**PSYCHOLOGY 312: EDUCATIONAL PSYCHOLOGY**

**GEORGE MASON UNIVERSITY**

**Instructor:** Megan G. Stutesman, MSEd

(she/her/hers)

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Department of Psychology

David King Hall 1027

\*email is the best way to get in touch with me

**Course Meeting Times:** Monday & Wednesday 3:00 – 4:15pm, Music/Theater Building Rm 1006

**Office Hours:** Wednesdays, 2:00pm-3:00pm EST. Appointments are recommended and I can schedule other days and times for appointments. Location: David King Hall 1027. Zoom office hours available by appointment only.

**Course Description**

This is a survey course on Educational Psychology. The course enables students to apply psychological principles to the learning and developmental process in the educational and 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.

**Course Objectives and Goals:**

* Consider learning from various psychological perspectives including behavioral, cognitive, motivational, and social
* Examine challenges to the learning of diverse learners
* Appreciate the influence of context on learning
* Consider learning in different settings (school, work, etc.)
* Reflect on your own schooling experiences
* Develop your understanding of and critical thinking about learning processes including writing and discussion

**Textbook and Readings**

**Required Course Materials:**

**Textbook:** The lectures of this course are somewhat structured around the following textbook: ***Educational Psychology* – 7th edition, John Santrock.** While the lectures provide most of 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) and may offer additional information.

**Other Readings:** I will also include links to free online resources when I feel as though they may be useful for your understanding of certain topics. Any non-texbook course readings will be updated on the Course Schedule of this Syllabus and will be uploaded to that weeks course materials in Blackboard. All additional course readings will be available on Blackboard.

**Course Structure**

This course uses a weekly structure. Materials will be posted on a week-by-week basis. You are expected to adhere to the deadlines outlined in this syllabus. Please refer to the late policy to understand how failing to meet deadlines will impact your grade in this course. While some assignments may be available on Blackboard beforethey 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. All assignments for each weekly section are due at 11:59pm on the Sunday of that week.

I encourage you to ask questions either through email or the “Ask the Professor” link on Blackboard. I encourage using this Blackboard link if you think the question will be of interest/useful to others. This is to ensure you have the space to talk to me about material from the reading that is unclear or that you would like further explained. If you come across such information, do not hesitate to ask for clarification.

**Each week will contain the following course materials:**

* **Weekly Welcomes:** The weekly welcome post will give you an overview of the topic(s) of the week and provide you with an overview of course related content (i.e., length of lecture videos, required readings, what is due). This should be the first thing you look at each week!
* **Lecture:** Every week, lectures will be given in class and PowerPoint slides will be posted in the corresponding content folder on Blackboard. Lectures will be broken into segments. In other words, instead of one longer lecture, each week will have multiple short lecture segments, broken up with in-class discussion and activities. Material will be grouped with the intention that each shorter lecture covers a topic or sub-topic area for that week.
* **Lecture Slides:** PowerPoint presentations used in the lecture videos will be made available to students for each week. Importantly, not all course material will be in the lecture slides. There will be important information covered in class lectures that are not on the slides—you will not have much success in this course if you only use the PowerPoint slides and do not attend lectures, do the readings, and take notes!
* **Weekly Take Home Quizzes:** there will bea weekly BlackBoard quiz for every weeks topic(s). They will include information from the lectures, readings/textbook, and course content of the week. I do not provide study guides for the quizzes as these are open book/note.
* **In-Class Discussion and Activities:** there will be in-class group discussion prompts and activities related to the course content for each week. These are graded and require that you attend class!

**Assignment Requirement Breakdown (at a glance)**

**Assignment Requirement Breakdown (at a glance):**

* Take Home Quizzes (50%)
* In-Class Discussion and Activities (10%)
* Infographics (15%)
* Reflection Assignments (15%)
* Top Ten Final Assignment (10%)

**Detailed Assignments and Grading**

**Take Home Quizzes (50% of overall grade)**

There will be take home quizzes each week. The questions on each quiz may reflect content learned since the previous quiz—basically the content for each week. You may reference your notes, lecture slides (etc.) while completing them. The quizzes are designed to be taken after you attend the weekly lectures and do the readings each week, and may be completed at any time during the week before the due date.

