

# PSY 6338 Educational Psychology

Summer 2022



**Instructor:** Kristi Moore, Ph.D.

**Email:** kristi.moore@angelo.edu

**Phone:** 325-305-2880

**Office Hours:** Email for availability

**Course Description:** This course provides a graduate level introduction to educational psychology. It will focus on development, learning, motivation, instruction, and assessment. The goal of this course is to take educational psychology theory and principles and apply it to other areas of psychology and other disciplines.

## **Course Objectives:**

- Gaining factual knowledge (terminology, classifications, methods, and trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)

## **Student Learning Outcomes:**

By the end of this course, you should:

- Understand major theories of educational psychology.
- Be able to think critically about educational psychology.
- Be able to apply educational psychology principles to real world scenarios.
- Comprehend and apply various research methods to evaluate information critically.
- Communicate information and ideas effectively.
- Comprehend and critically interpret information presented in written and oral forms.

## **Required Readings:**

Applying the Science of Learning, by Richard Mayer, ISBN:0-13-611757-0

Motivation in Education, by Schunk, Meece, & Pintrich, 4<sup>th</sup> ed., ISBN: 0-13-301752-4

## **Suggested Material:**

Assignments for this class must be turned in using APA style. It is highly recommended that students have the *Publication Manual of the American Psychological Association (6th ed.)*.

## **Course Requirements:**

This online course requires that students have access to Blackboard. It is very important to check the announcements and discussion boards on a regular basis. All required readings are listed on the

syllabus. Because this is an online course, students must be diligent in keeping track of assignments and not falling behind.

**Discussion Boards:** The discussion board is meant to simulate discussion of the weekly readings and assignments that would normally happen in a traditional classroom setting. The instructor will post questions on the discussion boards throughout the semester. See the schedule for dates of discussion boards. Sometimes the questions will relate to activities or video clips. Please make sure you watch the video or complete the activity first. Students must respond to these questions and responses must be posted by Thursday 11:59 pm (CST). Each original response is worth 5 points. Two points will be taken off for late posts. Students also need to respond to two comments made by other students or the instructor. Both response posts are worth 5 points. These responses must be completed by Sunday 11:59 pm (CST). Students may post responses to other students once they have completed their own response and if other students have already commented. **Any posts after 11:59 will not be accepted. Students may post as many times as they like, however, only the first original post and first two responses to other students' posts will be graded.** Students must also check the discussion board and respond to comments by the instructor and other students on their original posts. **Failure to answer questions that others have made about your posts will result in a loss of points. Please see the discussion board rubric for more details.**

**Critical Analysis Papers:** Critical analysis papers are meant to help you learn to evaluate research and apply psychological theories and research to real world scenarios. Specific instructions may be given for each paper but the general format follows:

Each paper should be singled spaced, 12-point font, 1-3 pages and contain the following sections:

1. Main Idea – Briefly explain in your own words the main idea of the paper.
2. Theoretical Basis – Briefly identify and explain the theoretical basis for the reading.
3. Evaluation of Evidence – Do you believe there is enough evidence to support the main idea of the paper? Explain why it was or was not convincing and if it was inadequate, what additional evidence do you need to convince you?
4. Application – How can this information benefit you in your future field/career? Make sure to briefly state what your future future/career is and give at least one specific example.
5. Questions – What questions do you have after reading this article? Please come up with at least one question.

Papers are worth 25 points each.

**Research Proposal:** Students will put complete a research proposal on a topic in educational psychology. The final paper will be turned in at the end of the semester and there will be four assignments throughout the semester that will help you complete the research proposal piece by piece. Information on these assignments is on the Research Proposal handout. In addition, students will create a video explaining their research proposal to other student in the class and give feedback to other students in their group.

### Grades:

Critical Analysis Papers	100 points
Research Proposal	100 points
Discussion Boards	40 points
Total Points	240 points

**Grading Scale**

A = (90%-100%)

B = (80%-89%)

C = (70%-79%)

D = (60%-69%)

E = (below 60%)

**Grading Policies:** To be fair to all students in this class, all assignments are due on time. Late work will not be accepted without prior approval from the instructor. Make-up assignments will only be given in case of emergency IF a student notifies me BEFORE the exam is given and provides appropriate supporting documentation for the absence. Otherwise, the student will receive a zero for the missed assignment. The instructor will determine if a student will be allowed to make-up any assignment. Students will lose one letter grade each day the assignment is late, if they are allowed to make it up at all.

