

EPSY 3330/3340

Educational Psychology: Child Development and Learning FALL 2022, ONLINE

Instructor: Amber Bradshaw-Wooten, Ph.D.

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Last Day to Withdraw from Courses: November 4, 2022

Official Course Description:

The study of contemporary theories and principles of development, learning, and motivation as they relate to the educational process. Particular emphasis will be placed on applications to the early and middle childhood period.

The primary goal of this course is to introduce you to the research that underlies effective teaching practices and give you practice applying content. You will be exposed to the psychology of teaching and learning, as it exists in the classroom and beyond.

Student Learning Outcomes:

As a result of this course, students will be able to:

- a) Understand, compare, critique, and apply key theories of learning and development
- b) Understand, synthesize, and apply key constructs in cognition and motivation
- c) Identify, understand, and use individual difference and contextual factors to promote student learning.
- d) Analyze and develop classroom scenarios that apply principles of educational psychology to promote student learning

Required Student Resources:

Textbook: Educational Psychology: Reflection for Action (3rd Edition)

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012) ISBN-10: 111-8076-133 ISBN-13: 978-111-8076-132

Available from the UTT bookstore or online.

Course Policies and Expectations:

Assignments: All assignments completed outside of class should be typed and submitted by midnight Central Standard Time on the due date. Late assignments **will not be accepted and will receive a score of 0**. Assignments completed for other courses may **NOT** be turned in for this course and will be considered **academic dishonesty**.

Attendance: Attendance is mandatory. Attendance is considered logging into Canvas and watching and checking all information/lectures and connecting on Zoom. If students miss

activities, discussions and lectures, the attendance score will be docked by 5 points for that module.

Connectivity (Email and Canvas): Throughout the semester, important course information will be sent via email and/or Canvas. All students are required to check their email messages and Canvas announcements regularly in order to keep up with this course. **You are responsible for all information sent via email or posted on the Canvas page.**

Student Assignments:

Readings: One of the primary responsibilities you will face in this is to keep up with assigned readings. Failure to keep up with readings will negatively impact your understanding of course materials and may lead to poor performance on assignments, quizzes, exams, projects, and class activities. Please note that the content of quizzes and exams may not be covered during class time and thus it is vital you develop a meaningful understanding of the assigned readings.

Group Activities: There is a group activity that mirrors the final case study project. It is required to work in a group and to discuss and work on the project together. More information will be provided throughout the semester.

Quizzes: For each topic, you will complete a brief quiz that will assess your understanding of key terms and concepts from the readings and lectures. The quizzes are a factor in your final grade but are also a continuous assessment tool that provides useful information about your understanding of course content. The quizzes will be completed via Canvas and can be taken with the assistance of your textbook and class notes. **Quizzes should be completed by midnight Central Standard Time on the due date. Late quizzes will receive a score of 0.**

Exams: You will be asked to complete three exams during the semester. All exams will be completed alone without textbook support and will be timed to ensure the understanding of the concepts. It will be in short answer format and students will receive a review.

4 Question Assignments: Across the semester, you will be completing two “4 question assignments”. For each assignment, you will be writing 4 thoughtful, creative, detailed, and solidly constructed questions that probe material from lectures or the textbook covered from the point of the last assignment. Do not take questions directly from your textbook - develop them yourself. Then answer your questions in essay form. These assignments are meant to help you solidify your understanding of key points and ideas by allowing you the opportunity to reframe and creatively apply the information. 4 question assignments should be typed and submitted by midnight Central Standard Time on the due date. 4 question assignments turned in after the deadline will receive a score of 0.

Case Study Project: You will conduct a 1-hour semi-structured interview with the goal to analyze an individual’s motivation using two theories discussed in class. Specifically, you will be asked to collect information on the individual’s engagement and persistence with academic activities, use of self-regulatory & learning strategies, academic goals, & academic performance. You will then create a narrative analysis explaining the CORE premise of each of the chosen

theories and analyze the person's behavior by each theory. More specific information will be provided about the Case Study Project later in the semester.

Research Pool Requirement: Students enrolled in EDUC 3315 (Texas Schools and Students), EPSY 3330 (Child Development and Learning), and EPSY 3340 (Adolescent Development and Learning) must fulfill a research pool requirement each semester. The research pool requirement must be completed before the final week of the academic semester. The research requirement for these courses can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities

| Grade Item | Total Points |
|---------------------------|--|
| Quizzes | 5 quizzes each X 10 points = 50 total points |
| Group Activities | About 50 points |
| Tests | 25 points each X 3 = 75 points |
| 4 Question Assignment | 40 Points each X 2 = 80 points |
| Case Study Project | 175 Points |
| Attendance | 30 Points |
| Research Pool Requirement | 50 points |
| Course Total | Approximately 510 points |

Please note: The number, content focus, and point value of all assessments and assignments is an approximation and may change.

