PSY 310-EDUCATIONAL PSYCHOLOGY
Fall 2014

INSTRUCTOR: Dr. Steven Wininger
Office: Gary Ransdell Hall 3016
Office Hours: MWF 7:30-9:00am or 1:00-3:30pm; TR 9:30-11:30pm or 2:30-3:30; or by appointment.
Phone: (270) 745-4421
Email: steven.wininger@wku.edu
Webpage (password is _ _ _ _ _ _ )
http://people.wku.edu/steven.wininger/

CLASS MEETING:
Section 004:TR 8:00-9:20am, GRH 3005

COURSE DESCRIPTION: PSY 310
Educational Psychology. 3 Hours

Prerequisite: PSY 100. A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The student will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. Psychology 310 may not be counted toward the psychology major or minor.

TEACHING & PSY310
-I have a tremendous amount of respect for effective classroom teachers. Teachers shape the future of the world. Consequently, teacher training entails great responsibility for both the teacher-in-training and their teachers.

- I am passionate about educational psychology. The content covered in this course is essential for becoming an effective teacher.
- I will research, plan, deliver, evaluate, give feedback, and seek feedback in order to optimize your learning.
- You will need to identify and use efficient learning strategies, put forth necessary effort, and engage in adaptive help-seeking.

COURSE RATIONALE: This course is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning.

REQUIRED TEXTBOOK:

COURSE OBJECTIVES: Students will:
1. Discuss the nature of effective teaching.
2. Explore scientific research methodology and its impact on teaching.
3. Distinguish among various forms of development and their impact on teaching and learning.
4. Evaluate the influence of individual differences on teaching and learning.
5. Apply behavioral theories of learning to the classroom.
6. Apply cognitive theories of learning to the classroom.
7. Discuss key theories and ideas concerning human motivation.
8. Examine and discuss various techniques of classroom management.
9. Debate the strengths and weaknesses of standardized testing.
10. Discuss key issues related to classroom assessment.
11. Complete and upload critical performances into electronic portfolios.
Specific learning objectives for this course may be viewed on the course webpage.

**CRITICAL PERFORMANCES (2):**

1) Piaget (Assesses KTS 5)
2) Student Motivation (Assesses KTS 3)

These two assignments are standard assignments for all of the PSY310 sections. If you are an education major you will also need to upload the critical performances to your electronic portfolio.

*For more information see course webpage.

**INSTRUCTIONAL METHODS AND ACTIVITIES:** Lecture, discussion, group activities, application exercises, text/article readings, observations, and an interview.

**SPECIAL INSTRUCTIONAL MATERIALS/BEHAVIOR:** Each student is expected to use effective learning strategies (i.e., study skills), put forth necessary effort needed to master the materials being taught, and to engage in adaptive help-seeking when needed.

**COURSE TOPICS:** Effective teaching, scientific research methodology, theories of Piaget, Vygotsky, Kohlberg, Erikson, learner diversity, behaviorism, social learning, information-processing, motivation theories, classroom management, standardized testing, and classroom assessment.

**GRADING/EVALUATION:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Component</th>
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<tbody>
<tr>
<td>77</td>
<td>Exams (4)</td>
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<tr>
<td>05</td>
<td>Quiz</td>
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<tr>
<td>09</td>
<td>Observations (3)</td>
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<td>04</td>
<td>Interview</td>
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<td>03</td>
<td>Activities/Homework (2)</td>
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<tr>
<td>02</td>
<td>Critical performances (2)</td>
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<td>100</td>
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</tbody>
</table>

**Grading Scale:** A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 00-59

**COURSE POLICIES:**

1. **Ideal Student Behavior**

   The following is provided in an effort to create a professional environment more conducive to learning for all students.

   - Teach to others; this is the best way to see if you understand the material.
   - Off & away with electronic devices (distractions): 1st = warning, 2nd = remedial assignment OR 5 point deduction from course average.
   - Promptness: arrive to class 2-3 minutes early.
   - Preparedness: read suggested readings prior to class and clear non-essential items (e.g., backpacks, purses, etc.) from table tops prior to the start of class.
   - Eat outside of class, not in class (distracting).
   - Respect others:
     - wait to talk until others are finished.
     - use professional language (no profanity).
     - avoid leaving class early (if you must, please let me know at the beginning of the class period).
     - avoid “packing-up” while the professor is still talking.
   - Share your questions with the class.

