

<p style="text-align: center;">Kirkwood Community College Course Syllabus Educational Psychology EDU-240 Spring 2019</p>	
INSTRUCTOR	Ethan Valentine
INSTRUCTOR INFORMATION	<p>Office hours: M/W/F from 9:30-10:30AM and T/Th. from 11:30AM-12:30PM or by appointment. Appointments can be made for in-person meetings, phone calls, or online meetings via Zoom.</p> <p>Office: 1017 Cedar Hall, phone 319-398-5899 ext. 5019</p> <p>Email: Ethan.Valentine@kirkwood.edu</p>
SECTION INFORMATION	Meeting Times: Tues 10:10-11:05AM, Thurs 9:05-11:05AM Benton Hall room 304
CREDIT HOURS	3 credit hours (3 lecture credits).
CONTACT HOURS	48 lecture hours
PREREQUISITES	Introduction to Psychology (PSY111)
COURSE DESCRIPTION	Applies psychological concepts to the field of education. Major focus is on cognitive, behavioral and humanistic theories. Areas of emphasis include child and adolescent development, learning theory, memory, motivation, intelligence, instruction and measurement.
ARTS & SCIENCE ELECTIVE CODE	Arts & Sciences
REQUIRED COURSE MATERIALS	<p>Required textbook:</p> <ul style="list-style-type: none"> • Woolfolk, A.E. (2018). <i>Educational Psychology</i> (14th Edition), Boston, MA: Pearson. <p>Books and course materials for this course are available at the Kirkwood Bookstore. All other supplemental readings will be provided online via Talon.</p>
GENERAL EDUCATION OUTCOMES	<p>The Kirkwood faculty has identified the following general education outcomes as a major theme of this course.</p> <ul style="list-style-type: none"> • Students will use effective communication skills. • Students will think logically and critically. • Students will understand and apply fundamental scientific principles. • Students will understand human society and cross-cultural variation and perspectives. • Students will possess skills for further learning and the general workplace.
DISTRIBUTION GROUP STUDENT LEARNING OUTCOMES	<p>This course is included in the <i>Social Science</i> distribution group for the Associate of Arts degree. The Liberal Arts faculty have identified the following student learning outcomes for core courses in this distribution group:</p> <ol style="list-style-type: none"> 1. Apply scientific reasoning to Social Science concept(s). 2. Explain theoretical perspectives within the discipline. 3. Discuss ethical challenges faced by the discipline.

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	<p>4. Describe how an individual or groups of individuals can be influenced by social, cultural, economic, or political factors.</p>
COURSE STUDENT LEARNING OUTCOMES AND COMPETENCIES	<p>Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> • Apply psychological principles in analyzing issues that teachers face • Analyze educational systems and structures using a variety of learning theories • Evaluate teaching and research approaches using evidence-based learning principles • Design learning environments based on research in educational psychology
LATE WORK/MAKE-UP TEST POLICY	<p><u>Late Exams</u> If you will need to take an exam outside of the scheduled time, you must let me know at least one week in advance of the start date so we can set up an alternate time. Within a week of the exam’s start date, you will not be allowed to schedule a make-up exam.</p> <p>See the college’s policy on missing a final test in the <i>Kirkwood Student Handbook</i>.</p> <p><u>Late Assignment Policy</u> All assignments are due at the indicated time and should be submitted via Talon. Talon dropboxes ‘time off’ at the due date/time. This means you need to have your assignments turned in before the listed time.</p> <ul style="list-style-type: none"> • Any assignment turned in after the specified time is counted as late. • Each day an assignment is late it receives a 10% deduction (of the initial maximum) in the total possible points. <p>If you will miss class when an assignment is due, notify me in advance and upload the assignment to the Talon dropbox prior to the start of class.</p>
CLASS ATTENDANCE POLICY AND COLLEGE SPONSORED ACTIVITIES	<p>You are all adults and will be treated as such, so if you skip class that is your choice. Keep in mind that class lectures, discussions, and activities only happen once and will not be repeated if you miss class, and material discussed in class has a funny way of being on exams. In general, I expect that you will attend class, prepare by completing readings in advance, and participate in class discussions and activities. In-class activities also contribute to final grades, and these points will not be available after the associated session.</p> <p>As stated in the Student handbook: In compliance with Public Law 105-244, Kirkwood Community College makes a wide variety of general institutional information available to students. For additional information, go to: http://www.kirkwood.edu/site/index.php?p=32303</p>
PRODUCTIVE CLASSROOM LEARNING ENVIRONMENT	<p>We believe that the best learning takes place in an environment where faculty and students exhibit trust and mutual respect.</p> <p>In a productive learning environment, faculty and students work cooperatively, recognize and respect differences, model the values of character and citizenship, and</p>

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become lifelong learners. In order to establish and maintain a productive learning environment, students need to come to class prepared to engage in the learning activities and behave respectfully toward everyone.

