

EPSY 3340.001**Educational Psychology: Adolescent Development and Learning
Spring 2021, Hybrid**

Instructor: Christopher L. Thomas, Ph.D.

Office: BEP 204

Office Hours: Friday 12:00 – 3:00 pm (& by appointment)

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Official Course Description:

The study of contemporary theories and principles of development, learning, and motivation as they relate to the educational process. Particular emphasis will be placed on applications to the early and middle childhood period. The last day to withdrawal from this course is March 28, 2022.

The primary goal of this course is to introduce you to the research that underlies effective teaching practices and give you practice applying content. You will be exposed to the psychology of teaching and learning, as it exists in the classroom and beyond.

Student Learning Outcomes:

As a result of this course, students will be able to:

- a) Understand, compare, critique, and apply key theories of learning and development
- b) Understand, synthesize, and apply key constructs in cognition and motivation
- c) Identify, understand, and use individual difference and contextual factors to promote student learning.
- d) Analyze and develop classroom scenarios that apply principles of educational psychology to promote student learning

Required Student Resources:**Textbook:**

Textbook: Woolfolk, A. (2016), Educational Psychology (14th ed.). New York, NY: Pearson

ISBN 10: 0-13-477432-9

ISBN 13: 978-0-13-477432-9

Available from the UTT bookstore or online.

Course Policies and Expectations:

Course Environment: This is a hybrid course that is delivered through the Canvas Learning Management System. As such, it is imperative that you check Canvas for necessary information and course materials. If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu. When you email IT Support, be sure to include a complete description of your question or problem including: (1) the title and number of the course, (2) the page in question, (3) If you get an error message, a description and message number, and (4) what you were doing at the time you got the error message

Written Assignments: All written assignments should be typed (double-spaced, Times New Roman, 12-point font) and submitted by midnight Central Standard Time on the due date. All written assignments should be submitted through the assignment link that I will provide. Please name written assignments using the following convention: last name, first initial, assignment title (ex. Last_F_Assignmenttitle). Assignments completed for other courses may **NOT** be turned in for this course and will be considered **academic dishonesty**.

Email: Questions and concerns about course content and assignments should be submitted to my email. I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek and less frequently on the weekend. If my schedule makes me unavailable to answer emails for an extended period, I will try to post an announcement so that you can plan accordingly. My priority is communicating with you and providing you with the tools needed to be successful in the course, so if there are any problems, we will work to solve them.

Late Work Policy: Late work refers to any course assignment that is submitted after the stated deadline. **Late work will be accepted in this class. However, there will be a 10% penalty for each late day.** Practically, this means that you will not receive credit for an assignment if you submit after 10 or more days.

Course Overview:

I believe that the topics we cover in this class are meaningful and relevant beyond this course. With that in mind, the course is design to promote long-term learning. This means that you will be given many opportunities to retrieve and practice applying what you know (retrieval practice); and that you will be asked to actively engage with your classmates as you work to create an understanding of the course content (generation and elaboration through discussions).

This course will be delivered in a hybrid format. On all Mondays, we will cover the week's content with an asynchronous lecture. The topic of each lecture video(s) will be related to key concepts found within the readings for that week. The lecture video(s) for each topic will be available on the Canvas site each Monday morning beginning at 9:00 am Central Standard Time. **You must review all of the posted lecture materials before our in-person meeting each week to ensure you are ready for the group activities that will be completed during our Wednesday meeting.**

On most Wednesdays, we will complete group activities **during a face-to-face class meeting** that will expand on the basics from the readings and lectures. These activities are designed to give students the opportunity to think deeply about, to practice and to apply course concepts in groups. Some of your most valuable resources in college are your peers. Working through activities and problems with your peers will allow you to learn from people with different perspectives, from different backgrounds, and work through misconceptions.

Student Assignments & Projects:

Each week you can expect to complete a combination of the following activities.

