

Spring 2021 PSY 510: Advanced Educational Psychology

Instructor: Dr. Jenni L. Redifer

Email: jenni.redifer@wku.edu

Course Description: Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

Required Textbook:

Ormrod, J. E. (2020). *Human Learning (8th edition)*. Pearson. **NOTE:** 7th edition is also ok.

I also recommend:

Brown, P. C., Roediger, H. L., III., & McDaniel, M. A. (2014). *Make it Stick: The Science of Successful Learning*. The Belknap Press of Harvard University Press.

Other Required Readings: See the syllabus for a schedule of required readings. All readings (other than Ormrod textbook chapters) will be posted on Blackboard.

Classroom behavior: I intend for students from all backgrounds and perspectives to be well-served by this course, and expect that the diversity students bring to this class will be viewed as a resource, strength and benefit. Students are expected to show respect for all individuals in class discussion and interaction. Please respect your fellow students' opinions and experiences, and refrain from personal attacks or demeaning comments of any kind. I intend to present materials and activities that are respectful of diversity (including but not limited to gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective and other background characteristics). Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Course Requirements & Grading:

1. Article discussion questions/activities (5 @ 10 points each).....	50 points
2. Concept demo video.....	50 points
3. Research paper.....	100 points
4. Exams (2 @ 100 points each).....	200 points
Total.....	400 points

Attendance is mandatory. Attendance includes not only being present in class (i.e, on Zoom), but also **attending to** class. This means no text messaging, computer work unrelated to the class, sleeping, or reading non-class materials. Research indicates that taking notes on a computer is less effective than hand-writing notes, so I recommend that you take notes by hand. See the Article Discussions section below for details on how attendance factors into your grade.

Article Discussions: You will read articles to prepare for each week's lecture, and you will read additional articles that will serve as the topic for article discussions. We will have an in-class article discussion during most weeks of the semester. This will include reviewing the article's hypotheses, methods, and conclusions, as well as critiquing the article and discussion implications for future research and practical applications. Active participation in and preparation for article discussions will help you better understand the research articles, which will positively impact your exam performance, and article reaction performance (see below). In order to facilitate a productive discussion, you will submit discussion questions about each article weekly on Blackboard (for grading) AND on our course Google Doc (to facilitate discussion). Developing questions before the discussion helps you think critically about the article as you read, and helps me determine whether particular parts of each article are confusing or unclear. A random selection of your article discussion submissions will be graded. Discussion questions by 5 pm on Wednesday (the night before the article discussion). Article discussions that are submitted late will receive a 10% grade deduction. Article questions submitted

after the article discussion (i.e., after the class in which we discuss the article) will receive 0 points. Not attending an article discussion will result in a 50% reduction in your article discussion points. Missing more than two article discussions will result in a 50% reduction in your total article discussion points, regardless of which article discussions you miss. **BONUS:** If you lose article discussion points due to failing to attend or submit article discussion questions, or simply want to improve your course grade (i.e., for extra credit), you can volunteer to lead an article discussion. Details will be discussed in class.

NASP Standards: 2.3, 2.5, 2.8

Research Paper: In the research paper, you will review literature from an area that applies psychology to a real-world educational issue, and summarize what we can conclude about the issue based on the articles reviewed. Your conclusion should be based on the conclusions drawn in the articles you review. You do NOT have to find 10 articles that all conclude the same thing—it is perfectly fine to review 10 articles on a topic and conclude that the issue is not settled because some research says one thing, but other research says something else. The paper must include a minimum of 10 empirical articles (review articles may also be used to support your ideas, but must be in addition to the 10 empirical articles). If you do not know whether a source is acceptable, please ask before adding it to your paper. The paper should be a minimum of 10 pages long, and should include the following sections: Introduction, Review of Literature, Limitations, Conclusion and References. The paper should be written in APA format (7th edition). More details will be provided on Blackboard.

NASP Standards: 2.3, 2.9

Concept demo video: The purpose of this activity is to practice explaining how you would communicate a complex educational psychology topic to someone with little background knowledge in educational psychology. Your video should include a brief definition, at least one practical example, and an explanation of why this information could be important for teachers, students, or others you will work with as a school psychologist. More detail will be provided in class.

NASP Standard: 2.3

Grades: Grades will be displayed on Blackboard: <https://blackboard.wku.edu/>.

Grading Scale:

Letter grade	A	B	C	D	F
Grade points	4.0	3.0	2.0	1.0	0
Percent of course points required	90-100%	80-89%	70-79%	60-69%	59% and below

How Final Grades are Assigned in This Course: At the end of the course, traditional rounding will be used to assign final grades (e.g., 89.4 = B, 89.5 = A). No exceptions will be made (so please do not ask for your grade to be changed because you feel that you are close to the next highest grade). Extra credit is only fair if it is publicly available to all students, so please do not ask for additional assignments in order to improve your grade. Information on current Western Kentucky University policies for assigning grade points can be found at http://www.wku.edu/advising/current_standing.php.