Each quiz will have approximately 10-20 questions. Questions may be a mixture of multiple choice, true/false, fill in the blank, and short answer responses. Each quiz will be administered online via Blackboard. Each quiz will have a time-limit of 7 hours to complete once it is opened. This means that you can leave the test and return to it. In other words, you don’t have to set aside a full 1 hour time block to take it. Quizzes will be open on Blackboard at the begging of each week and may be taken at any time before the due date. It is strongly recommended that you complete the quizzes *after* attending both lectures each week. Quizzes may cover material from the textbook, lectures, and may ask you to apply your knowledge.

Quizzes are open note and open book. However, quizzes are an individual assignment. You may NOT work with anyone else on the quizzes. Open note and open book means you may use your own notes and class materials ONLY. You are prohibited from using internet searches and any outside materials when completing the quizzes.

**In-Class Discussion and Activities (10%)**

In-Class Discussion and activities are meant to enhance your critical thinking on the topics in this course and stimulate conversation around the topics. The discussion prompts will be given and carried out in the in-person lecture meetings. This is also to ensure that you will attend lectures, actively participate, and collaborate with your peers ☺. We all have tendencies to lose focus and motivation sometimes, hopefully this will help! I will be grading for participation in and completion of discussion and activities. Think of the discussion and in-class activities like a participation “exit ticket” from lecture.

**Infographics & Peer Feedback (15% of course grade)**

Students will submit **three** infographic assignments over the length of the course. Students may choose which week to submit their infographic. The infographic must be related to the weeks content. I **strongly recommend** that you do NOT wait until the last three sections, and that instead you pick the topics that are of most interest to you and/or work well for your schedule.

Infographic Guidelines

* Approximately 1-page infographic
  + Students will design and submit an infographic that communicates a theme/theory/concept covered in the course. Students will use appropriate language and design for their target audience (for example: children, teens, adults, teachers, politicians, health care workers, etc.)
  + Students will submit their infographic in the appropriate infographic submission folder on Blackboard.
  + Students will select 1 of the infographics shared by peers and comment with feedback.
  + More detailed instructions are given in the Infographic Assignments tab on blackboard.
* Suggested Resources (you are not expected to purchase any software to complete this assignment).
  + Adobe Spark
  + Canva
  + Microsoft Word
  + Microsoft PowerPoint

Your post and your peer response are due at 11:59pm on the **Sunday** of the corresponding week. See detailed course schedule below for all Engaging with the Science Discussion Board post due dates.

**Reflection Assignments (15%)**

You are required to complete **three** reflection assignments of the following six options. Each assignment option provides an opportunity to further explore topics covered in class by watching a video or listening to a podcast related to the week’s topic. Please note that each assignment has a different due date corresponding to the timeline it is covered in the course. I **strongly recommend** that you do NOT wait until the last three assignments, and that instead you pick the topics that are of most interest to you and/or work well for your schedule. Full assignment details and rubrics are posted on Blackboard.

Pick three of these six options:

* Cognitive and Social-Emotional Development (Week 3)
* Behavioral Approaches to Learning (Week 4)
* Information Processing (Week 5)
* Individual Variations (Week 9)
* Sociocultural Diversity (Week 11)
* Motivation, Teaching, and Learning (Week 12)

**Top Ten Final Assignment (10% of course grade)**

Your final assignment for the course will be to create a top ten list of concepts you have learned. Assignment guidelines can be found on Blackboard.