Readings: This course requires a considerable degree of independent reading to ensure that you develop content mastery. There will be two main reading requirements throughout the semester. Specifically, you will be required to read selections from the course textbook and research articles that I will assign. All research articles will be available on the Canvas site. **The readings must be**

completed before our in-person meeting each to ensure that you are able to contribute during the group activities! I will also be posting supplemental readings for many of the topics that we will cover this semester. These readings are optional and are provided for those who would like to explore the course topics in more detail.

Quizzes: There will be several short quizzes in the semester (roughly one per chapter). These will be delivered online and will serve to provide a check of your understanding. Some of the questions in the quiz will be about the readings and lecture (either directly or asking you to apply them to your own life). Some of the quiz questions will be about past topics. These quizzes will be due by 12:00 (noon) on Wednesdays, before our Wednesday lectures. There is no reading assigned for the first week, so Quiz 1 will be a pre-semester survey intended to help me get to know you better.

Tests: There are three multiple choice tests in this course. The tests will require a full understanding of the theories and applications of those theories, the ability to synthesize the theories presented in the course readings, and the ability to apply the content to examples.

Self-Reflections. Research shows that metacognition (the ability to reflect on study success and make changes) is critical for success in college. As such, I will be asking you to complete several low-stakes reflections designed to increase metacognitive ability. I will provide information about these assignments later in the semester.

Group Activities: Each Wednesday, we will complete a group activity related to the course content. These assignments are used to ensure that you can analyze, summarize, and apply the various learning, motivational, and developmental theories we will discuss. These will be outlined in more detail but are generally these assignments require the *explanation of course concepts and application* of specific theories to educational situations.

Learning Teams. Each of you will be assigned to a Learning Team for the duration of the course. All group activities will be completed with classmates assigned to your learning team. Additionally, these teams can serve as a great source of support as you now have a small group of peers to reach out to if you are uncertain about something, you need some help, you are struggling, or you need some words of encouragement. Your job is to help each other succeed in this course. You will receive points for creating a contract outlining group norms and expectations. Additionally, we will complete a peer review periodically throughout the semester where you will rate how well your peers are contributing to the success of the group.

Research Pool Requirement: Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research requirement for these courses can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities.

Case Study Project: You will conduct a 1-hour semi-structured interview with the goal to analyze an individual's learning and motivation using theories discussed in class. Specifically, you will be asked to collect information on the individual's engagement and persistence with academic activities, use of self-regulatory & learning strategies, academic goals, & academic performance. You will then analyze the person's behavior using theories discussed in the class. For example, was the pattern of this person's behavior, cognition, and affect consistent with the

predictions of a particular theory? Which theory was the most effective in explaining this person's pattern of behavior, cognition, and affect? More specific information will be provided about the Case Study Project later in the semester.

Grade Item	% of final grade	Total Points
Quizzes	28%	14 quizzes x 20 points per quiz = 280 total points
Tests	10%	2 tests x 50 points per test = 100 total points
Group Activities	30%	12 activities X 25 points each = 300 points total
Learning Team Contract	2%	20 points
Case Study	10%	100 points
Learning Team Peer Reviews	7.5%	3 reviews X 25 points per review = 75 points total
Self-Reflection Assignments	7.5%	3 reflections X 25 points per review = 75 points total
Research Requirement	5%	50 points
Course Total		1000 points

Please note: The number, content focus, and point value of all assessments and assignments is an approximation and may change.

Letter Grades: Letter grades will be assigned using the following guidelines:

A: 90% of points or above, B: 80% -89 % of points, C: 70% - 79% of points, D: 60.00% - 69% of points, F: 59% of points or below