If you have any questions or concerns, please contact me via email or set up a time to talk with me in person (during office hours or by appointment).

PLAGIARISM POLICY
 It is your responsibility to be aware of what constitutes academic dishonesty. A detailed description of this policy and sanctions can be found here: <http://www.kirkwood.edu/site/index.php?p=32303>

CAMPUS CLOSINGS
 See Student Policies: General Policies and Student Rights
<http://www.kirkwood.edu/site/index.php?p=32309>

ACADEMIC ACCOMMODATIONS
 Students with specific academic and/or classroom needs may request individualized accommodations. Students wishing to request accommodations should complete an 'Accommodation Request Form' which is available at the Learning Services office, 2063 Cedar Hall, or online at www.kirkwood.edu/accommodations. Students will be asked to provide documentation supporting their request. An accommodation plan must be completed each semester and given to instructors before academic accommodations will be provided.

MIDTERM GRADES
 A midterm grade will be calculated and posted on EagleNet. The midterm grade is a grade-in-progress, and will not affect your official GPA, nor will it impact financial aid. The midterm grade has three purposes: first, to communicate your academic performance; second, to provide opportunities for you to discuss your progress with your instructor; and third, to allow Kirkwood to design college-wide intervention programs that will improve student success.

STUDENT EVALUATION

Grades are earned by the completion of assignments, quizzes, in-class projects, and exams. The following is an estimate of the points possible on exams and the different types of assignments.

Assignment	Points Possible	% of final grade
Exams: 3 @ 50 points	150	30%
Final Paper: 1 @ 100 points	100	20%
Discussion Leader: 1 @ 100 points	100	20%
Participation & In-Class Assignments	100	20%
Quizzes	50	10%
Total points possible: 500		100%

GRADING SCALE

A	<i>93% and above</i>	C	<i>73-76%</i>
A-	<i>90-92%</i>	C-	<i>70-72%</i>
B+	<i>87-89%</i>	D+	<i>67-69%</i>

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B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% and below

DROP DATE	<p>To find the last day to get a refund, go to EagleNet for Students, then Search for Sections, then click the link for this term's Last Day to Drop and Refund Dates list.</p> <p>http://www.kirkwood.edu/lastdaytodrop</p> <p>The last date to drop this class for this term is 4/29/19.</p> <p>Details of the refund schedule can be found under Academic & Enrollment Policies at: http://www.kirkwood.edu/site/index.php?p=35066</p>
FINAL EXAM INFORMATION	<p>Final exams are scheduled during the last week of the term from May 6 to May 10. The finals week session for this class is scheduled on Tuesday, May 7 at 10:10AM. The final exam will be taken online, like the previous exams, but we will meet during finals week.</p>
EMERGENCY INFORMATION	<p>See Facilities: Emergency/Crisis Information http://www.kirkwood.edu/site/index.php?p=7987</p>
OTHER INFORMATION	<p>See Appendix A for an overview of course topics, schedule, and due dates for this course. See Appendix B for an overview of major assignments and exams for this course.</p> <p>Volunteer Work Extra Credit: You can earn up to 10 extra credit points (equivalent to a 20% boost on an exam) by doing volunteer work with children, ideally in an educational setting. This is not mandatory. <i>If you decide to participate, you must turn in a note from the teacher or supervisor with whom you worked, briefly explaining what you did and how many hours you worked there.</i> One extra credit point is earned for each hour of service, up to a maximum of 10 points. While it is not necessary, I strongly recommend that you volunteer.</p> <p>Check Refund Policy at: http://www.kirkwood.edu/site/index.php?p=35066</p>