**Course Schedule**

**\*The course schedule is subject to change**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Day/Date** | **Topic** | **Lectures and Required Readings** | **Due** |
| 1 | 01/24 – 01/30 | Course Introduction &  Introduction to Educational Psychology | **Lectures:**   * Orientation and Introduction * Introduction to Educational Psychology   **Readings:**   * The Syllabus * Santrock Chp 1 | **Sun 01/30, 11:59pm:**   * **Week 1 Quiz** * **Infographic Assignment\*** |
| 2 | 01/31 – 02/06 | Cognitive Development | **Lectures:**   * Cognitive Development   **Readings:**   * Santrock Chp 2 | **Sun 02/06, 11:59pm:**   * **Week 2 Quiz** * **Infographic Assignment\*** |
| 3 | 02/07 – 02/13 | Social-Emotional Development | **Lectures:**   * Social-Emotional Development   **Readings:**   * Santrock Chp 3 | **Sun 02/13, 11:59pm:**   * **Week 3 Quiz** * **Infographic Assignment\*** * **Cognitive and Social-Emotional Development Reflection Assignment\*** |
| 4 | 02/14 – 02/20 | Behavioral and Socio-Cognitive Approaches to Learning | **Lectures:**   * Behavioral Approaches to Learning * Socio-Cognitive Approaches to Learning * Guest Lecturer on Executive Function   **Readings:**   * Santrock Chp 7 | **Sun 02/20, 11:59pm:**   * **Week 4 Quiz** * **Infographic Assignment\*** * **Behavioral Approaches to Learning Reflection Assignment\*** |
| 5 | 02/21 – 02/27 | Information Processing and Complex Cognitive Approaches to Learning | **Lectures:**   * Information Processing * Complex Cognitive   **Readings:**   * Santrock Chp 8 * Santrock Chp 9 | **Sun 02/27, 11:59pm:**   * **Week 5 Quiz** * **Infographic Assignment\*** * **Information Processing Reflection Assignment\*** |
| 6 | 02/28 – 03/06 | Social-Constructivist Approaches to Learning | **Lectures:**   * Social Constructivist Approaches   **Readings:**   * Santrock Chp 10 | **Sun 03/06, 11:59pm:**   * **Week 6 Quiz** * **Infographic Assignment\*** |
| 7 | 03/07 – 03/13 | Learning in Content Areas | **Lectures:**   * Reading * Mathematics * Writing   **Readings:**   * Santrock Chp 11 | **Sun 03/13, 11:59pm:**   * **Week 7 Quiz** * **Infographic Assignment\*** |
| 8 | 03/14 – 03/20 | **SPRING BREAK NO CLASS MONDAY 03/14 – SUNDAY 03/20** |  |  |
| 8 | 03/21 – 03/27 | Behavior Management | **Lectures:**   * Behavior Management   **Readings:**   * Santrock Chp 14 | **Sun 03/27, 11:59pm:**   * **Week 8 Quiz** * **Infographic Assignment\*** |
| 9 | 03/28 – 04/03 | Individual Variations | **Lectures:**   * Individual Variations   **Readings:**   * Santrock Chp 4 | **Sun 04/03, 11:59pm:**   * **Week 9 Quiz** * **Infographic Assignment\*** * **Individual Variations Reflection Assignment\*** |
| 10 | 04/04 – 04/10 | Exceptional Learners | **Lectures:**   * Exceptional Learners   **Readings:**   * Santrock Chp 6 | **Sun 04/10, 11:59pm:**   * **Week 10 Quiz** * **Infographic Assignment\*** |
| 11 | 04/11 – 04/17 | Sociocultural Diversity | **Lectures:**   * Sociocultural Diversity   **Readings:**   * Stantrock Chp 5 | **Sun 04/17, 11:59pm:**   * **Week 11 Quiz** * **Infographic Assignment\*** * **Sociocultural Diversity Reflection Assignment\*** |
| 12 | 04/18 – 04/24 | Motivation | **Lectures:**   * Motivation   **Readings:**   * Santrock Chp 13 | **Sun 04/24, 11:59pm:**   * **Week 12 Quiz** * **Infographic Assignment\*** * **Motivation Reflection Assignment\*** |
| 13 | 04/25 – 05/01 | Planning and Instruction | **Lectures:**   * Planning and Instruction   **Readings:**   * Santrock Chp 12 | **Sun 05/01, 11:59pm:**   * **Week 13 Quiz** * **Infographic Assignment\*** |
| 14 | 05/01 – 05/08 | Assessment in Schools | **Lectures:**   * Assessment in Schools   **Readings:**   * Santrock Chp 15 * Santrock Chp 16 | **Sun 05/08, 11:59pm:**   * **Week 15 Quiz** * **Infographic Assignment\*** |
|  | 05/09 – 05/10 | **READING DAYS** |  |  |
|  | 05/11 – 05/18 | **FINAL EXAM PERIOD** |  | **Monday 05/16, 5pm:**   * **Top Ten Final Assignment** |