Week	Topic	Due Wednesday 12:00 pm (noon)	Due Sunday (11:59 pm – Before Midnight)
Week1: Jan 10 th – Jan 16 th	Course Introduction, Success Strategies, Introduction to Study of Learning	NA	Quiz #1 Learning Team Contract
Week #2: Jan 17 th – Jan 23 rd	Operant Conditioning	Quiz #2	Group Activity: Operant Conditioning in the Classroom
Week #3: Jan 24 th – Jan 30 th	Sensory and Working Memory	Quiz #3	Group Activity: Attention Getters and Working Memory Training
Week #4: Jan 31 st – Feb 6 th	Long-Term Memory & Learning Strategies	Quiz #4	Group Activity: Information Processing Case Study Learning Team Peer Review #1
Week #5: Feb 7 th – Feb 13 th	Cognitive Load & Multimedia Learning	Quiz #5	Group Activity: Learning Technology Critique Self-Reflection #1
Week #6: Feb 14 th – Feb 20 th	Social Cognitive Theory	Quiz #6	Group Activity: Assessing and Enhancing Self-Efficacy
Week #7: Feb 21 st – Feb 27 th	Metacognition	Quiz #7	Group Activity: Assessing and Enhancing Metacognition
Week #8: Feb 28 th – Mar 6 th	Constructivism & Conceptual Change	Quiz #8	Group Activity: Developing a Conceptual Change Activity Learning Team Peer Review #2

Week	Topic	Due Wednesday 12:00 pm (noon)	Due Sunday (11:59 pm – Before Midnight)
Week #9: Mar 7 th – March 13 th	Relax & Have Fun		
Week #10: Mar 14 th – Mar 20 th	Neural Development	Quiz #9	Midterm Exam Self-Reflection #2
Week #11: Mar 21 st – Mar 27 th	Cognitive Development	Quiz #10	Group Activity: Developmental Profile of Adolescent Learners
Week #12: Mar 28 th – Apr 3 rd	Social and Emotional Competence	Quiz #11	Group Activity: Social and Emotional Learning
Week #13: Apr 4 th – Apr 10 th	Needs and Self-Determination Theory	Quiz #12	Group Activity: Promoting Intrinsic Motivation in the Classroom
Week #14: Apr 11 th – Apr. 17 th	Goals & Achievement Goals	Quiz #13	Group Activity: Effective Goal Setting
Week #15: Apr. 18 th – Apr. 24 th	Expectancy Value, Attribution, & Mindset	Quiz #14	Group Activity: Motivational Analysis Self-Reflection #3
Finals Week: Apr. 25 th – Apr. 30 th	NA	Case Study Project Final Exam Learning Team Review #3	

Note: All dates subject to change.

Assessment and Standards Matrix

Learning Outcomes	Activities	Assessment (including performance-based)	Standards
Understand, compare, critique, and apply key theories of learning and development	Evaluate sample students Small Group Discussions Role Plays	Quizzes Exams 3 Questions Assignment Case Study Project	TES: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii-iii ISTE: 1b, 1c INTASC: 1, 2, 3, 4, 5, 8, 9, 10 PPR: EC-12 I, II, III
Understand, synthesize, and apply key constructs in cognition and motivation	Evaluate Sample Students Role Plays Small group discussions	Quizzes Exams 3 Questions Assignment Case Study Project	TES: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-iii; 4Ci-iii; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii ISTE: 1b, 1c, 2c, 3b INTASC: 1, 2, 4, 7, 8 PPR: EC-12 I, II, III
Identify, understand, and use individual difference and contextual factors to promote student learning.	Role Plays Classroom Activity Development Activities Evaluate Sample Students	Quizzes Exams 3 Questions Assignment	TES: 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 5Di-ii; 6Ai-iii;6Bi-ii; 6Dii-iii ISTE: 1a, 1b, 1c, 1d, 2a, 2b, 3b INTASC: 3, 4, 5, 6, 7 PPR: EC-12 III, IV
Analyze and develop classroom scenarios that apply principles of educational psychology to promote student learning	Role Plays Classroom Discussions Evaluate Sample Students	Quizzes Exams 3 Questions Assignment	TES: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii-iii ISTE: 1b, 1c INTASC: 1, 2, 3, 4, 5, 8, 9, 10 PPR: EC-12 I, II, III