

**PSY 510-ADVANCED EDUCATIONAL
PSYCHOLOGY
Spring 2014**

INSTRUCTOR: Dr. Steven Wininger
Office: Gary Ransdell Hall 3033
Office Hours: M 1-4pm; TR 2:05-2:35pm; W 7:30-11:30am or by appointment.
Phone: (270) 745-4421
Email: steven.wininger@wku.edu
Webpage (password is _____)
<http://people.wku.edu/steven.wininger/>

CLASS MEETING:

Section 001:TR 8:00-9:20am, GRH 3006

COURSE DESCRIPTION: *PSY 510
Advanced Educational Psychology. 3 Hours*

Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

EDUCATORS & PSY510

-I have a tremendous amount of respect for effective educators. Educators shape the future of the world. Consequently, educator training entails great responsibility for both the educator-in-training and their teachers.

- I am passionate about educational psychology. The content covered in this course is essential for becoming an effective educator.

-I will research, plan, deliver, evaluate, give feedback, and seek feedback in order to optimize your learning.

-You will need to identify and use efficient learning strategies, put forth necessary effort, and engage in adaptive help-seeking.

COURSE RATIONALE: This course is

designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning with a specific emphasis on cognition, motivation, and classroom assessment.

REQUIRED TEXTBOOK: None.

COURSE OBJECTIVES (in question format):

Can you accurately evaluate the quality of a research article and subsequently make appropriate applied recommendations?

- What are the strengths and weaknesses of descriptive, correlational, and experimental research?
- What are the most common threats to the internal and external validity of research?
- What are some common means for controlling threats to validity of research?
- What is the difference between a moderating vs. mediating variable? Can you provide examples of each? Why should they be included in a study?
- What is the purpose of null hypothesis significance testing? How do you interpret NHST results?
- What are effect sizes and why are they important?
- How do you interpret different types of effect size?

What are the key factors for facilitating human learning? What would you tell a teacher to do in order to maximize student learning?

- What are the essential components/processes involved in the process of human learning?
 - e.g., sensory memory, attention, perception, working memory, encoding, long term memory.
- What are the characteristics of each of

these components?

- e.g., different domains of attention or difference between short-term vs. working memory (Baddeley's model).
- What types of interventions work best for improving each of these components?
- What are the most important factors with regard to efficient encoding?
 - e.g., utilizing existing schemata, mnemonics, or dual coding theory.
- What is problem-based learning? Where is it used most? What are the pros and cons of using problem-based learning?
- What is critical thinking? Can you explain Halpern's model? Why should teachers teach it? How can teachers teach it?
- What kinds of knowledge and regulation skills does a student with good meta-cognition possess? Why are these important? Are there developmental differences for meta-cognition?
- According to Ericsson, how is expertise developed? What is deliberate practice?
- What are the best strategies for reading, paying attention, note taking, studying, test taking, and time management?

What are the key factors for motivating students to learn? What would you tell a teacher to do to maximize student motivation?

- What is motivation? What are the three levels of motivation?
- Can you differentiate among the different phases, categories, and sub-processes of the self-regulation models? Can you explain why learning to be a self-regulated learner is important (see Zimmerman, 2002)?
- What are the two types of interest? Can you explain Hidi and Renninger's interest development model?

- According to SDT, what are the most common motives for learning (OIT)? Which are the most important? How do you facilitate each type? What are the three psychological needs and how to you facilitate each one (BNT)? Can you explain CET?
- What subtype of value does ExV theory include, that is not included in OIT? How can teachers utilize this subtype to motivate students?
- Can you explain Weiner's attribution theory? What should you lead students to believe are the most important causal factors with regard to learning in order to optimize their motivation?
- What is self-efficacy? How do you increase a student's confidence with regard to their ability to succeed in the classroom?
- What types of goals should students set? What are the essential steps with regard to setting a goal? What are some common goal-setting problems? According to Locke and Latham (2002), why does goal setting positively impact performance (i.e. the mechanisms)?
- What are the two main types of monitoring? Why is monitoring important for motivation? How does a teacher teach students to become good self-monitors of learning?

How does assessment impact learning and motivation (see Roediger, Putnam, & Smith, 2011)? What does good assessment look like? Can you critically evaluate a teacher's assessment plan and instruments?

