

EDUC 381 Educational Psychology

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Office: College of Professional Studies, Room 450

Office Hours: Mondays 10-11

Zoom

Classes	Day	Time	Location
Team Meetings	Decided by the team	Decided by the team	Zoom
Class Meeting s	Monday	11.00-12.15am	Zoom

COURSE DESCRIPTION

In this course we'll explore the how people learn and grow, through the lens of educational psychology or "ed psych." Understanding ed psych is an invaluable part of being a good teacher. It can help you become a better student, too! I'm eager to share my ideas, and I look forward to what I'll learn from you. I hope you find this experience interesting and useful.

EDUC 381 Educational Psychology. 2 cr. Psychological bases of educational procedures and practices; educational implications of characteristics of physical and mental growth, emotional behavior, motivation, learning, individual differences, and human relations.

Course Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. **Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.** In particular, apply this understanding to (a) your teaching in general, and (b) creating safe, inclusive classes where everyone can succeed.
2. **Examine and explain how social, cultural, or political institutions influence individuals or groups.** In particular, examine and explain the possible influences on students (e.g., home lives, peer groups, media, other social, cultural, or political institutions), and then adapt your teaching appropriately.
3. Use the InTASC Model Core Teaching Standards in your planning, teaching, and self-evaluation.

This course focuses on these **InTASC Model Core Teaching Standards** (see [InTASC Standards](#)):

4. 1. Learner Development (a, b, c, d, e, h, i, j, k)
2. Learning Differences (a, c, d, f, g, h, j, k, l, m, n)
7. Planning for Instruction (a, c, d, h, i, j, k, m, n, o, p, q)
9. Professional Learning and Ethical Practice (a, b, c, d, e, f, g, i, j, m, n, o)
5. Parts of this course will help familiarize you with Common Core State Standards and Wisconsin Model Early Learning Standards. This includes a complex issue topic.

This is the **central enduring understanding** I want you to develop:

A highly effective teacher is a committed, reflective practitioner. The teacher uses a variety of promising strategies in response to students' uniqueness. Responsive learning environments seldom "just happen": they take planning, preparation, sensitivity, and pluralism.

3. C. Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions \(Links to an external site.\)](#) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Required Course Materials

There are 2 required textbooks:

Durwin, C.C., & Reese-Weber, M. (2021). Ed Psych: Modules (4th Ed.). Thousand Oaks, CA: SAGE Publications.

Codell, E.R. (2001). Educating Esmé. Chapel Hill, NC: Algonquin Books.

There are multiple editions of Esmé. I use her diary dates as well as page numbers from my edition, so you can use any edition (including Kindle).

Additional readings will be in Canvas or on third-party websites.

You will need the following technology for this course: webcam with microphone (or headset), or a smartphone, and a stable internet connection. (I don't recommend a cellular internet connection.)

You need to be comfortable with Canvas, Outlook, creating Word files and submitting them in Canvas, and using Zoom (including chat).

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

Learning Online

This course is online with weekly Zoom meetings. While there are many advantages to this approach, there are some significant challenges.

Reading and understanding all syllabus is crucial.

It's very important that you complete all the readings carefully. For some readings, I provide study questions or other tools to help you check your understanding.

It's very important that you communicate with me as needed. Email is an excellent way to reach me. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc.

Don't worry about looking foolish or wasting my time. I care about your success.

I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

Assignments

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course.

- All the assignments are listed on CANVAS.
- Directions and rubrics for all the assignments are listed on CANVAS too.
- Please read the directions and rubric for each assignment carefully.
- All assignments must be submitted via CANVAS unless otherwise indicated.
- You must save all your work electronically and also in hardcopy format for your records before submitting it.
- I'm always happy to answer questions on an assignment, please don't hesitate to ask.
- All submissions must be typed using 12-point Times New Roman font, with 1 inch margins on all sides. A cover page specifying the assignment, due date, instructor's name, and student's name must be included.
- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

#	Assignments	Possible Points
1	Response to the Syllabus	4
2	Disposition Self-Assessment	8
3	Background Reflection	8
4	EDI Plan	8
5	Professional Development Plan	8
6	Esme Response	8

7	Teaching Philosophy Essay	32
8	Team Meetings	36
9	Class Meeting Scouts	24
10	Documentary Analysis	20
11	Attendance	20

THERE ARE NO EXAMS

Grading Scale:

Grading Scale

Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

Assignments

Respond to the Syllabus

By the due date, I would like you to read the class syllabus carefully and then to write down your understanding of various points. This is so I can be sure you understand what you are getting yourself into. You automatically receive full points if you complete it on time. By completing this assignment, you are saying that you've read the syllabus. You're also saying that if you have any questions about the syllabus, you have asked me, or you will ask me. In this assignment, you will also introduce yourself to me. I will read your introduction and reply to you individually. Detailed info and guidelines are here on Canvas.