\*Pick 3 of the 6 Reflection Assignments AND 3 weeks to do an Infographic Assignment

**Policies and Resources**

**Official Communications 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.

**Instructor-Student Communication:**

Email is the best way to get in touch with me. I will typically respond within 24 hours on weekdays. ***Please note that I WILL NOT RESPOND TO EMAILS OR DISCUSSION BOARD QUESTIONS OVER THE WEEKEND*;** emails received after 2pm EST on Fridays will not receive a response until the following Monday as I try to create work-life balance and will not always be available over the weekend. This means that if you have questions for me about assignments/quizzes that are due on Sunday, they need to be asked before 2pm on Friday. Before sending an email, please check that your question isn’t already answered in the Syllabus or the Ask the Professor forum on blackboard. Please do not hesitate to reach out with any questions or concerns regarding the course material or assignments. Do not delay letting me know you need help! I am happy to help!

***Please preface the subject line of your email with*** “PSYC 312:”

**Please include your name in the email.**

**Class Cancellation Policy:**

This is an asynchronous class and thus we will not meet at a regularly scheduled time. However, this class will frequently use email, blackboard, PowerPoint and other electronic tools. Please make sure you are checking your GMU email and Blackboard course website regularly. Any cancellation announcements will be communicated through email or blackboard.

**Accommodations:**

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

**Diversity:**

George Mason University promotes a living and learning environment that is based on diversity and inclusion throughout the campus community. Diversity is broadly defined to include characteristics such as, but not limited to, race, ethnicity, gender, religion, age, disability and sexual orientation. Diversity also entails different viewpoints, ideals and perspectives. Respect for these aspects of diversity will help promote a culture of inclusion and belonging in our university community.

**Religious Holidays:**

The University Life Calendar page offers a list of religious holidays that the University recognizes. Please see the [Religious Holiday Calendar](http://ulife.gmu.edu/calendar/religious-holiday-calendar/). If a student has a religious holiday conflict with scheduled course activity, they must contact the Instructor at least 2 weeks in advance of the conflict to make alternative arrangements.

**Grading**

|  |  |  |
| --- | --- | --- |
| **Course Assignment Grade Breakdown** | | |
| Assignment | # of Submissions | Course % |
| Quizzes | 14\* | 50% |
| In-Class Discussion & Activities | 14\* | 10% |
| Reflection Assignments | 3 | 15% |
| Infographic Assignment | 3 | 15% |
| Top Ten Final Assignment | 1 | 10% |

\*Your lowest Quiz grade and In-Class Discussion/Activity grades will be dropped. Only 13 grades will go into the grade calculation for each of these categories.

**Grading Breakdown:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Percentage** | **Quality Points** | **Graduate Courses** |
| A+ | 97-100 | 4.00 | Passing |
| A | 93-96.99 | 4.00 | Passing |
| A- | 90-92.99 | 3.67 | Passing |
| B+ | 87-89.99 | 3.33 | Passing |
| B | 83-86.99 | 3.00 | Passing |
| B- | 80-82.99 | 2.67 | Passing |
| C+ | 77-79.99 | 2.33 | Passing |
| C | 73-76.99 | 2.00 | Passing |
| C- | 70-72.99 | 1.67 | Passing |
| D | 60-69.99 | 1.00 | Passing |
| F | Under 60 | 0.00 | Failing |

**Make up/Extension/Late Work Policies:**

Late work, make ups, or extensions will not be accepted except in the case of a documented, serious problem (i.e., illness) and need to be requested before the due date. You will not be allowed to make up assignments unless you provide the documentation of an excused absence or emergency (e.g., doctor’s note for the day of the absence, coach note for competition). Except in rare cases (e.g., an automobile accident) you must notify your instructor ahead of time, provide documentation and make arrangements for making up any missed assignments. There is no make up or extension without prior approval, by me, in writing. There will be a firmdeadline for making up any missed work. Importantly, even if you have a documented, excused absence, there are some types of work in this class that may be impossible to make up, such as discussion and in class activities. Additionally, the assignments in this class may build upon the previous ones so your grade is likely to suffer if you miss assignments.