Letter Grades: Letter grades will be assigned using the following guidelines:

- A: 90.00% of points or above
- B: 80.00% -89.999% of points
- C: 70.00% - 79.999% of points
- D: 60.00% -69.999% of points
- F: 59.999% of points or below

| Proposed Semester Schedule | | | |
|---|--|---------------------|----------------|
| Week of | Topic(s) | Required Reading(s) | Assignments |
| Module 1: Course Introduction & Overview of Course | | | |
| August 22nd | Course Overview, Overview of Educational Psychology, | Chapter 1 | |
| Cognitive Learning | | | |
| August 29th | Cognitive Learning Therapy | Chapter 7 | |
| September 4 th by midnight | | | Quiz #1 |

| Week of | Topic(s) | Required Reading(s) | Assignments |
|--|--|---------------------|------------------------------|
| Module 2: Behavioral Learning Theory | | | |
| September 5 th | Behavioral Learning Theory | Chapter 5 | |
| September 11 th by midnight | | | 4 Question Assignment |
| Week 4: Social Orientations to Learning | | | |
| September 19 th | Social Learning Theory / Social Constructivist | Chapter 8 | |
| September 25 th by midnight | | | Quiz #2 |

| Module 3: Week 5: Cognitive Orientations to Learning | | | |
|--|--|---------------------|---|
| September 27 th | Cognitive Development | Chapter 3 | |
| October 2 nd by midnight | | | 4 question assignment |
| Week 6: Teacher and Teaching | | | |
| October 10 th | Teachers and Teaching | Chapter 2 | |
| October 16 th | Exam #1 – by 2:00-8:00 p.m. Online 60 minute exam within this window | (No notes or books) | |
| Module 4: Week 7: Interdependence & Social Cohesion | | | |
| October 17 th | Learning From Peers | Chapter 9 | |
| Week 8: Motivation and Engagement | | | |
| October 24 th | Motivation and Engagement | Chapter 10 and 11 | |
| October 30 th | | | Quiz #3 Research Requirement Part #1 Due (1.5 Hours) |

| Module 5: Week 9: Developmental Issues | | | |
|---|---------------------------------|-----------|---------------|
| October 31 st | Social Development | Chapter 4 | |
| | | | |
| Week 10: Other Developmental Issues | | | |
| November 6 th by midnight | Managing Learning in Classrooms | Chapter 6 | Quiz 4 |
| | | | |

| Module 6: Week 11: Assessment Part 1 | | | |
|---|--|-----------------|---|
| November 7 th | Assessment for Learning | Chapter 14 | Group Activity – Due November 11th |
| | | 2:00-8:00 p.m. | Exam 2 – November 13th Online |
| Week 12: Assessment | | | |
| | Standardized and Standards Based Assessment | Chapter 15 | |
| | | | |
| Module 7: Week 13: Culture and Diversity | | | |
| November 15 th | Chapter 12 and 13 | Chapter 12 & 13 | November 19th |
| | | | Research Requirement Due |

| Week 14: Assessment | | | |
|----------------------------|--|--|--|
| November 29 th | Assessment overview | | Quiz 5-November 27th |
| | | | |
| Finals Week | | | |
| Online | Final Exam (2:00 pm-8:00 pm) December 4 th | | Case Study Project Due December 4th by midnight |

Note: All dates subject to change.

Assessment and Standards Matrix

| Learning Outcomes | Activities | Assessment (including performance-based) | Standards |
|---|---|--|--|
| Understand, compare, critique, and apply key theories of learning and development | Evaluate sample students Small Group Discussions Role Plays | Quizzes Exams 3 Questions Assignment Case Study Project | TES: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii-iii ISTE: 1b, 1c INTASC: 1, 2, 3, 4, 5, 8, 9, 10 PPR: EC-12 I, II, III |
| Understand, synthesize, and apply key constructs in cognition and motivation | Evaluate Sample Students Role Plays Small group discussions | Quizzes Exams 3 Questions Assignment Case Study Project | TES: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-iii; 4Ci-iii; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii-iii ISTE: 1b, 1c, 2c, 3b INTASC: 1, 2, 4, 7, 8 PPR: EC-12 I, II, III |
| Identify, understand, and use individual difference and contextual factors to promote student learning. | Role Plays Classroom Activity Development Activities Evaluate Sample Students | Quizzes Exams 3 Questions Assignment | TES: 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 5Di-ii; 6Ai-iii;6Bi-ii; 6Dii-iii ISTE: 1a, 1b, 1c, 1d, 2a, 2b, 3b INTASC: 3, 4, 5, 6, 7 PPR: EC-12 III, IV |
| Analyze and develop classroom scenarios that apply principles of educational psychology to promote student learning | Role Plays Classroom Discussions Evaluate Sample Students | Quizzes Exams 3 Questions Assignment | TES: 1Ai-iii; 1Bi-ii; 1Cii-iii; 1Di; 1Fi-iii; 2Bi-iii; 2Ci-ii; 3Ai-iii; 3Bi- iii; 3Ci; 4Ai-ii; 4Bi-ii; 4Cii-iv; 4Dii-iv; 5Ai-ii; 5Bi-iii; 5Ci-ii; 6Ai-iii;6Bi-ii; 6Dii-iii ISTE: 1b, 1c INTASC: 1, 2, 3, 4, 5, 8, 9, 10 |

| | | | |
|--|--|--|------------------------------|
| | | | PPR: EC-12 I, II, III |
|--|--|--|------------------------------|

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and

provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).