PSYC312: Educational Psychology

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Office: David King Hall 1022 (Wednesdays 12:30-1:30)

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This course enables students to apply psychological principles to the learning and developmental process in the classroom context. This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in educational settings. Corresponding implications for effective teaching will be discussed.

**Technology**

**Logging Into Blackboard:** Online materials for this class can be accessed through Blackboard. You must check our course webpage frequently for course content, assignments, and exams. This course is 100% online. Students can log into their Blackboard account through [MyMason](https://mymasonportal.gmu.edu/). You can find help and information about Blackboard on the [Student Support page](https://coursessupport.gmu.edu/Students/). Please log-in to Blackboard prior to the first day of class and take time to learn how to navigate through the different aspects of the course page.

**Hardware Requirements:** You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

(1) the storage amount needed to install any additional software and (2) space to store work that you will do for the course. Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](http://support.apple.com/kb/VI54?viewlocale=en_US) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

**Software Requirements:** This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](http://mymason.gmu.edu). (See [supported browsers and operating systems](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11).) You will certainly need plugins that will allow you to stream videos through Kaltura and YouTube. You will also need PowerPoint and Acrobat reader. A Mac or a PC is required for tests, because exams must be taken using Respondus Lockdown Browser, which only installs on those systems. It is possible that course materials may need additional software such as [Flash](http://get.adobe.com/flashplayer/), [Java](http://www.java.com/en/download/), and [Windows Media Player](http://windows.microsoft.com/en-US/windows/products/windows-media-player), [QuickTime](http://support.apple.com/downloads/#quicktime) and/or [Real Media Player](http://www.real.com/realplayer/search). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](http://antivirus.gmu.edu/).

**Accommodations**

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resources Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through that office.

**Policies**

**Official Communication via GMU E-Mail:** Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

**Honor Code:** George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student’s responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: http://oai.gmu.edu/the-mason-honor-code-2/ All violations of the Honor Code will be reported to the Honor Committee. Students may not reproduce (including uploading to the Internet) any portion of any of the exams for this course. Students who attempt to photograph or in any way capture information about the exam for others’ use will be reported for an honor violation.

**Late Work Policy:** 10% will be deducted for each day (past the due date) that an checkpoint, assignment, or exam is turned in. For example, if you turn in an assignment two calendar days past-due, then 20% will be deducted from the grade you earn.

**Miscellaneous**

**Registration Timelines:** The final day to add this course is January 28, 2020. The final day to drop with no tuition liability is February 5, 2020. Final drop deadline is February 11, 2020.

**Psychological Services:** Life is stressful and we all need a little support sometimes. Students are encouraged to contact Counseling & Psychological Services (3129 Student Union Building I, http://caps.gmu.edu/) at 993-2380 for assistance with any kind of psychological/life problem or crisis situation. I can help with referrals for students with particular counseling needs so please feel free to talk with me for help with anything.

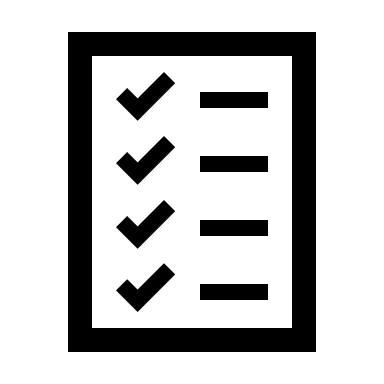
**Textbook and Readings**

**Textbook:** The lectures of this course are somewhat structured around the following textbook: ***Educational Psychology* – 6th edition, John Santrock.** While the lectures provide all the course content necessary to be successful in this course; the textbook is a good resource to go back and reinforce what has been conveyed in the lectures (especially surrounding important terminology). The 5th Edition of this textbook is also sufficient.

**Readings:** I have also included links to free online resources when I feel as though they may be useful for your understanding of certain topics. All additional course readings will be available on Blackboard.

**Blackboard Resources for Students**

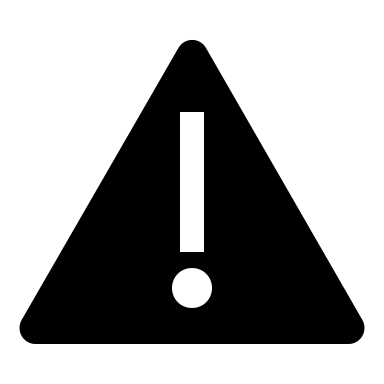
* **“Weekly Welcomes”:**  The item in each weekly folder on Blackboard will be a document called the “Weekly Welcome” – this document gives welcomes you the topic(s) of the week and provides you with an overview of course related content. For example, this document will tell you how long each lecture video is so that you can plan out your time, and reminds you of upcoming due dates. This should be the first document you look at every week.
* **Lecture Videos:** Every week, a lecture video will be posted in the corresponding content folder on Blackboard. These lecture videos will convey the majority, and in most cases all, of the weeks’ information you are responsible for.
* **Lecture Slides:** The PowerPoint presentations that are used in the lecture videos are made available to students in each weeks folder on Blackboard. At times, these may include “presenter notes” under the slides – but it’s important to note these will not cover all of what is discussed in the lecture videos.
* **“Knowledge Checklist”:** I also provide a “knowledge checklist” for every weekly topic. Knowledge checklists are bulleted lists of information that I expect students to “take-away” from each lecture. I do not provide study guides for the exams. With that being said, if you feel confident about the information on each weeks’ checklist, you should be in good shape for the exam.