APPENDIX A

Educational Psychology Topics and *Tentative* Schedule

Topic:	Assignments:
Intro to Educational Psychology & Research Methods (1/15 & 1/17) <ol style="list-style-type: none">1. What is <i>educational psychology</i>?2. What is learning? What is the role of a teacher?3. Research ethics and methods	<input type="checkbox"/> <i>Woolfolk</i> chapter 1
Cognitive Development (1/22 & 1/24) <ol style="list-style-type: none">1. Neuroscience-based education2. Piaget's stages of cognitive development3. Vygotsky and the zone of proximal development4. Language and language development	<input type="checkbox"/> <i>Woolfolk</i> chapter 2 <input type="checkbox"/> OPTIONAL: Doidge (2007) – <i>A Woman Perpetually Falling</i> [retraining the brain]
Social and Moral Development (1/29 & 1/31) <ol style="list-style-type: none">1. Bronfenbrenner's bioecological systems2. Erikson's stages of psychosocial development3. Moral development<ol style="list-style-type: none">a. Kohlberg & Gilliganb. How should schools cope?	<input type="checkbox"/> <i>Woolfolk</i> chapter 3 <input type="checkbox"/> OPTIONAL: Steven (1983) [Deeper dive into Erikson's stages]
Language Development (2/5 & 2/7) <ol style="list-style-type: none">1. Major explanations for language development2. Sounds, grammar, and language skills3. Multilingualism, immigration, and education	<input type="checkbox"/> <i>Woolfolk</i> chapter 5
Learner Differences & Learning Needs (2/12 & 2/14) <ol style="list-style-type: none">1. Intelligence and intelligence differences2. Learning preferences – and the research against learning styles3. Students with disabilities and gifted/talented4. Universal design for learning (UDL)	<input type="checkbox"/> <i>Woolfolk</i> chapter 4 <input type="checkbox"/> Review UDL Principles (posted on Talon) <input type="checkbox"/> Try an intelligence test (samples on Talon)
EXAM 1 (2/14-2/19) over Intro to Ed Psych, Cognitive Development, Social & Moral Development, Language Development, and Learner Differences & Learning Needs	

<p>Culture & Diversity (2/19 & 2/21)</p> <ol style="list-style-type: none"> 1. What is culture? What defines a cultural group? 2. Effects of socioeconomic status on success 3. Equity vs. equality – what is our goal? 4. Kline & Pinch – building better tools 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 6 <input type="checkbox"/> Kline & Pinch (1996) – Users as Agents of Technological Change
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<p>Behavioral Views of Learning (2/26 & 2/28)</p> <ol style="list-style-type: none"> 1. Taking on a lens 2. What is learning from a behaviorist perspective? 3. Classical & operant conditioning 4. Observational Learning 5. Modern behaviorism 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 7 <input type="checkbox"/> Bishop & Verleger (2013) [Flipped classrooms]
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<p>Cognitive Views of Learning (3/5 & 3/7)</p> <ol style="list-style-type: none"> 1. What is learning? 2. Your brain as a computer 3. Memory processes & structures – is memory the same as learning? 4. Cognitive (mental) structures and transfer 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 8
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<p>Constructivism and the Learning Sciences (3/12 & 3/14)</p> <ol style="list-style-type: none"> 1. Learning according to a constructivist 2. Cognitive vs. social constructivism 3. Collaboration, cooperation, & competition 4. The learning sciences & embodied cognition 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 10
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EXAM 2 (3/14-3/26) over Culture & Diversity, Behaviorism, Cognitivism, and Constructivism & the Learning Sciences

No class 3/19 or 3/21 (Spring Break)

<p>Social-Cognitive Views of Learning & Motivation (3/26 & 3/28)</p> <ol style="list-style-type: none"> 1. Social-cognitive theory – general ideas 2. Self-efficacy, teaching, and learning 3. Bandura’s reciprocal determinism 4. Self-regulation & attribution 5. Expectancy * value approach 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 11 <input type="checkbox"/> OPTIONAL: Zimmerman & Bandura (1994) and/or Bandura (2001) [applications of social-cognitive theory in schools and in career choice]
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<p>Motivation in Teaching & Learning (4/2 & 4/4)</p> <ol style="list-style-type: none"> 1. What does it mean to be motivated? 2. Intrinsic vs. extrinsic motivation 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 12
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<ul style="list-style-type: none"> 3. The effects of rewards 4. Self-determination theory 5. Motivation and failure – can failure be motivating? Can it be <i>fun</i>? 	
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<p>Methods & Media (4/9 & 4/11)</p> <ul style="list-style-type: none"> 1. Bloom’s taxonomy and designing good learning objectives 2. What do we mean by “medium?” 3. What matters more – method or medium? 4. New Media – games, gamification, simulations, and beyond 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 14 <input type="checkbox"/> Clark (2003) – myths of online learning
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<p>Creating Learning Environments (4/16 & 4/18)</p> <ul style="list-style-type: none"> 1. ADDIE model of Instructional design 2. MRK’s instructional systems model 3. Agile development 4. Designing instruction of your own 	<ul style="list-style-type: none"> <input type="checkbox"/> Morrison, Ross, Kalman, & Kemp (2013) <input type="checkbox"/> OPTIONAL: Skim <i>Woolfolk</i> chapter 13 (only if interested in classroom management)
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<p>Assessment (4/23 & 4/25)</p> <ul style="list-style-type: none"> 1. Summative vs. formative assessments 2. Norm-referenced vs. criterion-referenced scoring/interpretations 3. Traditional vs. “authentic” testing 4. Standardized testing 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Woolfolk</i> chapter 15
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<p>Review/Make-up (4/30 & 5/2)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No readings
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Final Paper due 5/7 @ 10:10AM (revisions due 5/8 @ 11:59PM)

