

University of Rhode Island
EDC 312 Psychology of Learning
Tuesdays & Thursdays
A: 09:30-10:45AM (QUINN 211)
B: 2:00 – 3:15PM (QUINN 314)
Fall 2017

M. Shane Tutwiler
Chafee 710
shane_tutwiler@uri.edu *best way to reach me
(401) 874-7418

Office Hours: Wed 10:00 am – 12:00 pm; by
appointment

Catalog Description

An analysis of learning with emphasis on principles and procedures applicable to any human teaching and learning situation.

Course Information

Course Goals

Psychology of Learning not only offers important principles and concepts about teaching and learning for teacher candidates, but also provides insights into how people learn for students across majors. Teacher candidates will also gain the pedagogical knowledge necessary to be successful on teaching licensure tests. Specifically, EDC 312 provides detailed information from four categories of the Praxis II: Principles of Learning and Teaching test: Students as Learners; Communication Techniques, Instructional Strategies and Assessments; and Teacher Professionalism.

Important note- Once admitted to the School of Education, you will then be required to take **and earn a passing score** on the **Praxis II test(s)** for the area(s) for which you are applying for teacher certification **PRIOR TO STUDENT TEACHING**. The information you learn in *this course* represents the majority of the **Praxis II PLT (Secondary), Early Childhood and Elementary Education tests**. If you **do not** earn a passing score on the Praxis II test(s) for your area of certification and if you do not provide photocopies of all 4 pages of the Praxis II score report to URI's Office of Teacher Education 701 Chafee, you will not be allowed to student teach the semester in which you planned to. If you need to know which Praxis II test(s) to take and the passing scores for your test(s), see this course instructor, your Education advisor or visit our School of Education website <http://web.uri.edu/education/>

School of Education Application Deadline is January 31st. See Admission webpage (<http://web.uri.edu/education/admission/>) for admission information, including testing, portfolio, and interview requirements.

- Students typically apply in their sophomore year.
- Check the Teacher Education Scholar information for early acceptance.

Course Texts and Materials

Required Texts:

Ormrod, J. E. (2015). *Essentials of educational psychology* (4th ed.) Upper Saddle River, NJ: Pearson, Merrill Prentice Hall

Websites

Companion Website <http://www.prenhall.com/ormrod>

Typical class session

There are three main components to this course:

1) Lectures

- Provides an overview of the key concepts and theories of education psychology you've read in the *Essentials* text and also provide practical examples of key concepts and terms.
- Online modules take the place of lectures. There will be two modules used which relate the topics discussed within the lectures and textbook. The content of the modules are also useful during the lesson planning process. The UDL module will be completed in place of reading for that week while the Content Standards module will function as an online class.

2) Workshops/Discussions/Activities

- Provide you with the opportunity to apply what you've learned and to make practical connections to teaching.

4) Quizzes

- Demonstrate what you have learned about education psychology through multiple-choice and case history constructed response test items.

You will want to be prepared for each class session with a copy of your textbook, notebook and writing instruments. You are encouraged to use a laptop or tablet computer during class for note taking and access to EDC 312 online materials.

Late Paper/Assignment Policy

All assignments should be turned in **on or before** the established due date unless other arrangements have been made with the instructor. Allow plenty of time to write and revise your paper so that unforeseen problems (e.g., with your computer or printer) will not result in your paper being late.

Assignments will be collected on the due date at the beginning of class. Late entries will be penalized 10% per day. Assignments received five days after the due date will receive no more than 50 percent credit. No late assignments will be accepted 10 days after the original due date.