2. **Caveat on electronic devices**

   Research shows that using electronic devices during class interferes with learning, i.e., results in lower grades. Research also shows that students learn more by taking longhand notes as opposed to electronic notes.

   *It is easier to avoid temptation than to resist it. Therefore, the best strategy is to determine a way to prevent exposure to tempting [distracting] stimuli.*
2. Tardiness
- I request that students make every effort to be in class at least 2-3 minutes prior to the official starting time to get ready to learn.

- Students entering class after the official starting time are tardy.

- Each student will be allowed two “grace” tardies. After the second tardy the student will be prompted to identify a plan for preventing future tardies.

- If a student is tardy, the student should enter very discreetly. Please do not walk across the front of the classroom if you are tardy.

3. Attendance
- I hope that you will attend every class. This course is very note-dependent and students who miss more than a couple of classes tend to fall at the lower end of the grade distribution (D’s & F’s).

- As a professional courtesy, I appreciate it when students inform me about their reasons for missing.

- Please do not bring guests to class with you (for example, friends, relatives, or children). If there are extenuating circumstances and you need to bring guests, communicate with the professor prior to class.

4. Personal breaks
- Unless you have a medical condition that necessitates frequent visits to the restroom, you should not take personal breaks during class (i.e. exiting & re-entering).

- Those with medical conditions should be registered with Student Disability Services and should present the appropriate paperwork to me within the first two weeks of school.

5. Asking Questions
- I encourage you to ask questions. If you don’t understand something, please ask a question. Most of the time if you have a question, someone else has the same question.

6. Questions you do not need to ask
Do we have to know this?
Will this be on the test?
- If there is something that I am presenting in class that you will not be tested over, I will tell you. I will place “FYI” on the slide for that material.

Can we leave early today?
- I will usually use most of the class period as it will be needed to cover the amount of material I have planned for this course.

7. Students with Disabilities
- Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DSU 1074. The OFSDS telephone number is (270) 745-5004 V/TDD. This should be done within the first two weeks of class.

- Please do not request accommodations from the professor without a letter of accommodation from the Office for Student Disability Services.

8. Observations/Interview/Homework/CP
- Instructions for in-class activities will be given in class. Activities done in class can be “made up” with a documented excuse.

- Some homework/projects will require work outside of the classroom. Instructions for the out of class assignments will be posted on the course webpage.
9. Quiz
- Due to the organizational structure of this course, your mastery of select topics will be assessed via a quiz over chapter four within the textbook. The quiz will be time-limited and given at the end of a regular class period. Topics and page numbers covered are stated on the course website. The quiz is over the text readings, not class notes.

10. Teacher Interview
- Each student will be asked to interview a teacher/professional in the area he/she is interested in teaching/working. The format and guidelines for this interview are located on the course webpage.

11. Late assignments
Points will be deducted from assignments that are handed in late and without documentation of a valid excuse (for example, homework ½ per day, CPs 1 per day, interviews 1 per day).

12. Exams
- The format of the exams will consists of matching, true/false, multiple-choice items, short answer, and essays.

- Students are expected to bring pencils and Scantrons to exams.

- I will do my best to get your grades back to you by the next class period.

- Exams will be returned and discussed at the end of the class period after the exam. Students may ask questions at this time.

- Students who believe they deserve more points for any item will need to provide their rationale in writing. This method is much more productive than attempting to engage in oral debate about an item.

- Missing an exam: I strongly encourage you not to miss an exam. If you do miss an exam, you will need to provide documentation that establishes your reason for missing.

- Make-up exams for those with documented excuses (for example: illnesses, accidents, tragedies, etc.) should be scheduled with the professor ASAP.

- I will work with you on an alternate test time if you have a legitimate preplanned absence (for example, a sport competition or professional meeting).

13. Final Exam
- The final exam is comprehensive. The specific cumulative learning objectives which will be covered on the final exam are on the course webpage.

   310-004, 12/9, 8:00am (Tuesday)

14. Grades
- Individual grades will not be disclosed over the phone or via email (FERPA). I will post grades electronically for persons who have handed in the signed permission slip.

- Most of you are capable of mastering all of the material taught in this course. Consequently, most of you are capable of earning an “A” in this course.