EXAM 3 (5/2-5/9) over Social-Cognitive Views, Motivation, Methods & Media, Creating Learning Environments, and Assessment

Appendix B

Educational Psychology Assessments

ASSESSMENT OF STUDENT LEARNING

In this course, assessments include a paper (written assignment), discussion postings, the discussion leader project, quizzes, and in-class participation.

Rubrics (assignment evaluation forms) are available with assignments so that you will know the grading criteria in advance, and to provide feedback to you at the completion of the learning activity.

Final Paper

You will complete one major paper/written project. You will be responsible for a *roughly* 5-7 page paper, with the format depending on which project option you choose. More information will be provided separately about these options, but you will generally be asked to use original academic journal articles (at least two) to aid you in applying major ideas from the Educational Psychology course. The three defined options include developing a research-based philosophy of teaching, presenting and investigating a new research question, or designing a new piece of instruction and detailing the design process. You may also propose another topic/design for the assignment based on your own interest.

These paper options are designed to be difficult and to push you to critically analyze the important ideas within the field of educational psychology. Feel free to ask questions throughout your writing process. No matter which option you choose, the paper should be written in American Psychological Association (APA) style, with appropriate citations, and should be turned in as a Microsoft Word (.doc or .docx) or PDF (.pdf) file. Other file types may be accepted, but only with approval from the instructor in advance. Specific formatting information can be found in the Final Paper Info document, which is available on Talon.

All parts of the final paper are required to have your last name and rolling page number in the header.

Discussion Leader

Because one of the primary goals of this course is to facilitate discussion about educational psychology, you will be responsible for leading the discussion for a session of class along with a team. There is no set format for how discussion leaders structure the class session. Students may wish to give a brief presentation summarizing the main points raised by the readings and outlining the issues for discussion, but this is optional. I encourage you to bring an outline of the readings to class to help with your discussion. Because all students should have read the assigned readings, the purpose of this presentation is to set the stage for a stimulating and productive discussion, and NOT to teach basic terms and so on. Students are highly encouraged to conduct classroom activities with their classmates to facilitate understanding of the material.

Your grade for the discussion leader project will include my assessment of your group's in-class/submitted work, a peer review completed by your team members, and your contribution to a class wiki site. Topics for this project will be chosen starting in the 1st week of class.

Class Participation

In addition to your discussion leader project, your participation in class discussions and activities will be assessed. You are expected to actively engage with the content and your peers throughout the semester. This requires you to complete all readings before the class period they are assigned for – keep in mind that the class presentations are designed to summarize important points to aid discussion and studying, NOT to completely cover the readings. In some cases, you (or your team) will be asked to turn in materials from class activities, and these materials will count towards your participation grade.

Quizzes

Approximately once per week, you will take a short (~5 questions) quiz assessing a recent course topic. These quizzes are intended to help prepare you for course exams by giving you practice with the types of questions that will be asked on those exams. Quizzes are graded based on completion, rather than accuracy, as the goal is learning and preparation (formative assessment) rather than assessing final mastery (summative assessment). 10 of these quizzes will be included in the final grade, with any additional low scores (including missed quizzes) being dropped.

EXAM-BASED ASSESSMENT OF STUDENT LEARNING

There will be three exams in this course, each covering approximately 1/3 of the course (as laid out in Appendix A). These exams will be taken online during a set period of days and have a 90-minute time limit. Exams are open-book/open-note, but they must be completed alone. I recommend limiting yourself to a single double-sided 8.5x11 sheet of notes, as the time limit does not allow extensive searching for answers. Exams are a combination of multiple-choice and short-answer questions that are designed to measure your understanding of the principles of educational psychology and your ability to apply those principles in real-life scenarios.

MAJOR DUE DATES

Due dates will be posted on the Talon Calendar and may be changed due to weather closings, other unforeseen events, or because we spent more or less time than planned on a topic. The Talon Calendar will be updated as needed. Below are a few major (tentative) dates:

- **Exam 1:** 2/14-2/19
- **Exam 2:** 3/14-3/26
- **Exam 3:** 5/2-5/9

- **Final Paper:** 5/7 @ 10:10AM (revisions due 5/8 @ 11:59PM)

Discussion Leader: varies based on topic