**Office Hours:** Because this is an online course, I will not have traditional office hours. Please keep in mind you may email me at any time. I will try to respond to emails within 24 hours except on weekends. For example, if you do email me after 5pm (CST) on Friday, I may not respond until Monday. I also will do appointments through collaborate or phone, just send me an email to set up a time.

**Communication Policy:** Students are encouraged to email the instructor if they have any questions or concerns. Students may also call the office phone, but unless the instructor is on campus, she will not get the message until the next weekday. When emailing the instructor, please include your class name and time in the subject line. If you have a specific question please write out that question. For example, don't write, 'I need help with question 1,' instead write, 'I need help with question 1, give an example of critical thinking.' Emails sent during the week (Monday-Friday at 5pm) will be answered within 24 hours. Emails sent after 5pm on Friday may not be answered until Monday.

**Please be respectful in your emails.** This includes addressing the professor properly (i.e., Dr.) and signing your full name. Emails that are not respectful will not be answered.

**Writing Center:** The ASU Writing Center (325-486-6173) is located in the ASU Library in 324. Writing Center tutors can work with students in any discipline and at any skill level. They also allow online submissions. Please see their website for more details:  
[http://www.angelo.edu/dept/writing\\_center/](http://www.angelo.edu/dept/writing_center/)

**Student Disability Services:** ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu).

**Title IX at Angelo State University:** Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Student Absence for Religious Holiday Observation:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

**Incomplete Grade Policy:** It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Academic Integrity:** Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the Statement of [Academic Integrity](#)

**Plagiarism:** Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

**Copyright Policy:** Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Please note: This syllabus is subject to change at the discretion of the instructor.**

**Please Note: All assignments are due on Sunday at 11:59 pm with the exception of your original discussion board post, which is due by 11:59 on Thursday.**

Date	Topics	Assignments Due
Week 1	Introduction	<b>Read: Mayer p. 1-12; Pandemic Articles</b>
June 6-12	<b>Development:</b>	<b><i>Due: Discussion Board Week 1 &amp; Introductions</i></b>
	Basics of Research	
Week 2	<b>Learning:</b>	<b>Read: Mayer p. 13-37; Kirschner article</b>
June 13-19	Overview	<b>Watch: A Private Universe; Learning Styles</b>
	Information Processing	<b><i>Due: Discussion Board; Research proposal Assignment 1</i></b>
Week 3	<b>Learning:</b>	<b>Read: Mayer p. 38-47; Kuhn &amp; Dean article</b>
June 20-26	Metacognition	
	<b>Motivation:</b>	<b>Read: Motivation chapters 1 &amp; 4</b>
	Reinforcement &	
	Social Learning Theory	<b><i>Due: Critical Analysis Paper 1 on Kuhn &amp; Dean</i></b>
Week 4	<b>Motivation:</b>	<b>Read: Motivation chapters 3 &amp; 6; Dweck article</b>
June 27-July 3	Beliefs & Attributions	
	Expectancy-Value &	<b>Read: Motivation chapters 2 &amp; 5</b>
	Goals	<b><i>Due: Research Proposal Assignment 2, Critical Analysis Paper 2 on Dweck</i></b>
Week 5	<b>Motivation:</b>	<b>Read: Motivation chapter 7; Deci &amp; Ryan article</b>
July 4-10	Intrinsic Motivation &	
	Self-Determination	
	Best Practices	<b>Read: Motivation chapters 8 &amp; 10</b>
		<b><i>Due: Discussion Board; Critical Analysis Paper 3 on Deci &amp; Ryan, Research Proposal Assignment 3</i></b>
Week 6	<b>Instruction:</b>	<b>Read: Mayer p. 51-81;</b>
July 11-17	Overview	
	Constructivism	<b>Read: Mayer p. 82-87; Kamii article</b>
		<b>Watch: Kamii</b>
		<b><i>Due: Critical Analysis Paper 4 on Kamii;</i></b>
Week 7	<b>Instruction:</b>	<b>Read: Young article &amp; Tomlinson article</b>
July 18-24	Best Practices	
	<b>Assessment</b>	<b>Read: Mayer p. 91-123</b>
		<b><i>Due: Research Video, Research Proposal Assignment 4</i></b>
Week 8	Wrap-Up	
July 25-29		<b><i>Due: Research Proposal</i></b>