- Please be aware that you are the determining factor with regards to how much you learn in this course.

- If you desire to truly master the material taught in this class, a significant portion of the learning will take place outside of class.

- I will share with you my knowledge of empirically supported methods for facilitating learning (for example, note-
taking skills & study skills). It is up to you to choose among these methods and to use these or other methods in order to achieve a mastery of the course material.

-There will be opportunities to earn extra credit throughout the course of the semester. There will be no additional extra credit opportunities available after grades have been reported.

15. Academic Integrity
-I hope your focus is on learning and that you will have no desire to engage in cheating or plagiarism.

-Anyone caught cheating or plagiarizing will receive a zero for that assignment. If the same student is caught again, the student will receive an “F” for the course.

-To discourage cheating, during exams no one will be allowed to wear hats, sunglasses, or use any electronic devices. For more information on this issue see the “Academic Requirements and Regulations” section of the WKU undergraduate catalog.

16. Your Syllabus
-I recommend that you bring your syllabus to every class.

Note: Criminal check, TB test, and a health screening are required prior to any work in the schools. Additional information is available in GRH 2052.

BIBLIOGRAPHY/ REFERENCE/ WEBSITES: None.

*The professor reserves the right to make changes, additions, or deletions to any part of this syllabus. Any changes will be noted in class.

RECORD KEEPING

Please keep a record of your grades so you can calculate your standing grade as the course progresses.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>(77) Exam I ( )</td>
<td>18 14.4</td>
<td>9/23*</td>
</tr>
<tr>
<td>(14) Exam II ( )</td>
<td>20 11.1*</td>
<td>10/16*</td>
</tr>
<tr>
<td>(20) Exam III ( )</td>
<td>25 11/11*</td>
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<tr>
<td>(05) Quiz ( )</td>
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<tr>
<td>(09) Observations</td>
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<td>9/11</td>
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<tr>
<td>(03) Attention ( )</td>
<td>9/18</td>
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<td>(03) Motivation ( )</td>
<td>11/20</td>
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<tr>
<td>(03) Formative ( )</td>
<td>12/4</td>
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<tr>
<td>(04) Interview ( )</td>
<td>11/6</td>
<td></td>
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<tr>
<td>(03) Activities/Homework ( )</td>
<td>8/28</td>
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<tr>
<td>(01) Ideal teacher ( )</td>
<td>11/25</td>
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<tr>
<td>(02) Critical Performances ( )</td>
<td>11/13</td>
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<tr>
<td>(01) (score/4) Piaget( )</td>
<td>9/30</td>
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<tr>
<td>(01) (score/4) Motivation( )</td>
<td>9/13</td>
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100

*These are tentative exam dates.

Extra Credit?
Syllabus quiz (5% on to quiz I) 8/26
Research article (5% on to exam III) 12/2

Examples of calculating “Points Earned”
- Exam I is worth 18 points, your grade for Exam I was 80%; 18*.80 = 14.4 points out of the possible 18.
- The Quiz is worth 5 points, your grade for the Quiz was 90%; 5*.90 = 4.5 points out of the possible 5.
- CP Piaget is worth 1 point, your grade on CP Piaget was 3; 3/4 = .75 points out of the possible 1.
TENTATIVE CLASS SCHEDULE
(suggested reading):

Weeks 1-4
Introduction Ch. 1
Cognition
  Basic Ch. 8
  Complex Ch. 9
Cognitive development Ch. 2
Exam I

Weeks 5-6 (Fall Break Oct. 2-3)
Learning Ch. 7
  Classical conditioning
  Operant conditioning
  Social learning

Week 7-8
Learning environments Ch. 13
  Emotions
  Emotional regulation
Exam II

Weeks 9-12 (Thanksgiving Nov. 26-28)
Motivation Ch. 11-12
  Student
  Teacher
Exam III

Weeks 13-15
Research Ch. 1
Assessment Ch. 15
  Essential concepts
  Classroom assessment
Standardized assessment
Issues in educational psychology
Exam IV (Your Final Exam)
Permission to Disclose Grades

I, ________________________, give
(print your full name)

Dr. Wininger permission to post my
grades using the five digit number I
provided to him.

X_________________________________
(sign your full name)

Five digit number: _ _ _ _ _