychology's impact on education, effective teaching strategies, peer-reviewed educational research, behavior management and discipline, as well as tests and measurements. The course provides an overview of teaching, learning and classroom dynamics.

LEARNING OBJECTIVES: Will be distributed.

REQUIRED TEXT: Seifert, K., and Sutton, R. (2009). Educational Psychology, 2nd Edition. GlobalText Project. <http://home.cc.umanitoba.ca/~seifert/EdPsy2009.pdf> This is an open source text available for free.

LEARNING RESOURCES:

-Blackboard Vista: <http://my.commnet.edu/>

You will need your banner ID and password. Whenever possible, assignments and grades will be posted on Blackboard. The IT help desk (885-2334) can help you with technical problems. Quizzes and some course content will be administered in Blackboard. Students MUST be able to access and use Blackboard to meet the requirements of this course.

-Psychology Tutoring: Available in the TASC (next to the library) and writing center. TASC telephone: 892-5745. Please see me if you think being assigned a tutor at the start of the semester would be helpful.

-Writing Center: TRWritingCenter@trcc.commnet.edu 892-5773

-Library Services: Rob Walsh is our new REFERENCE LIBRARIAN!
(860)885-2346

<http://www.trcc.commnet.edu/library/Index.htm>

SYLLABUS: As part of our course activities, we will be creating a syllabus for this course (this will be an “active learning” exercise). Thus, while an official edition will be set at the third meeting (with basic requirements outlined from our first meeting) we will be periodically updating it. It is the student’s responsibility to keep up with changes presented in class and Blackboard.

ASSIGNMENTS:

-Reading assignments (see attached schedule) should be completed **PRIOR** to class so that we can have active discussions about the material both as a whole class and in small groups. There is a lot of reading and it is important to keep up. *If you're having trouble keeping up, or understanding the material, please speak to me right away.*

-Writing/semester project: We will arrange the details/instructions in work groups in class as an active learning exercise and post guidelines on BlackBoard. However, the basics include a 5-7 page paper on an educational psychology topic making use of peer review scholarly articles/original scholarly sources, etc.

-Tests: We will have three tests that may be made up of multiple choice, short answer, and/or essay..

-Learning Journal: We will arrange the details/instructions in work groups in class as an active learning exercise and post guidelines on BlackBoard. However, the basics include weekly (about a page) journal entries that reflect and relate topics covered to your educational experiences. Grading will be on check plus, check, check minus, zero basis.

-Information Presentation: We will arrange the details/instructions in work groups in class as an active learning exercise and post guidelines on BlackBoard. However, the basics include a five minute informational presentation in class as well as self/other assessment.

-Final Exam: There will be a cumulative final.

-“MAKEUP TEST”: (after missing a test) may differ in format and may be **MORE DIFFICULT**, will be given on specified day at end of the semester. Makeup quizzes will require external documentation of emergency or unavoidable absence (e.g. doctor's note, police accident report, etc).

-Class participation: Attendance *and* participation are required. This means coming on time to all classes, having done the assigned reading, and joining in class discussions. If you miss a class it is your responsibility to obtain notes from a peer, make up assignments, and/or note changes to the syllabus that are presented in class. Each class meeting you will fill out an activity sheet to document participation and suggest a grade. If you do not attend class or turn in the evaluation sheet a grade of 0 will be entered. Each student will be granted 2 absences before it adversely effects the participation grade. More on this in class. Reasonable public health concerns exist over the spread of flu and other infectious diseases. Therefore, I prefer that you miss class than come sick. We will discuss/strategize about this at the start of the semester.

-Extra Credit: Up to 2 points extra credit will be given for extraordinary posting on class relevant material on BlackBoard. Students who wish to be considered for extra credit must apply/argue for extra credit at the end of the semester.

GRADING:

Writing/semester project: 30%
-Tests: 30%
-Learning Journal: 10%
-Information Presentation: 10%
-Class Participation: 20%
Final Exam: 0%
Total: 100%

Numeric Grade Equivalents:

94-100 = A
90-93 = A-

87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-
67-69 = D+
64-66 = D
60-63 = D-
0-59 = F

STUDENT CONDUCT: All students are expected to behave as responsible and mature adults. This means participating in class discussions in a respectful, prepared, and thoughtful manner. Students will be encouraged to express opinions and beliefs in class. It is important that critical discussions and feedback are conducted in a considerate and scholarly manner. The work of others that is not properly credited is plagiarism. This is unethical and illegal and will result in referral to proper school authorities and/or a flunking grade for the assignment and/or course. The college recommends we include the following passage taken from the TRCC handbook (2006) "Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor." We will discuss these issues in more detail at the start of the semester. If you have questions about what it means to be considerate and scholarly please be sure to ask questions and clear this up.

SPECIAL NEEDS: If you have any special needs related to the class (e.g. physical or learning challenges), please contact me at the start of the semester. Also, if any difficulties arise that may interfere with your full participation (such as not understanding course material, missed class, etc.), please contact me as soon as possible.

CLASS CANCELLATION: If class is cancelled (when the college is not) I will attempt to post an announcement on Blackboard and also leave a message on my college voice mail. If you would like to be part of a telephone tree in the event of unforeseen cancellation, please speak with me after class. If class will be cancelled for long periods of time we will attempt to conduct class via BlackBoard.

REGISTRATION and WITHDRAWAL: It is the responsibility of each student to manage their registration status. If you do not complete the course you must formally withdraw at the registrar's office by 12/9 or you will likely receive an "F" final grade.

SCHEDULE

WEEK 1 (starts 8/26)

No Class

WEEK 2 (starts 8/30)

Introduction to Educational Psychology, motivation/self directed learning , ground rules, class expectations, work on course syllabus.

WEEK 3 (starts 9/6) No Class: Labor Day

Emotional and Psychological issues in course planning

Continue work on syllabus.

Reading Chapter 2

WEEK 4 (starts 9/13)

Learning Theories; behaviorism, psychological constructivism, social constructivism

Types of learning/knowledge: Bloom's taxonomy and introduction to test construction.

Reading Chapter 2 and 3,

WEEK 5 (starts 9/20)

Theories of Development

Reading Chapter 3

WEEK 6 (starts 9/27)

Test #1

Topic: Motivation and Classroom management

Reading: Chapter 6 and skim Chapter 7

WEEK 7 (starts 10/4)

Introduction to item analysis

Reading To Be Announced

Principles of Instruction:

Reading: Chapters 9 and 10 (focus areas To Be Announced)

WEEK 8 (starts 10/11)

Individual Differences: Personality and education

Reading: To Be Announced

WEEK 9 (starts 10/18)

Test #2

Evaluation of individual differences, tests and measurements

Reading: Chapters 11 and 12

WEEK 10 (starts 10/25)

Intelligence

Reading: TBA

WEEK 11 (starts 11/1)

Abnormal psychology and education

Reading TBA

WEEK 12 (starts 11/8)

Topic: Students with Special Educational Needs

Reading: Chapter 5

WEEK 13 (starts 11/15)

Diversity in Education

Reading Chapter 4 and (TBA)

WEEK 14 (starts 11/22)

No Class Meeting: Individual Reading Challenge

WEEK 15 (starts 11/29)

Educational Research Strategies

Reading: chapter 8 page 271 (Action research) and Myers (TBA)

Outcomes versus effectiveness

WEEK 16 (starts 12/6)

Test #3

WEEK 17 (starts 12/13)

Final Exam

WEEK 18 (starts 12/20)