- Differentiate among common assessment terminology.
- How are "good" classroom assessments created?
- What is Bloom's taxonomy? What role does it play in classroom assessment? What is the difference between the

- original and the revised taxonomy?
- Why utilize pre-assessment? What types of constructs should teachers pre-assess? When and how should a teacher pre-assess?
- How do teacher's expectations affect their behavior towards their students?
- What are the main assertions put forth by Black and Wiliam (1998; 2010) about formative assessment? How does formative assessment impact learning (i.e. why should teachers utilize it)? What are different ways of conducting formative assessment?
- Can you explain the concepts of reliability and validity? What are the most pragmatic forms of reliability and validity for classroom teachers?
- What are common forms of summative assessment? What are common errors for each form of summative assessment (i.e. evaluation criteria questions)? How can these errors be remediated?
- Can you accurately interpret common test item analyses statistics?

INSTRUCTIONAL METHODS AND

ACTIVITIES: Lecture, discussion, group activities, application exercises, readings, presentations, and a meta-analysis.

SPECIAL INSTRUCTIONAL

MATERIALS/BEHAVIOR : Each student is expected to use effective learning strategies (i.e., study skills), put forth necessary effort needed to master the materials being taught, and to engage in adaptive help-seeking when needed.

GRADING/EVALUATION:

10 Class participation/readings

05	Observation
10	Mini seminar
05	Motivation intervention article
10	Mini meta-analysis
35	Quizzes (3)
25	Final exam
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100	

Grading Scale: **A** = 90-100, **B** = 80-89,
C = 70-79, **D** = 60-69, **F** = 00-59

COURSE POLICIES:

1. Ideal student behavior

The following is provided in an effort to create a professional environment more conducive to learning for all students.

Teach to others; this is the best way to see if you understand the material.

Off & away with electronic devices
(distracting): 1st = warning, 2nd = remedial assignment OR 5 point deduction from course average.

Promptness: arrive to class 2-3 minutes early.

Preparedness: read suggested readings prior to class and clear non-essential items (e.g., backpacks, purses, etc.) from table tops prior to the start of class.

Eat outside of class, not in class (distracting).

Respect others:

-wait to talk until others are finished.

-use professional language (no profanity).

-avoid leaving class early (if you must, please let me know at the beginning of the class period).

-avoid "packing-up" while the professor is still talking.

Share your questions with the class.

Caveat on electronic devices

I don't mind students using laptops, Ipads, etc. to take notes in class. Using them for tasks relevant to this course is fine. However, I expect that those students will not be working on assignments for other classes, emailing, using Facebook, or surfing the web. If you abuse this privilege, then I will ask you not to bring the

device back to class.

It is easier to avoid temptation than to resist it. Therefore, the best strategy is to determine a way to prevent exposure to tempting [distracting] stimuli.

2. Tardiness

-I request that students make every effort to be in class at least 2-3 minutes prior to the official starting time.

-Students entering class after the official starting time are tardy.

-Each student will be allowed two “grace” tardies. After the second tardy the student will be prompted to identify a plan for preventing future tardies.

-If a student is tardy, the student should enter very discreetly. Please do not walk across the front of the classroom if you are tardy.

3. Attendance

-I hope that you will attend every class. This course is very note-dependent and students who miss more than a couple of classes tend to fall at the lower end of the grade distribution (D’s & F’s).

-As a professional courtesy, I appreciate it when students inform me about their reasons for missing.

-Please do not bring guests to class with you (for example, friends, relatives, or children). If there are extenuating circumstances and you need to bring guests, communicate with the professor prior to class.

4. Personal breaks

-Unless you have a medical condition that necessitates frequent visits to the restroom, you should not take personal breaks during class

(i.e. exiting & re-entering).

-Those with medical conditions should be registered with Student Disability Services and should present the appropriate paper work to me within the first two weeks of school.

5. Asking questions

-I encourage you to ask questions. If you don’t understand something, please ask a question. Most of the time if you have a question, someone else has the same question.

6. Questions you do not need to ask

Do we have to know this?

Will this be on the test?

-If there is something that I am presenting in class that you will not be tested over, I will tell you. I will place “FYI” on the slide for that material.

Can we leave early today?