**Please Note:** This checklist icon (left) appears in the lecture videos/on lecture slides when knowledge checklist information/concepts are being discussed. This is a quick cue to help with note-taking and going back to study for the exams.

* **Discussion Board:** There is a discussion board for every week on Blackboard. I will be checking the discussion boards every Monday for questions or concerns regarding the previous week’s information. Please post any questions you have about the material covered in the week. The goal is for this discussion board to serve as a resource to you (and your classmates) when you are studying for tests; it’s helpfulness is dependent on how often/well you all collectively take advantage of it.

**Course Requirements and Grading**

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This course is **NOT** self-paced. Materials will be posted on a week-by-week basis. All materials for the upcoming week will be posted by the week’s Sunday start date. You are expected to adhere to the deadlines outlined in this syllabus. Barring a major disruption of Blackboard, University holidays will not affect our schedule given that you can work within the timeline provided and adjust the pace as you see fit. Please refer to the late work policy to understand how failing to meet deadlines will impact your grade in this course. While some assignments may be available on Blackboard *before* they are assigned, it is strongly recommended that you wait until we have covered their topics in lectures, as you are expected to apply content covered in the lectures in these assignments.

**Grading Scale:** Grades will be calculated using the following grading scale: 93% – 100% = A; 90% – 92% = A–; 87%–89% = B+; 83 – 86% = B; 80 – 82% = B–; 77 – 79% = C+; 73 – 76% = C; 70 – 72% = C–; 60 – 69% = D; Grades lower than 60% will receive a F.

* **Check-Points (10 Points) – 10% of Overall Grade**

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| **Checkpoint #1**  **Due:** January 26, 2020 (by 11:59 PM) |
| **Checkpoint #2**  **Due:** February 9, 2020 (by 11:59 PM) |
| **Checkpoint #3**  **Due:** February 23, 2020 (by 11:59 PM) |
| **Checkpoint #4**  **Due:** March 22, 2020 (by 11:59 PM) |
| **Checkpoint #5**  **Due:**  April 26, 2020 (by 11:59 PM) |

There are 5 checkpoints. Checkpoints are mini-quizzes that check-in with your understanding of the information being covered in the lectures. The questions on each check-point may reflect content learned since the previous checkpoint. They do not require use of the lock-down browser, and thus you may reference your notes, lecture slides (etc.) while completing them.

These checkpoints are not meant to be stressful. They are intended to help you monitor your own understanding and provide an opportunity to make you familiar with familiar with questions that are similar to those you’ll have one your exams. Your performance across these five checkpoints will be averaged and worth 10 points (10%) of your final exam grade.

* **Assignments (30 Points) – 30% of Overall Grade**

You are required to choose **three** (10 point) assignments to complete. Each assignment option provides an opportunity to further explore topics covered in class. Full assignments details and rubrics are posted on Blackboard in the folder corresponding to the week they are assigned. Brief summaries of each assignment are provided below. Assignments will make-up 30 points (30%) of your final grade.