Course Outcomes

By the end of this course, you will be able to:

1. Actively and collegially engage in seminar/workshops, discussions and activities
2. Demonstrate knowledge and application of the principles of teaching and learning in the following areas of educational psychology:
 - a. How people learn, including cognitive development
 - b. Motivating diverse learners
 - c. Ways to foster personal, social and moral development
 - d. Providing supportive contexts for learning
 - e. Students as diverse learners
 - f. Instruction and assessment techniques
 - g. Classroom management techniques
 - h. Effective communication techniques
3. Write measurable lesson objectives and use Backwards Design to plan instruction

4. Identify effective and ineffective components of a lesson plan's opening, middle and closing.

Course Requirements

Brief description of each performance assessment and its alignment with course outcomes:

Description	% seminar grade	Course Outcome	RIPTS
Attendance and active, collegial participation	15%	1, 2	7, 8, 10, 11
Reading Guides & Modules	20%	1, 2	1, 2, 3, 4
Quizzes & Assignments- 12 multiple-choice worth 1 point each; 2 constructed response worth 4 points each	30%	2, 4	2, 3, 4, 5, 6, 7, 8, 9
BIG6: Improving your Information Literacy Task	15%	3	1, 3, 8, 10, 11
Lesson Plan	20%	1, 2, 3, 4	1, 2, 3, 4, 5, 9

Please refer to the course descriptions section to understand each of the 6 performance tasks and how grades are weighted. The following grading system is used to determine letter grades:

Attendance and Participation: (15%)

Attendance at all seminars is expected and will be taken every class. If you are unable to attend a seminar for legitimate reasons, you must responsibly and professionally communicate this to me by email- shane_tutwiler@uri.edu

During each class period students will have in-class assignments/discussions they will have to complete. These assignments may be in form of handouts, case studies, text assignments, or critical thinking projects. These assignments will mostly be done in base groups designed to encourage discussion. Each base group will contain 4-6 students. The attendance and class work grade will be based on participation for each assignment.

If you are absent from class, you can earn back your participation point by completing a case study of your choice (found on Sakai). This case study must be completed **within one week of your absence and submitted via email (**provide date of absence in subject header**) to earn back your attendance/participation point.**

Chapter Reading Guides (20%)

Complete a Chapter Reading Guide for each chapter. This assignment is due on the date that corresponds to each chapter (found on course schedule). Answer each question fully and be prepared to share your responses in class.

There are questions on the reading guides that will start to plan aspects of your academic lesson plan. For this reason, it is important to decide on a topic (or at least narrow your focus) early in the semester. The purpose of these questions is so you can copy and paste parts of your responses and edit them into a cohesive lesson plan.

To receive full credit, this assignment must be submitted on Sakai (**electronic copy**) on **due date prior to the start of class**. It is also suggested that you either bring a paper copy or have access to your digital copy during class to help facilitate discussion.

See late paper policy for scores.

Rubric

Chapter Reading Guide Score		
Check Plus	Check	Check Minus
Demonstrates a thoughtful understanding of the writing prompt and subject matter.	Demonstrates a limited understanding of the writing prompt and subject matter. This reflection needs revisions or added details.	Demonstrates little or no understanding of the writing prompt and subject matter. This reflection needs revisions or added details.

Quizzes and Assignments (30%)

There will be multiple quizzes worth 30% -given throughout the semester. The structure of chapter quizzes will include both multiple choice and constructed response questions based on readings. Other assignments, such as the theory to Theory paper and implication paper will also be counted as quizzes.

BIG 6: Improving Your Information Literacy (15%)

During the lesson planning process, we will be completing the BIG 6 project. This project focuses on the **PROCESS** of writing a lesson plan by analyzing the task, locating and using resources, and evaluating your progress. We will be completing this project simultaneously while working on the lesson plan. At times, it may seem redundant but the projects are assessed on different outcomes. The goal of the project is to 1) improve your information literacy; 2) ensure your content in your lesson is accurate and current; and 3) utilize and adapt existing resources, simulating the process practicing teachers go through. This assignment will be completed through forum posts on Sakai where you will work with those in your groups to provide feedback, suggestions, and the sharing of resources. In addition to posting your own work, you will be responsible for reviewing posts of at least two other classmates and providing feedback. Posts will be due by the end of class and comments are due by the next class. It is essential that you bring a computer/tablet to class on these days in order to work on this project.

Lesson Plan Academic (20%)

Each student will select a topic in their **academic** field and design a lesson that includes: lesson objectives, assessment methods, learning environment, applicable standards, and instructional methods. A template and rubric will be provided during the semester. You will work in groups to help share ideas and information. You will then present a portion of your lesson, about 15 minutes, to your group at our Lesson Plan Jamboree.

