

Educational Psychology
EDF 3020 Section 003
Fall 2016
3 Credit Hours

Classes Meet: Tues & Thurs 12:30-1:45pm in Surrine 114

Professor: Dr. Meihua Qian

Office Location: 410 Tillman Hall

Phone: 864-656-0594

Email: mqian@clemsun.edu

Office Hours: Tues & Thurs 1:45pm-3:45pm, or by appointment

Course description: Introduction to classroom use of objectives, motivation theories, learning theories, tests and measurements, classroom management, and knowledge of exceptional learners.

Course prerequisites: Minimum GPR of 2.0

CT2 Integration: This course is a Clemson Thinks² (CT2) course. As you may know, the 4Cs (i.e., critical thinking, creativity, collaboration, and communication) have been listed as the key 21st century skills, and are heavily emphasized in curricular frameworks around the world. Hence, this course will provide you with an opportunity to develop the four major 21st century skills, with a particular focus on critical thinking. Specifically, CT2 courses are purposefully designed to promote critical thinking in classrooms. Critical thinking involves scientific reasoning, systems thinking, decision making and problem solving. As a result, in this course, we will have plenty of exercises which require every student to critically examine the current educational issues (e.g., creative teachers vs. good teachers, standardized tests and creativity, behaviorism in modern classrooms) and share your insights with your peers in class.

Methods to address Critical Thinking skills in this class vary throughout the semester, and may include group discussion, class debate, and group presentation. Additionally, every student will take the California Critical Thinking Skills Test at the beginning and end of the semester. As an exercise in class, you will be asked to interpret your test scores (specific instructions will be provided when we cover chapter 10 assessment)

CT2 Artifacts: since this is a CT2 course, artifacts (e.g., essay, group presentation materials) will be collected and used to demonstrate your growth of critical thinking skills at the end of the semester.

Required Texts/Materials:

- (1) Syllabus & lecture notes (posted on Blackboard)
- (2) Livetext subscription – Education Majors only
- (3) Ormrod, J. E. (2015). *Essentials of Educational Psychology, 4th Edition*. NY: Pearson.

Topics/Units: Cognition, Learning in Context, Motivation, Instructional Strategies, Assessment

Technology, equipment, or skills required:

- Access to Clemson email
- Blackboard
- LiveText (Education Majors only)

Instructional strategies employed: lecture, group discussion

LiveText Requirement

The Eugene T. Moore School of Education is required to collect candidate performance data on education students throughout the program for CAEP and State of SC accreditation and other professional association national recognition. **LiveText** is a web based assessment data management tool used to collect this performance data. **It will be necessary for all education majors to make a one-time purchase of an online LiveText account through the Clemson University bookstore.** The cost is \$98 and is required for all education majors (non-education majors are not required to purchase). You only need to buy a LiveText account once during your degree program. Please follow the online registration instructions and **register with your Clemson ID number that begins with a capital letter C and is followed by numerals as well as with your official Clemson record first and last name.**

The Live Text Help Center provides clear and concise information on how to submit an assignment in LiveText and how to view graded assignments. On the School of Education website, information on LiveText and how to upload assignments is available as well.

<http://www.clemson.edu/hehd/departments/education/resources/livetext.html>

For more information about this requirement, please contact the instructor.

Laptop use in class: Laptops may be used in class for taking notes and class exercises. Checking email and electronic chatting are disrespectful and potentially distracting, so please **refrain from use of smart phones, laptops, and other devices for this purpose.**

Attendance policy: Regular attendance and active involvement are expected. Roll will be taken every class and students missing more than 3 class meetings will not receive the benefit of the doubt if their final average is borderline. For an excused absence, please let me know at least one week before the absence. In the event of an emergency, let me know as soon as possible, preferably before the class or exam takes place, and prepare to provide written documentation. ***Students are responsible for contacting a fellow student for missed lecture notes and details on assignments and preparation for the next class.*** However, I will be happy to answer questions after you have read through the notes and assigned readings for that day.

