

Three Rivers Community College, Fall, 2011  
Educational Psychology Psy K220, section  
Meeting Time/location: Mondays 6-8:45pm/E206  
Professor: Dov Kugelmass, Ph.D.  
[dkugelmass@trcc.commnet.edu](mailto:dkugelmass@trcc.commnet.edu)  
(860) 892-5791  
Office: C164

Office Hours: Mondays 8:45-9:30 PM, Wednesdays 3:15-4:00PM, Thursdays 9:15-9:45 PM, Fridays 11:50-12:50. Other times are available by appointment.

## 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:

The goals and objectives for Educational Psychology are integrated with the College's general education goals. After completing this course, the successful student will have the following knowledge and skills.

**Critical Thinking:** Utilize critical thinking skills to analyze educational psychology theories and research data

- Describe human behavior and mental processes from various theoretical perspectives in the field of educational psychology
- Identify ways to solve/address education/learning problems using psychological research
- Identify the manner in which psychological research on memory, motivation, and related constructs relates to scholastic study skills

**Information Literacy:** Assess what information is needed to answer questions as well as evaluate the quality of information

- Demonstrate the skill of identifying information needed to answer questions pertaining to educational psychology terms and concepts
- Recognize and evaluate information sources for a specified purpose
- Demonstrate skill in acquiring and appropriately using scholarly peer reviewed journals.

**Communication:** Understand and express ideas about educational psychology through reading and writing

- Demonstrate the ability to comprehend and interpret written passages
- Write clearly
- Develop the ability to articulate one's viewpoint in verbal or electronic discussions

**Systematic Inquiry:** Understand social science research methods used in psychological research

- Demonstrate the ability to describe the science of psychology
- Describe different research methods used in psychology
- Acquire knowledge about men and women whose research endeavors made significant contributions to the field of psychology
- Develop an understanding of the strengths and weaknesses of different psychology research methods

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. 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](mailto:TRWritingCenter@trcc.commnet.edu) 892-5773

-Library Services: (860)885-2346

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

**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: Details will be distributed in class. However, the basics include a 5-8 page paper on an educational psychology topic making use of peer review scholarly articles/original scholarly sources, etc. I may offer a service learning component to this assignment if a student's goals include working in an educational setting. This must be agreed upon early in the semester. Please meet with me individually during office hours early in the semester if you're interested in service learning.

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

-Learning Journal: Details will be distributed in class. However, the basics include five journal entries that reflect and relate topics covered in this course to your educational experiences. Grading will be on check plus, check, check minus, zero basis.

-Final Exam: There will be a cumulative final exam.

-“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 1 absence 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: There is no extra credit planned for this class. If the class would like to pursue extra credit options, then we will develop and design the guidelines as an active learning in class group project.

#### GRADING:

Writing/semester project: 30%

-Tests: 20%

-Learning Journal: 10%

-Class Participation: 20%

Final Exam: 20%

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 a counselor 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.

## **DISABILITY SUPPORT SERVICES**

Chris Scarborough, Learning Disabilities Specialist (Students with learning disabilities or ADHD)

(860) 892-5751

cscarborough@trcc.commnet.edu

Kathleen Gray (Students with physical, medical or psychiatric disabilities)

(860) 885-2328

kgray@trcc.commnet.edu

**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** (subject to change. It is the student's responsibility to keep up with changes announced in class.

**WEEK 1** (starts 8/26)

No Class

**WEEK 2** (starts 8/29) class cancelled due to hurricane Irene

**WEEK 3** (starts 9/5) No Class: Labor Day

**WEEK 4** (starts 9/12)

Introduction to Educational Psychology, motivation/self directed learning, ground rules, class expectations, etc. Introduction to learning theories, motivation, instructional strategies.

**WEEK 5** (starts 9/19)

Learning Theories; behaviorism, psychological constructivism, social constructivism  
Types of learning/knowledge: Bloom's taxonomy and introduction to test construction.  
Reading Chapter 2 and 3, and pgs 211-213 (Bloom's taxonomy).

**WEEK 6** (starts 9/26)

Theories of Development: Biological (brain development), cognitive, social  
Reading Chapter 3

WEEK 7 (starts 10/3)

Test #1

Topic: Motivation and Classroom management

Reading: Chapter 6 and skim Chapter 7

Introduction to item analysis

Reading To Be Announced

WEEK 8 (starts 10/10)

Principles of Instruction and Instructor effectiveness:

Reading: Chapter 9 and handout (Kugelmass, 2010)

Educational Research Strategies

Reading: chapter 8 page 271 (Action research) and outline (handout) of research methods

Outcomes versus effectiveness

WEEK 9 (starts 10/17)

Individual Differences: Personality and education

Reading: To Be Announced

WEEK 10 (starts 10/24)

Test #2

Evaluation of individual differences, tests and measurements

Reading: Chapters 11 and 12

WEEK 11 (starts 10/31)

Individual Differences: Intelligence

Reading: TBA

WEEK 12 (starts 11/7)

Individual Differences: Abnormal psychology and education

Reading TBA

11/4 is last day to convert class to pass/fail (must be done at student registration office)

WEEK 13 (starts 11/14)

Topic: Students with Special Educational Needs

Reading: Chapter 5

WEEK 14 (starts 11/21)

Class Meeting or Blackboard discussion? Class decides first week of class...

WEEK 15 (starts 11/28)

Diversity in Education

Reading Chapter 4 and (TBA)

WEEK 16 (starts 12/5)  
Test #3

WEEK 17 (starts 12/12)  
Final Exam

WEEK 18 (starts 12/19)

Have a great break!!!!