**Extra Credit Policy:**

Extra credit will be minimal to nonexistent in this course. No extra credit opportunity will be provided for one student when not provided for all students. Absolutely no additional work can be completed after the end of the semester. Please meet with your instructor if you are having difficulty in this course.

**Academic Integrity:**

**Honor Code:** George Mason University has an Honor Code, which requires all member of the GMU 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 themselves with the Honor Code. Any violations of the Honor Code will be reported to the Honor Committee. See honorcode.gmu.edu for more information.

**Plagiarism:**

Plagiarism is the use of another person’s work without acknowledgement or citation. This includes another person’s labor, ideas, words, or assistance. All work for this class is expected to be the student’s individual work. Plagiarism will not be tolerated and will result in a failing zero grade for any course assignment. In some more serious cases, plagiarism can result in failing the entire course, academic probation, and even expulsion.

**Blackboard Policy:**

Class lectures, notes, assignments, exams, resources, grades, and announcements will be on Blackboard. You are responsible for the material posted on Blackboard and should frequently check Blackboard. All graded assignments and exams will be submitted through blackboard.

**Classroom/Course expectations:**

* Attend the weekly course lectures. Course content will be posted on a weekly basis.
* Participate in in-class discussion and activities.
* The instructor reserves the right to change the syllabus if necessary.
* **This course is a Safe Space:** Disrespect of the instructor or fellow classmates will not be tolerated. Participation in this course should be respectful and open to the viewpoints and experiences of others. Please see the Diversity statement in this syllabus for additional information. Additionally, if there is a way that I can be more inclusive for you (i.e., pronouns, etc.), please let me know!

**GMU Important Dates:**

Final day to add course: January 31, 2022

Final day to drop with no tuition liability: February 7, 2022

Final day to drop deadline (with 50% tuition refund): February 14, 2022

Unrestricted Withdrawal period: February 15 – March 1, 2022

Selective Withdrawal period: March 2 – April 11, 2022

Spring Break: March 14 – March 20, 2022

Last Day of Class: May 7, 2022

Reading Days: May 9 – May 10, 2022

Examination Period: May 11 – May 18, 2022

**Resources for Students:**

University Writing Center <http://masononline.gmu.edu/student-resources/writingcenter>

Counseling & Psychological Services <http://caps.gmu.edu/>

University Career Services <http://careers.gmu.edu/>

Student Health Services <http://shs.gmu.edu/>

Student Support and Advocacy <https://ssac.gmu.edu/>

**Technology**

**Technical Requirements & Technical Support:**

You will need the following to access our online course: Computer with internet access; web browser (Google Chrome, Firefox, etc.); computer ability to read PDF’s (i.e., Adobe Acrobat).

For **Technical Support** with college resources, call the GMU IT Service at 703-993-8870, or email at [support@gmu.edu](mailto:support@gmu.edu).

**Accessibility Statements for Course Technologies:**

Blackboard: <http://www.blackboard.com/accessibility.aspx>

Office 365: <https://www.microsoft.com/enable/products/office365/>

Google products (i.e., Chrome browser, Google docs, YouTube): <https://www.google.com/accessibility/all-products-features.html>

**Blackboard Mobile App:**

Blackboard is accessible through a mobile app, and you should be able to access most course materials and activities. However, I do not recommend taking quizzes or exams, or submitting work with a mobile device/Blackboards mobile app.

**Submitting assignments electronically:**

Assignments will be submitted electronically via Blackboard. *Submit all assignments in Word doc format unless* it is otherwise noted. **Links to google docs or one-drive or any other online forum will NOT be accepted as assignment submissions**. Word documents are the easiest way for me to grade and get feedback to you quickly. If you are experiencing trouble with Blackboard’s submission portal, please email me the assignment directly and let me know of the issue. If there is a Blackboard issue and you need to notify me of the issue before the assignment’s deadline and submit your assignment via emailing me directly, you must do so before the original deadline.

**Backing up your work:**

As this is a fully online course, you will complete all of your assignments on a computer, digital format. You are responsible for ensuring the safety of your work by regularly backing up and copying your materials. Excuses for missing work, or late work such as “My computer deleted my files, my hard drive crashed, I lost my flash drive” etc. will not be accepted. Back up and save your work frequently and in multiple places.