EDUC 702: Advanced Educational Psychology: Theory Into Practice.
Fall 2019

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Office: College of Professional Studies, Room 433
Office Hours: Wednesdays 11.00-1.00 or by appointment

Catalog Description

This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. In this course we'll explore many of the theories of how people learn and grow, and how teachers and schools can positively impact students. Concepts related to learning and teaching will be approached from a variety of theoretical perspectives, but particular attention will be paid to learner-centered approaches. We'll examine our working definitions and models for learning, with an eye to improving our teaching and ourselves.

By the end of the course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Approach phenomena in motivation, learning, and human development, including applying multiple perspectives.
2. Articulate a vision for the fundamental processes of learning and the role a teacher plays.
3. Evaluate possible tools and strategies for teaching.
4. Apply educational psychology to your own professional success and personal happiness.

This course focuses on these InTASC Model Core Teaching Standards:

1. Learner Development
3. Learning Environments
7. Planning for Instruction
8. Instructional Strategies

This course isn't aligned with Common Core State Standards. However, some assignments may touch on or focus on these standards (e.g., Design for Optimal Learning).

This course doesn't include preparation for using Response to Intervention (RTI). However, some assignments may touch on this model (e.g., How Learning Happens).

Required Textbook

There is no textbook for this course. Instead, all the readings are available on Canvas.

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

Learning Online

This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since there is no lecturing or face-to-face activities, 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.

Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet in person. 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.

Course Requirements & Grading

Units

There are eight units. Units 2 and 3 are a review of many fundamental big ideas. In Unit 4, Theory into Practice, you'll go deeper into some of the ideas that interest you most. In Unit 5, Real-World Messiness, we'll explore how big ideas appear and apply in the experiences of real educators and students. In Units 6 and 7, we'll explore some cutting-edge topics.

1. Intro
2. Review: Development & Motivation
3. Review: Learning & Transfer

4. Theory Into Practice
5. Case Studies
6. Positive Psychology
7. Higher Levels of Thinking
8. Closure

In most units, you should start by completing the readings. Some readings will be from the Primer, while others will be on e-reserve or the Internet. In some cases, I may ask you to watch something. For each reading, first read my notes so that you understand why I assigned it. Some readings are marked optional; you don't need to complete these readings to succeed in this course.

Where possible, I include links to original sources. I encourage you to visit these original sources (to view the content in its original context and add to the publishers' web traffic). However, sometimes I also provide copies on Canvas. When I last checked, none of the sources on the web cost money to access. If a source now has a cost, you don't need to pay it; instead, let me know.

After completing the readings for a unit, you'll complete one or more assignments. The Assignments page lists the due dates, and you should use these dates to pace yourself. It's OK to go faster than the Assignments page.

Assignments

#	Assignments	Possible Points	Due Date
1	Response to the Syllabus	3	By 9/13 11.59
2	Movie Analysis	20	By 9/28 11.59
3	Tool Analysis	20	By 10/26 11.59
4	Design for Optimal Learning:	25	By 11/16 11.59
5	Discussion Posts	16	Each week
6	Study Questions	8	11/23 11.59
7	Response to the Entries	8	12/07 11.59

Grading Scale:

A	94 – 100%		B-	80 – 83%	D+	67 – 69%
A-	90 – 93%		C+	77 – 79%	D	64 – 66%
B+	87 – 89%		C	74 – 76%	D-	60 – 63%
B	84 – 86%		C-	70 – 73%	F	< 60%

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
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 rubrics for each assignment carefully. All assignments must be submitted via Canvas unless otherwise indicated. You must save all your work electronically before submitting it. I'm always happy to answer questions on the assignments, 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, and student's name must be included. APA style should be approximated

Here are brief descriptions of the major assignments. Canvas has detailed rubrics and directions which you should read before starting an assignment.

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. By completing this assignment, you are saying that you've read the syllabus. In this assignment, you will also introduce yourself to me. Detailed info and guidelines for the assignment are posted on Canvas.

Discussion Posts:
In this assignment, you will respond to the readings for the unit. You'll write a discussion post (like a diary entry or blog post), and share it with the class. Detailed info and guidelines for the assignment are posted on Canvas.

Movie Analysis Paper
You will be asked to watch one of the movies about education. Your paper will be an analysis of the educational philosophy or philosophies evident in these movies. You will be expected to draw on the 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 the paper is to prompt you to critically apply the course concepts using a specific example of education. Detailed information and guidelines for the assignment are posted on Canvas.

Tool Analysis:
You'll write a persuasive essay about a specific tool for teaching and learning. You'll evaluate its usefulness. Detailed info and guidelines for the assignment are posted on Canvas.

Design for Optimal Learning:
You'll assemble a persuasive project. You'll imagine that you have an unlimited budget and want to offer the perfect experience to your students. Detailed info and guidelines for the assignment are posted on Canvas.

Study Questions:
For most readings, there is one or more study questions. You should answer all the questions in your head. As an assignment, you must also answer some of the questions in writing. You must answer 2 questions in writing. You only need to answer 2 questions, total, for all readings (not 2 questions/reading). Detailed info and guidelines for the assignment are posted on Canvas.

Course and University Policies

Attendance. I expect you to honor your responsibilities. If this were a face-to-face course, I would expect you to attend every class meeting. This course is fully online, but I expect the equivalent level of communication and reliability.

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.

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.

Exceptional Needs: 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 me and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Accommodations will be made for students with physical or learning disabilities who require help in the course. Students who require special testing conditions must provide me with this information within the first week of class.

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.

TENTATIVE COURSE CALENDAR

Title	Points Possible	Date	Time
Respond to the Syllabus	3	9/13	11.59
Entry-1 (Unit-1)	2	9/13	11.59
Entry-2 (Unit-2)	2	9/21	11.59
Movie Analysis	20	9/28	11.59
Entry-3 (Unit-3)	2	10/05	11.59
Enrty-4 (Unit-4)	2	10/12	11.59
Entry-5 (Unit-5	2	10/19	11.59
Tool Analysis	20	10/26	11.59
Entry-6 (Unit-6)	2	11/2	11.59
Entry-7 (Unit-7	2	11/9	11.59
Design for Optimal Learning	25	11/16	11.59
Study Questions (Any-2)	8	11/23	11.59
Entry-8 (Unit-8)	2	11/30	11.59
Respond to Peers	8	12/07	11.59

Most of the content and curriculum are based on the work by Kim Buchanan at the University of Wisconsin-Stevens Point.