Disposition Self-Assessment

All students completing teacher preparation in our School of Education are expected to strive to meet dispositions described in our SOE Dispositions Model. For this assignment, please study the Dispositions Model and reflect on your dispositions. Then answer some questions. Detailed info and guidelines are here on Canvas.

Background Reflection

Demonstrate reflection on your experiences with difference; directly address (A) race and racism and (B) gender roles and sexism in your background. There are many possible kinds of difference you can address in your reflection. You don't have to try to cover them all. Detailed info and guidelines are here on Canvas.

EDI Plan

Over time, educators have used different vocabulary to talk about honoring difference. Currently, many educators use the phrase "equity, diversity, and inclusion" or "EDI." As teachers, we can help change these social norms if we deliberately model tolerance and if we make honoring difference a central theme in our curriculum and instruction. You will answer some questions related EDI. Detailed info and guidelines are here on Canvas.

Professional Development Plan

We should partly base on teaching philosophies on research and expert interpretations of research. Beyond our initial training (e.g., a university degree and a license), we need to continue our professional development (or "PD"). We should use proactive, routine, sustainable strategies. In this assignment, you'll describe your PD Plan: clear, specific strategies to continue your professional development. Detailed info and guidelines are here on Canvas.

Esmé Response

We can find inspiration for our teaching philosophies from many sources, including real and fictional teachers. In this assignment, you will write reflectively about a real teacher's apparent teaching philosophy and how it influences your own thinking and values. First, read Educating Esmé. As you read, pay attention to Esmé's apparent teaching philosophy. Pick up 2 questions and write a response in 1-3 sentences. Detailed info and guidelines are here on Canvas.

Teaching Philosophy Essay:

You will explain your professional beliefs about the essentials of quality teaching, and specific strategies you use to achieve those ideals. You must include your perspectives on several specific topics, and you can also address other topics. A variety of smaller assignments (Disposition Self-Assessment, Background Reflection, Professional Development Plan, Esmé Response) scaffold your success on this essay. Detailed info and guidelines are here on Canvas.

Team Meetings

You're assigned to a team. You must meet several times(9 times), on days and times that works for all your members. You meet without the instructor. In each team meeting, you receive directions on what to discuss. As a team, you submit a concise report on your meeting. Detailed info and guidelines are here on Canvas

Class Meeting Scouts

Your team is assigned an EdPsych module (i.e., a chapter). You work ahead of the class on understanding that module. During the Class Meeting for that module, your team facilitate the discussion twice throughout semester. Detailed info and guidelines are here on Canvas.

Documentary Discussion Guidelines

In this assignment, you will watch 2 documentaries about education. After watching each documentary you will post your thoughts about the documentary on Canvas. Detailed info and guidelines are here on Canvas.

Course and University Policies

Attendance:

Students will earn participation points for Zoom in-class participation. In this course, you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students may be asked to discuss textbook and lecture material in small groups. You are allowed only 2 absences for illness or personal emergency from this course. After the second class missed, you will have a deduction of 4 points for each class you missed. More than 4 absences are a serious cause for concern; they will necessitate a conference with me. Having said that, when you miss Zoom meetings, you could make up by submitting extra online activities depending on the chapter you miss. For make-up, contact with me.

Late work. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

Cell phone and laptop policy.

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. The instructor will notify in advance when cell phones will be used for instructional purposes. See me for extraordinary situations that require you to use cell phones. The use of ipads and laptops are allowed for the class works not for using your social media accounts or any other works.

Academic Dishonesty

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at

UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted.

The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study	Academic and Career Advising Center, 320	Dean of Students Office, 212 Old Main,	Counseling Center, Delzell Hall, ext. 3553.

Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Albertson Hall, ext 3226	ext. 2611	Health Care, Delzell Hall, ext. 4646
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UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

This course and syllabus was developed using the UWSP Online Instructor Guidebook and developed in part using resources, activities, assignments, and guidance from Dr. Kym Buchanan