Wait time: Students may leave after 20 minutes if the professor or guest lecturer does not arrive in that time.

Assessment strategies employed: Written exams, informal assessments.

Evaluation:

There will be five exams, one for each of the units: Learning & Cognition, Motivation, Learning in Context, Instructional Strategies, and Assessment. Each exam is worth 15% of the course grade (for a total of 75% of the course grade). Participation is worth 25% of the course grade.

Exams: Exams will be comprised of multiple choice and short answer, and one essay question on the second exam (i.e., Chapter 3 Exam). No cell phones or laptops may be used as calculators during an exam, and calculators may not be shared. Exam material will come from the book and lecture notes. To prepare for every exam, you need to ***understand*** the concepts well.

Participation: Every student begins the semester with 100% participation. Points can be lost by missing a class activity (up to 4% each), or by not having assigned homework when class begins. Activities may

include team presentations, short essays, reflections, pop quizzes, and other informal assessments. There will be lots of group work throughout the semester, and that is why students are expected to attend every class.

Makeup policy: A student who has missed an exam due to an excused absence may be able to take the exam before the next class meeting—see instructor for more details.

A makeup exam will be available during final exam week for those missing one or more exams. It will be cumulative and may include multiple choice, short answer, and essay items.

E-Mail Policy: I reply to email within 24 to 48 hours. I only check email Monday-Friday, 9:00am to 5:00pm. I will not reply to email over the weekend. If you do not hear from me after 48 hours, please feel free to email me again. If your email necessitates lengthy clarification of class readings or discussions, please come see me about your concerns/questions during office hours.

Final letter grades are determined by the following course averages:

90+ A; 80-89 B; 70-79 C; 60-69 D; Below 60 F

Please Note: Products from your work in this class are included as evidence in the School of Education Assessment System.

Course Objectives:

Students will be able to identify, describe, and apply:

- cognitive information processing.
- behavioral theories, including: classical conditioning, operant conditioning, and social cognitive theory.
- culture as a learning context.
- theories of motivation, including: self-determination, self-efficacy, attribution, and goal theory.
- classification of learning objectives and test items according to Bloom's and Gagne's Taxonomies.
- Mager-type objectives.
- types of assessment, including: norm and criterion referenced; formative, summative, diagnostic, and placement.
- types of test items (multiple choice, matching, true/false, completion, essay) including recognizing the advantages and limitations of different item types, and following recommendations for writing items.
- item analysis, including: p-indices, D-indices and distractor analysis
- test results including: percentile scores, raw scores, z and other standard scores (IQ and SAT), scaled scores, norm groups, and grade equivalents
- characteristics of performance assessments and their scoring approaches, including: checklists, analytic rubrics, and holistic rubrics.

Accreditation-Related Assessments: This course provides the Level 2 Integration score for undergraduates majoring in Education. This CF rating will be based on a short application question in Chapter 3 Exam. See below for the rubric used to score the essay.

Rubric:

Connected: Integration Level 2

Our candidates synthesize the content they teach and integrate interdisciplinary perspectives and applications by making connections to real life and making global issues locally relevant.

Developing	Proficient
Candidate recognizes the integration of interdisciplinary perspectives within his or her own studies, but analysis is incomplete or superficial. Candidate recognizes the relationship of his or her own studies to relevant, real-world issues, but analysis is incomplete or superficial	Candidate recognizes the integration of interdisciplinary perspectives within his or her own studies, and analysis is clear and well reasoned. Candidate recognizes the relationship of his or her own studies to relevant, real-world issues, and analysis is clear and well reasoned.

The essay used to determine the CF score will be the following, which must be submitted to LiveText (majors) or emailed to the instructor (non-majors) **before class on Sept. 29, 2016:**

Essay Assignment:

Pick ONE of the conditions of modeling and ONE element of IPT, then

- (1) in the first sentence, name which modeling condition and which IPT element you chose, then*
- (2) briefly explain how your chosen element of information processing theory can be used to make your chosen condition of modeling a more effective instructional strategy in the classroom. Then*
- (3) illustrate how this would work with a specific example in the classroom where modeling is used with a STUDENT model.*

Be sure your explanation makes it clear that you understand both the condition of modeling and the element of information processing theory that you have chosen.