-I will usually use most of the class period as it will be needed to cover the amount of material I have planned for this course.

7. Students with disabilities

-Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A201, DUC. The OFSDS telephone number is (270) 745-5004 V/TDD. This should be done within the first two weeks of class.

-Please do not request accommodations from the professor without a letter of accommodation from the Office for Student Disability Services.

8. Class participation/readings

Be prepared to critically discuss each reading (excludes the 3 Bruning chapters). *Students should turn in a) a “take home message” summary of 1-2 sentences, b) most interesting*

thing learned, and c) generate 2 questions for each reading. These should be handed in at the beginning of each class period. Late summaries/questions will not be accepted.

9. Late assignments

Points will be deducted from assignments that are handed in late and without documentation of a valid excuse (for example, a deduction of one point per day for the meta-analysis).

10. Quizzes & final exam

-The format of the quizzes and final exam will consist of matching, true/false, multiple-choice items, short answer, and essays.

-Students are expected to bring pencils to quizzes and the final exam. I will provide Scantrons.

-I will do my best to get your grades back to you by the next class period for quizzes.

-Students who believe they deserve more points for any item will need to provide their rationale in writing. This method is much more productive than attempting to engage in oral debate about an item.

-*Missing a quiz:* I strongly encourage you not to miss a quiz. If you do miss a quiz, you will need to provide documentation that establishes your reason for missing.

-Make-up quizzes for those with documented excuses (for example: illnesses, accidents, tragedies, etc.) should be scheduled with the professor ASAP.

- I will work with you on an alternate test time if you have a legitimate preplanned absence (for example, a sport competition or professional meeting).

11. Final exam

-The final exam is comprehensive.

510-001, 5/12, 8:00am (Monday)

12. Grades

-Individual grades will not be disclosed over the phone or via email (FERPA). I will post grades electronically for persons who have handed in the signed permission slip.

-Most of you are capable of mastering all of the material taught in this course. Consequently, most of you are capable of earning an “A” in this course.

-Please be aware that you are the determining factor with regards to how much you learn in this course.

-If you desire to truly master the material taught in this class, a significant portion of the learning will take place outside of class.

-I will share with you my knowledge of empirically supported methods for facilitating learning (for example, note-taking skills & study skills). It is up to you to choose among these methods and to use these or other methods in order to achieve a mastery of the course material.

-There may be opportunities to earn extra credit throughout the course of the semester. There will be no additional extra credit opportunities available after grades have been reported.

13. Academic integrity

-I hope your focus is on learning and that you will have no desire to engage in cheating or plagiarism.

-Anyone caught cheating or plagiarizing will receive a zero for that assignment. If the same student is caught again, the student will receive

an “F” for the course.

-To discourage cheating, during exams no one will be allowed to wear hats, sunglasses, or use any electronic devices. For more information on this issue see the “Academic Requirements and Regulations” section of the WKU undergraduate catalog.

14. Your syllabus

-I recommend that you bring your syllabus to every class.

BIBLIOGRAPHY/ REFERENCE/

WEBSITES: None.

*The professor reserves the right to make changes, additions, or deletions to any part of this syllabus. Any changes will be noted in class. Each student is responsible for taking note of any announced changes regardless of whether he/she is in attendance while the announcement is made.

RECORD KEEPING

Please keep a record of your grades so you can calculate your standing grade as the course progresses.

Points Possible	(%)	Points Earned	Due Date
10	Part./readings	_____	N/A
05	Observation	_____	3/4
10	Seminar	_____	3/18-27
05	Article	_____	TBA
15	Meta	_____	4/29
(35)	Quizzes*		
05	#1 ()	_____	
	2/4 or 6		
15	#2 ()	_____	
	3/18 or 20		
15	#3 ()	_____	
	4/22 or 24		
25	Final Exam	_____	5/12
100	Extra Credit?	_____	

* Quiz dates are tentative and may be changed if needed.

Example of calculating “Points Earned”

- Quiz I is worth 5 points, your grade for Quiz I was 80%; $5 \times .80 = 4.0$ points out of the possible 5.

Permission to Disclose Grades

I, _____, give
(print your full name)

Dr. Wininger permission to post my
grades using the five digit number I
provided to him.

X _____
(sign your full name)

Five digit number: _ _ _ _ _