How to Do Well in This Course: This course is designed to introduce you to the application of psychology to education. It is expected that you will be encountering many of the concepts and theories presented in this class for the first time. In order to get the most out of this course:

- Read all assigned material before class. This will make it much easier for you to gauge your understanding of the material during lecture. It will also give you the opportunity to come to class with questions about what you have read.
- Attend and participate in every Zoom class from beginning to end. Missing all or part of a zoom class makes it likely that you will miss important information/announcements provided at the beginning or end of class, and demonstrates a lack of professionalism.
- Ask questions and participate in discussions during class. Take notes in your own words.
- Please do not hesitate to contact me if you have questions or concerns.

- You will improve both your long-term retention of the material and your performance by self-quizzing and spacing out your studying. Rereading alone is not an effective study strategy (more on this in class).

Academic Honesty Policy: Cheating and plagiarism will not be tolerated. The Western Kentucky University Student Handbook defines plagiarism as: “To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.” The Handbook defines cheating as “to receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.” Any student suspected of academic dishonesty will be required to meet with the instructor and may be referred to the Office of Judicial Affairs in order to determine the consequences of the student's actions. Details on the university's academic dishonesty procedures can be found at <http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php>.

MASK REQUIREMENT (does not apply to our class because it is over Zoom, but does apply to you anytime you are on campus): Out of respect for the health and safety of the WKU community and in adherence with the [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/faq.html), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Accommodations for Students with Disabilities: In order to obtain classroom accommodation, students must register with and obtain documentation from Student Disability Services. Then, the student must provide the documentation to the instructor to request accommodation. More information can be found at <https://www.wku.edu/sds/>.

Title IX/Discrimination & Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Makeup Assignments: If you know ahead of time that you cannot attend class on the day of an exam, you must schedule a time with the instructor to make up the exam before the scheduled exam day. No makeup exams will be given after the scheduled exam day except in the case of documented medical emergencies. See the Article Discussions section above for additional details on makeup assignments.

Course Incompletes: Incomplete (“X”) grades will not be assigned without preapproval by the instructor. The instructor will only approve incompletes in extreme circumstances. Students receiving permission to take an incomplete will be required to adhere to a contract, devised by the student and instructor, specifying required assignments and due dates. All incomplete work must be completed by the following semester in order to avoid a final grade of punitive incomplete (which equates to an “F”).

See next page for course schedule (subject to change—any changes will be announced in class)

Note: In scheduling exams, I have attempted to avoid conflicts with major religious holidays. If an exam or major deadline creates a conflict with your religious observances, please let me know as soon as possible.

PSY 510 Course Schedule (subject to change—any changes will be announced in class)

Week	Dates	Topic	Readings for Tuesday	Readings for Thursday (article discussion)	Assignments (in addition to discussion questions)
1	Jan 19 & 21	Evaluating and using empirical research	<ul style="list-style-type: none"> Hudson-Barr (2004) UCA overview of reliability, validity, & operational definitions Ormrod Chapter 1 	No article discussion this week	Review Blackboard to become familiar with where articles & announcements are posted. Read syllabus thoroughly.
2	Jan 26 & 28	Cognitive & language development	<ul style="list-style-type: none"> Ormrod Chapters 9 & 10 APS Observer Article (Werker, 2019) Ed Week Oct. 2019 Ed Week Dec. 2019 	Romeo (2018)	
3	Feb 2 & 4	Basic cognition	Ormrod Chapter 6	Fisher et al. (2014)	
4	Feb 9 & 11	Long-term memory	Ormrod Chapter 7	Rawson & Dunlosky (2012)	
5	Feb 16 & 18	Knowing	Ormrod Chapter 8	Yeager & Dweck (2012)	
6	Feb 23 & 25	Complex cognition & metacognition	<ul style="list-style-type: none"> 25 Principles of Learning Ormrod Chapter 12 	O'Reilly et al. (2019)	<i>Research paper topic due Feb. 23</i> Take-home Exam 1 due Feb. 25 (material from Weeks 1-5)
7	Mar 2 & 4	Problem-solving & critical thinking	<ul style="list-style-type: none"> Halpern (1998) Ormrod Chapter 13 	No article discussion this week	No class March 4 (PREPARE workshop)
8	Mar 9 & 11	Social cognitive theory applied to education	Ormrod Chapter 5	Godeau & Croizet (2016)	
9	Mar 16 & 18	Personal, social, & moral development	Vessels & Huitt (2005)	Wentzel (1991)	<i>Research paper draft due Mar. 16</i>
10	Mar 23 & 25	Motivation	Ormrod Chapters 15 & 16	No article discussion this week	Take-home Exam 2 due Mar. 25 (material from Weeks 6-9)
11	Mar 30 & Apr 1	Learning environments & classroom management	Charles & Senter (2005)	Cook et al. (2018)	<i>Concept video topic due Apr. 1</i>
12	Apr 6 & 8	Assessing learning & providing feedback	Black & William (1998)	Koenka et al. (2020)	<i>Research paper due Apr. 8</i>
13	Apr 13 & 15	Correcting misconceptions about learning	Geake (2008)	Lewandowsky et al. (2013)	<i>Concept video due Apr. 15</i>
14	Apr 20 & 22	Concept video presentations			
Finals Week	Apr 26-30				Take-home Final Exam due Wednesday, April 28