Conditions of modeling: attention, retention, motivation, or production

Elements of Information Processing Theory: attention, perception, working memory, encoding, long-term memory, or retrieval

Rubric used to score the essay: (essay is worth 3 points of the exam)

Score on exam item => rating on CF rubric

- 0 => Essay is missing
- 1 => Unsatisfactory (does not meet Developing level)
- 2 => Developing (passing but lacking)
- 3 => Proficient (passing and competent)
- 4 => Distinguished (going beyond Proficient) (this is equivalent to an extra credit point)

ADEPT: ADEPT state teaching standards are addressed in all teacher preparation programs. The specific ADEPT Standards addressed in this course are as follows:

- 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.
- 1.E The teacher plans appropriate procedures for managing the classroom.
- 3.A The teacher develops/selects and administers a variety of appropriate assessments.
- 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.
- 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.
- 4.C The teacher helps students assume responsibility for their own participation and learning.
- 5.A The teacher uses appropriate instructional strategies.
- 6.C The teacher structures the content to promote meaningful learning.
- 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.
- 8.A The teacher creates and maintains the physical environment of his or her classroom appropriate.

- 8.B The teacher creates and maintains a positive affective climate in his or her classroom.
- 8.C The teacher creates and maintains a culture of learning in his or her classroom.
- 9.A The teacher manages student behavior appropriately.
- 9.B The teacher makes maximal use of instructional time.
- 9.C The teacher manages essential noninstructional routines in an efficient manner.
- 10.E The teacher is an active learner.

Tentative Course Timeline:

Date (*)	Topics
08/18	Syllabus overview
08/23	Learning, Cognition, and Memory
08/25	Learning, Cognition, and Memory
08/30	Learning, Cognition, and Memory
09/1	Learning, Cognition, and Memory
09/6	Chapter 2 Exam
09/8	Item Analysis
09/13	Classical Conditioning
09/15	Operant Conditioning
09/20	Operant Conditioning
09/22	Social Cognitive Theory
09/27	Culture
09/29	Chapter 3 Exam with Essay due on LiveText
10/04	Motivation
10/06	Motivation
10/11	Motivation
10/13	Chapter 6 Exam
10/18	Instructional Strategies
10/20	Instructional Strategies
10/25	Instructional Strategies
10/27	Classroom Management (from Ch. 9)
11/01	Chapter 8 Exam (Ch 8 all; plus pgs. 316-327 & 334-335 from Ch. 9)
11/03	Assessment: Objective Item Types
11/08	<i>Fall break</i>
11/10	Assessment Performance Assessments
11/15	Assessment Computing Final Grades
11/17	Assessment Standardized Testing: Raw and z scores
11/22	Assessment Percentiles
11/24	<i>Thanksgiving</i>
11/29	Assessment Standard Scores and Scaled Scores
12/01	Review
12/5 (Monday)	3:00 pm - 5:30 pm Chapter 10 & Appendix Exam

(*) These dates are subject to slight change, depending on course progress.

Mission and Policies

The Eugene T. Moore School of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

School of Education Commitment to Diversity:

The Eugene T. Moore School of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. <http://www.clemson.edu/hehd/departments/education/diversity-plan/index.html>

Academic Honesty:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. Please refer to the "Academic Integrity Policy" http://www.clemson.edu/ugs/academic_integrity/index.html

Graded assignments submitted for this course should not have been turned in for credit or extra credit in other courses.

Accommodations for Students with Disabilities:

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-1@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Emergency Guidelines from Clemson University Police Department

All students and employees should be familiar with the following guidelines. For additional information about safety see <http://www.clemson.edu/cusafety/preparedness/>.

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
- To seek "Tornado Safer Places," get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms

typically have an additional wall.

Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: dhs.gov/video/options-consideration-active-shooter-preparedness-video.