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| **Social–Emotional Development Assignment**  **Due:** February 16, 2020  by 11:59 PM | **Kimochis Social Emotional Learning**  In class we discuss how schools are embracing teaching social-emotional skills. One way schools do this is through implementing a social–emotional curriculum/program. In this assignment, you’ll be asked to further explore the Kimochis Social Emotional Learning Program. You will be provided examples of lessons from this program and asked to relate them to CASEL’s Core Social–Emotional Competencies (as discussed in the lectures). |
| **Behavioral Approaches to Learning Assignment**  **Due:** February 23, 2020  by 11:59 PM | **Why We Do What We Do: Positive and Negative**  **Reinforcement in Schools**  This assignment requires that you listen to a podcast on Positive and Negative Reinforcement in schools. This podcase summarized both terms, which you should be familiar with from the lecture, and provides examples of what it might look like in the classroom setting. You will be asked to complete a worksheet of questions that ask you to link the concepts from the lecture to topics discussed in this podcast. |
| **Learning in Content Areas Assignment**  **Due:** March 22, 2020  by 11:59 PM | **The National Reading Panel Report: Practical Advice for Teachers**  The National Reading Panel’s research impacted the way schools teach reading. This report gives advice to teachers surrounding each. This assignment will ask you to further investigate one of the “Big 5” areas of reading established from the National Reading Panel’s research. You will be asked to pick one of the “Big 5” (phonemic awareness, phonics, fluency, vocabulary, comprehension) and answer a work through a worksheet of questions, including looking up relevant evidence-based interventions. |
| **Sociocultural Diversity Assignment**  **Due:** March 29, 2020  by 11:59 PM | **This American Life: Three Miles Podcast**  This podcast talks about a program that brings kids together from two different schools. One school is a public school in the country’s poorest congressional district. The other school is a private school that costs $43,000/year. The schools are three miles apart. The idea behind this program is that exposure creates opportunities. But what happens when kids see that the other side looks a lot better? Your assignment will be to complete a reflection paper on the discussion of this podcast and how it relates to information discussed in the Sociocultural Diversity lecture video/slides. |
| **Exceptional Learners Assignment**  **Due:** April 12, 2020 by 11:59 PM | **The “Blurring” of Special Education in a New Continuum of General Education Placements and Services**  This assignment will ask you to read an article discussing Response-to-Intervention from the lens of two federal mandates we discuss in class – No Child Left Behind and IDEA (2004). You will be given the reading, as well as my reading annotations and asked to answer several questions about the article and how it relates to concepts discussed in the course. |
| **Motivation, Teaching and Learning Assignment**  **Due:** April 19, 2020 by  11:59 PM | **Grit: The Power of Passion and Perseverance**  Angela Lee Duckworth took a job teaching math to seventh graders in a New York public school. She quickly realized that IQ wasn't the only thing separating the successful students from those who struggled. In her Ted Talk Dr. Duckworth explains her theory of "grit" as a predictor of success. You will be asked to watch her Ted Talk and reflect on what you see. Then, you will be asked to read an empirical study on the construct of grit and discuss its’ implications. |

* **Exams (60 Points)**

There will be three (3) exams worth 20 points each. Thus, 60 points (60%) of your final grade will reflect your performance across these three exams. Each exam will have 20 multiple choice questions. Each exam will be administered online via Blackboard using the Respondus Lockdown Browser. Each exam will have a time-limit of 55 minutes to complete.

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| **Exam #1**  **Due:** March 1, 2010  (by 11:59 PM) | Lectures Covered:  Cognitive and Social Emotional Development **//** Behavioral and Sociocognitive Approaches to Learning **//** Information Processing and Complex Cognitive Approaches to Learning **//** Social Constructivist Approaches to Learning |
| **Exam #2**  **Due:** April 5, 2020  (by 11:59 PM) | Lectures Covered:  Learning in Content Areas **//** Sociocultural Diversity **//** Individual Variations **//** Exceptional Learners |
| **Exam #3**  **Due:** May 10, 2020  (by 11:59 PM) | Lectures Covered:  Motivation **//** Planning and Instruction **//** Assessment in Schools **//** Behavior Management |

