

EPSY 3330/3340

**Educational Psychology: Child Development and Learning
Spring 2020, Monday 5:00-7:45 pm, BEP Bldg. Rm 00218**

Instructor: Amber Bradshaw-Wooten, Ph.D.

Office Hours: By appointment

Email: apenn@uttyler.edu (Best Way to contact me)

Phone: (903)-565-5772

Last Day to Withdraw from Courses: Monday, March 30, 2020

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. If you miss a class for an excused absence (e.g., doctor's excuse, death in the family, religious observances, etc.), please inform me as soon as possible.

Following an excused absence, you will be responsible for making all arrangements necessary to complete missed assignments. Further, you are expected to coordinate with classmates to collect any missed handouts, notes, and to be updated on all announcements. Attendance is also considered logging into Canvas and watching and checking all information/lectures and connecting on Zoom. If students miss activities 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 will be periodic group assignments during the semester. These activities are sometimes announced well in advance, and some will arise in class without prior notice. All in-class activities will be held to a high standard of expectation for performance, with a premium on higher-order thinking, synthesis of information, and **explicit support** for all assertions and assumptions. These may not be made up in the event of an unexcused absence.

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 distributed and completed during class time.

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 motivational 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 motivational 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 points each X 10 quizzes = 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	25 Points
Research Pool Requirement	50 points
Course Total	Approximately 505 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			
Date	Topic(s)	Required Reading(s)	Assignments
Module 1: Week 1 Course Introduction & Overview of Course			
Monday, January 13 th In Person	Course Overview, Overview of Educational Psychology,	Chapter 1	
Week 2: Cognitive Learning			
Monday January 20 th No Class	Cognitive Learning Therapy	Chapter 7	
January 26 th Midnight			Quiz #1
Module 3: Week 5: Cognitive Orientations to Learning			
Monday February 10 th	Cognitive Development	Chapter 3	
February 16 by midnight			4 question assignment
Week 6: Teacher and Teaching			
Monday February 17 th	Teachers and Teaching	Chapter 2	
February 23 by midnight			Quiz 3
Module 4: Week 7: Interdependence & Social Cohesion			
Monday February 24 th	Exam #1 Learning From Peers	Chapter 9	In Person
Week 8: Motivation and Engagement			
Monday March 2 nd	Motivation and Engagement	Chapter 10 and 11	
March 9			Quiz #4 Research Requirement Part #1 Due (1.5 Hours)

Module 5: Week 9: Developmental Issues			
Monday March 16 th	Social Development	Chapter 4	
March 22 nd			Quiz #5
Week 10: Other Developmental Issues			
Monday March 23 rd	Managing Learning in Classrooms	Chapter 6	
TBD			Group Activity

Module 6: Week 11: Assessment Part 1			
Monday March 30 th	Assessment for Learning	Chapter 14	
TBD			Exam 2 (online)
Week 12: Assessment			
Monday April 6 th	Standardized and Standards Based Assessment	Chapter 15	
TBD			Group Activity
Module 7: Week 13: Culture and Diversity			
Monday April 13 th	Chapter 12 and 13	Chapter 12	
		Chapter 13	

Week 14: Assessment			
Monday April 20 th	Assessment overview		
April 19			Research Requirement Due
Finals Week			
Monday April 27 th In Person	Final Exam (5:00 pm)		Case Study Project Due

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](#).