Fall 2017 Course Schedule

Date	Topic	Assignment/Readings
Thurs, 9/7	The Big Picture: The Psychology of Learning	Purchase course texts and materials; access course on Sakai; Form Base Groups- develop norms
Tues, 9/12	Introduction to Educational Psychology	Chapter 1 (<i>Reading Guide 1 due</i>)
Thurs, 9/14	Learning Cognition, & Memory	Chapter 2 (<i>Reading Guide 2 due</i>) <i>theory to Theory Paper due</i>

Tues, 9/19	Learning in Context	Chapter 3 (<i>Reading Guide 3 due</i>)
Thurs, 9/21	Universal Design for Learning	UDL module http://iris.peabody.vanderbilt.edu/module/udl/
Tues, 9/26 Online Class	Quiz #1 (Chapters 1, 2, 3, & UDL) - online	
Thurs, 9/28	Multiple Intelligences	Selected Excerpt from Armstrong, T. (2009). <i>Multiple intelligences in the classroom</i> . (Found on Sakai)
Tues, 10/3	Complex Cognitive Practice	Chapter 4 (<i>Reading Guide 4 due</i>)
Thurs, 10/5	Cognitive Development	Chapter 5 (<i>Reading Guide 5 due</i>)
Tues, 10/10	Personal, Social and Moral Development	Chapter 7 (<i>Reading Guide 6 due</i>)
Thurs, 10/12	Learning Theorists Digital Poster	Poster Due to Folder on Sakai
Tues, 10/17	Guest Speaker: Timothy Pure	Content Standards Module http://iris.peabody.vanderbilt.edu/module/cnm-5/
Thurs, 10/19 Online Class	Quiz #2 (Chapters 4, 5, 7, & MI) - online	
Tues, 10/24	Lesson Planning Workshop; BIG6 #1 & 2	Forum #1 Post & Comments
Thurs, 10/26	Assessment	Chapter 10 (<i>Reading Guide 7 due</i>) Implication Paper Due
Tues, 10/31	Instructional Strategies	Chapter 8 (<i>Reading Guide 8 due</i>)
Thurs, 11/2 Online Class	Quiz #3 (Chapters 8 & 10) - online	
Tues, 11/7	Lesson Planning Workshop; BIG6 #3 & 4	Forum #2 Post & Comments Due
Thurs, 11/9	Lesson Planning Workshop	
Tues, 11/14	Lesson Planning Workshop; BIG6 #5	Forum #3 Post & Comments Due
Thurs, 11/16	Motivation	Chapter 6 (<i>Reading Guide 9 due</i>)
Tues, 11/21	<i>Motivation Workshop: Game Design</i>	
Thurs, 11/23 NO CLASS	Thanksgiving Recess	
Tues, 11/28	Quiz #4 (Chapter 6)	
Thurs, 11/30	Lesson planning workshop; BIG6 #6	Forum #3 Post & Comments Due
Tues, 12/5	Lesson Plan Jamboree	Academic Lesson Plan Due by Midnight to Sakai
Thurs, 12/7	Lesson Plan Jamboree (part 2, if needed); Semester Wrap-Up	
Tues, 12/12	All late work due for partial credit.	

This schedule is subject to change as we move through the material

Disability Accommodations and Opportunities: If you have a documented disability that may require individual accommodations, please make an appointment with me prior to the third class meeting and provide written documentation about your documented learning difference. We will discuss how to meet your individual learning needs to ensure your full participation in the course and to ensure fair and equitable assessment procedures.

URI's Academic Honesty policy

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.

Anti-Bias statement

Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect, and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team http://www.uri.edu/student_life/brt/ where you will find people and resources to help.

Hardships statement

Are you or someone you know experiencing a hardship, such as at risk for going hungry or no place to live? If so, URI has resources to provide confidential help. Rhody Outpost provides URI students who are food insecure with emergency food services and resources. Rhody Outpost is housed at St. Augustine's Episcopal Church on 15 Lower College Road. Contact them at rhodyoutpost@gmail.com, or 401-874-2568. Please contact the Office of Vice President for Student Affairs at 401-874-2427 for help with emergency housing.