

EDUC 381 – EDUCATIONAL PSYCHOLOGY (Hybrid course)

January 2 - 17, 2020

Face-to-Face Jan. 6 – 10th 9 a.m. – 2:30 p.m.

Office Hours: 8-9 a.m. & 3 – 4 p.m.

Course Description –

The major purpose of this course is to provide students with an understanding of the major historical and contemporary theories of human development, learning and motivation and their educational implications.

Course Objectives –

Examine the possible influences on students (e.g., home lives, peer groups, media, other social, cultural, or political institutions), and adapt your teaching appropriately. To critically reflect on and discuss contentious issues in education. Finally, use the InTASC Model Core Teaching Standards in your planning, teaching, and self-evaluation.

InTASC Model Core Teaching Standards addressed:

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)
3. Planning for Instruction (a, c, d, h, I, j, k, m, n, o, p, q)
4. Professional Learning and Ethical Practice (a, b, c, d, e, f, g, I, j, m, n, o)

Required Texts:

Ed Psych Modules (3rd Ed) ISBN: 978-1-5063-1075-6 (Rental)

One-Minute Discipline: Classroom Management Strategies That Work ISBN: 13-045298-X (Rental)

What's in this Syllabus

- Course Description
- Course Evaluation
- Course Assignments
- Course Policies
- Tentative Schedule



Course Evaluation

Your final grade in this course will reflect the quality of your work across the term. It my goal to help you learn as much as possible from this course. All the assignments are listed below. Directions and rubrics for all the assignments can be found in **Canvas** too. Please read the directions and review the rubric for each assignment carefully. All assignments must be submitted via Canvas unless otherwise indicated. Be sure to always save your work electronically before submitting in **Canvas**. Never hesitate to ask questions. All submission must be typed using **12-pt Times New Roman** font, with **1-inch margins**. A cover page specifying the assignment, due date, instructor's name, and student's name must be included.

Grading Scale

94 – 100% = A	90 – 93.9% = A-
87 – 89.9% = B+	83 – 86.9% = B
80 – 82.9% = B-	77 – 79.9% = C+
73 – 76.9% = C	70 – 72.9% = C-
60 – 69.9% = D	Below 60% = F



Course Assignments - 75% requirements of grade

Name of Assignment	Due	Pts.
Respond to the Syllabus	1/2/20	2
PLC Preferences	1/2/20	2
Attendance	1/17/20	8
Dispositions Self-Assessment	1/10/20	4
Background Reflection	1/11/20	4
EDI Plan	1/14/20	4
Professional Development Plan	1/15/20	4
Case Study Lesson	In class	10
Movie Analysis	In class	10
Teaching Philosophy Essay	1/19/20	16
Peer Feedback	In class	4
Final Exam		8
Resubmit TPE (choice)	1/31/19	
Total Points		<u>76</u>

Online Chapter Quizzes 25% of grade

All 25 quizzes must be completed using textbook. Total points = **625**

Teaching Philosophy Essay (TPE)

An essay that communicates your philosophy and understanding of how students learn and its implications for instruction will determine an important portion of your grade in this course. In many everyday interactions and activities (from hearing a story with friends to parenting a child), our philosophy of human learning is made manifest. Often, this philosophy is tacit and unarticulated; it simply exists – unexamined – in our subconscious. The purpose of this assignment is to make your philosophy of human learning (and its implications for teaching) explicit; to provide you with an opportunity to examine (consciously and critically) how people learn and, accordingly, how they should be taught.

Respond to the Syllabus

By due date, I would like you to read the class syllabus carefully and to then write down your understanding of various points. This is so I can

be sure you understand what is expected. You automatically receive full points if you complete this task on time. By completing this assignment, you are stating that you've read the syllabus. You are also stating that if you have any questions about the syllabus, you will ask me.

Case Study Presentations

Each student will present an analysis of a real-life case in the classroom. Cases and dates will be given by the instructor. See Canvas for your assigned case study and date to present to the class. The case method or case-based learning is one of the most motivating and effective ways to structure instruction and engage students in meaningful learning. In thinking through and discussing authentic cases of teaching and learning, you will come to further understand how theoretical concepts discussed might be applied to actual scenarios or dilemmas that teachers routinely confront.

Before preparing your case presentation you will need to read related chapters of your text which will assist you in formulating your position on the case. RUBRIC and detail info for this assignment can be found on CANVAS.

Movie Analysis Paper

Together as a class we will watch one or two movies about education. Your paper will be a written analysis of the educational philosophy or philosophies evident in these movies. You will be expected to draw on various theories discussed in the course both to identify the dominant educational philosophy at work in the movie and to assess its application and effectiveness.

The purpose of this paper is to prompt you to critically apply the course concepts using a specific example of education. RUBIC and detailed information for this in class assignment will be shared later in the class.

Final Exam

There will be a final exam for this course. The exam may include multiple choice, true/false,

short answer/listing, or essay. Make-up exam will not be given without enough cause (medical, legal, or familiar). Lastly, the approved make-up exam must be completed prior to January 21, 2020.

Technology Guidelines

Cell phone usage: 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. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Bring your laptop to class. There may be in-class time to work on chapter quizzes and research for philosophy essays. Do not use laptop during any lectures, movie viewing or power point presentations.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns,

then an alternate assignment will be offered to you.

Inclusivity Statement

(Sample below from Lynn Hernandez, Brown University)

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.

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.

Communicating with your Instructor



Email is the quickest way to reach me



Call my office at any time (715-346-3223)



Zoom Videoconference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise,

and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

I am available without an appointment on the days/times listed at the top of this syllabus. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, Winterim, and

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you if you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using AssessPoint or visit the Enrollment Services Center. Changes in class enrollment will impact

your tuition and fee balance, financial aid award and veterans' educational benefit.

During the first five days of the Winterim term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.



- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

If your work is submitted past the assigned due date, your assignment will be drop 1 point per day late. As most assignments are only 4 – 10 points ~ this could be critical in your final grade. Take the responsibility of letting your instructor know if there are circumstances out of your control that may have been the cause of a late assignment.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) 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:

Tentative Course Calendar

January 2 – 3 Review Canvas and complete assignments.

January 6 – 10 Face-to-face CPS 326

- Dispositions
- Background Reflections
- EDI Planning
- Professional Development Plans
- Teaching Philosophy Essay
- Teaching Philosophy Resources
- Practice Lessons/Case Studies
- Teaching Reflections
- Letter to the next class
- Movie Analysis

January 11 – 19 Complete CANVAS Readings and Assignments.

No assignments accepted after January 20, 2020

Other Suggestions:

- Food and Drink Allowed
- Two 15-minute breaks per day in class
- Bring warm clothes
- Pillow if sitting is hard for you
- Bring laptop
- Good attitudes are necessary for best results.

EDUC 382 – Managing Learning Environments

Face – to – face January 14, 2020 CPS 326
8:45 a.m. to 4 p.m.

One-Minute Discipline; Classroom Management Strategies that Work! BRING textbook to class.

All in-class assignments will determine final grade for this 1 credit piece in connection with assignments for EDUC. 381
More details to come.