**Course Guide**

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| **Week #1:** Tuesday, January 21, 2020 – Sunday, January 26, 2020 | | |
| Course Introduction | **Lecture Videos(s):**   1. About Me 2. Syllabus Introduction   **Lecture Resources:**   * Lecture Slides | **Due this week:**   * **Checkpoint #1** (Due by 11:59 PM on 1/26) |
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| **Week #2:** Monday, January 27, 2020 – Sunday, February 2, 2020 | | |
| Introduction to Educational Psychology | **Lecture(s):**   1. Introduction to Educational Psychology   **Lecture Resources:**   * Lecture Slides * Knowledge Checklist | **Due this week:** |
| **Supplemental Readings:**   * Santrock Chapter 1 |
| **Week #3:** Monday, February 3, 2020 – Sunday, February 9, 2020 | | |
| **Cognitive and Social–Emotional Development** | **Lecture Video(s):**   1. Cognitive Development 2. Social–Emotional Development   **Lecture Resources:**   * Lecture Slides   + Cognitive Development   + Social–Emotional Development * Knowledge Checklist | **Due this week:**   * **Checkpoint #2** (Due by 11:59 PM on 2/9) |
| **Supplemental Readings:**   * Santrock Chapter 2 * Santrock Chapter 3 |
| **Week #4:** Monday, February 10, 2020 – Sunday, February 16, 2020 | | |
| **Behavioral and Socio–Cognitive Approaches to Learning** | **Lecture Video(s):**   1. Behavioral Approaches to Learning 2. Socio-Cognitive Approaches to Learning   **Lecture Resources:**   * Lecture Slides   + Behavioral Approaches   + Socio-Cognitive Approaches * Week 4: Knowledge Checklist | **Due this week:**   * **Social Emotional Development Assignment** (Due by 11:59 PM on 2/16) |
| **Supplemental Readings:**   * Santrock Chapter 7 |
| **Week #5:** Monday, February 17, 2020 – Sunday, February 23, 2020 | | |
| Information Processing and Complex Cognitive Approaches to Learning | **Lecture Videos (s):**   1. Information Processing Lecture 2. Complex Cognitive Lecture   **Lecture Resources:**   * Lecture Slides   + Information Processing   + Complex Cognitive * Note-taking hand-out | **Due this week:**   * **Checkpoint #3** (Due by 11:59 PM on 2/23) * **Behavioral Approaches to Learning Assignment** (Due by 11:59 PM on 2/23) |
| **Supplemental Readings:**   * Santrock Chapter 8 * Santrock Chapter 9 |
| **Week #6:** Monday, February 24, 2020 – Sunday, March 1, 2020 | | |
| Social-Constructivist Approaches to Learning | **Lecture Videos (s):**   1. Social Constructivist Approaches Lecture   **Lecture Resources:**   * Lecture Slides * Knowledge Checklist | **Due this week:**   * **Exam #1**   **(**Due by 11:59 PM on 3/1) |
| **Supplemental Readings**   * Santrock Chapter 10 |
| **Week #7:** Monday, March 2, 2020 – Sunday, March 8, 2020 | | |
| Learning in Content Areas | **Lecture Video(s):**   1. Reading Lecture 2. Mathematics Lecture 3. Writing Lecture   **Lecture Resources:**   * Lecture Slides * Knowledge Checklist   **Supplemental Readings:**   * Santrock Chapter 11 |  |
| **Week #8:** Monday, March 9, 2020 – Sunday, March 15, 2020 **\*SPRING BREAK\*** | | |
| **Week #9:** Monday, March 16, 2020 ­– Sunday, March 22, 2020 | | |
| Sociocultural Diversity | **Lecture Videos (s):**   1. Sociocultural Diversity   **Lecture Resources:**   * Lecture Slides * Knowledge Checklist | **Due this week:**   * **Checkpoint #4** (Due by 11:59 PM on 3/22) * **Learning in Content Areas Assignment** (Due by 11:59 PM on 3/22) |
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| **Week #10:** Monday, March 23, 2020 – Sunday, March 29, 2020 | | |
| Individual Variations | **Lecture(s):**   1. Individual Variations   **Lecture Resources:**   * Lecture Slides * Knowledge Checklist | **Due this week:**   * **Sociocultural Diversity Assignment** (Due by 11:59 PM on 3/29) |
| **Supplemental Readings:**   * Santrock Chapter 4 |
| **Week #11:** Monday, March 30, 2020 – Sunday, April 5, 2020 | | |
| Exceptional Learners | **Lecture(s):**   1. Exceptional Learners   **Lecture Resources:**   * Lecture Slides * Knowledge Checklist | **Due this week:**   * **Exam #2**   **(**Due by 11:59 PM on 4/5) |
| **Supplemental Readings:**   * Santrock Chapter 6 |
| **Week #12:** Monday, April 6, 2020 – Sunday, April 12, 2020 | | |
| Motivation | **Lecture(s):**   1. Motivation   **Lecture Resources:**   * Lecture Slides * Note-taking hand-out | **Due this week:**   * **Exceptional Learners Assignment** (Due by 11:59 PM on 4/12) |
| **Supplemental Readings:** |
| **Week #13:** Monday, April 13, 2020 – Sunday, April 19, 2020 | | |
| Planning and Instruction | **Lecture(s):**   1. Planning and Instruction   **Lecture Resources:**   * Lecture Slides * Note-taking hand-out | **Due this week:**   * **Motivation Assignment** (Due by 11:59 PM on 4/20) |
| **Supplemental Readings:**   * Santrock Chapter 12 |
| **Week #14:** Monday, April 20, 2020 – Sunday, April 26, 2020 | | |
| Assessment in Schools | **Lecture(s):**   1. Assessment in Schools   **Lecture Resources:**   * Lecture Slides * Note-taking hand-out | **Due this week:**   * **Checkpoint #5** (Due by 11:59 PM on 4/26) |
| **Supplemental Readings:**   * Santrock Chapter 15 * Santrock Chapter 16 |
| **Week #15:** April 27, 2020 – May 3, 2020 | | |
| Behavior Management | **Lecture(s):**   1. Behavior Management   **Lecture Resources:**   * Lecture Slides * Note-taking hand-out | **Due this week:**   * **Exam #3**   **(**Due by 11:59 PM on 5/10) |
| **Supplemental Readings:**   * Santrock Chapter 14 |