



Department of Psychology
PSY 332 OLC – Educational Psychology

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Canvas: <https://stillman.instructure.com/> (NOTE: Login must first be completed at <https://accounts.google.com>, using the Stillman email address and Stillman password; after successful login, then go to the Web address for Canvas)

Course Description: The **Educational Psychology** course is designed to provide a basis for understanding human behavior in cognitive, affective, and psychomotor skill of individuals. The purpose of this course is to aid the prospective teacher in understanding various theories of the teaching learning process, and to help the student develop a philosophy and an approach to the process. Prerequisite: PSY 230 or Junior/Senior class standing

Learning Objectives:

At the end of each Unit 1 students should be able to:

1. Describe Bronfenbrenner's theory
2. Describe how parenting styles and family transitions interact with the school system
3. Describe how peer interactions interact with the school system
4. List and describe Erikson's psychosocial stages
5. Explain development and impact of ethnic and gender identity
6. List ways teachers can facilitate emotional development
7. Describe the general influence of temperament and parenting practices, gender and culture
8. on children's emotional expressiveness
9. Explain how thinking or reasoning about moral issues becomes more sophisticated over time
10. Explain factors that lead to language development.

At the end of each Unit 2 students should be able to:

1. Explain the relevance of classical conditioning to educational settings
2. Explore the use of reinforcement and punishment in the role of shaping behavior
3. Describe social cognitive theory
4. Discuss memory capacity across the ages
5. Discuss methods for getting and maintaining attention of students
6. Discuss importance of note taking on student performance

7. Explain consequences related to adolescent egocentrism
8. Explain what critical thinking means and strategies for fostering it

At the end of each Unit 3 students should be able to:

1. Explain how motivation changes from elementary through middle school and high school and
2. what factors impact this trend
3. Discuss conditions of praise and its impact on intrinsic motivation
4. Explain how anxiety and helplessness affect student's motivation to learn
5. Explain how autonomy, competence can facilitate intrinsic motivation
6. Describe impact of classroom environment on learning
7. Discuss various ways norms and expectations are established in the classroom
8. Discuss proactive ways to address behavior management issues in the classroom

At the end of each Unit 4 students should be able to:

1. Explain how discovery learning and expository teaching foster meaningful learning
2. Identify characteristics of cooperative learning
3. Discuss pros and cons of within-class and between class ability grouping
4. Describe Spearman and Garner's theories of intelligence
5. Discuss factors that influence IQ
6. Identify factors that indicate giftedness in students
7. Describe how cognitive disabilities are identified and served under IDEA
8. Identify treatments available for treating emotional, social, and behavioral disorders
9. Describe various assessment techniques including considerations, pros and cons
10. Discuss importance of validity, reliability, fairness, and practicality in test construction

Course Procedures and Overview: Several methods will be utilized during the semester. These will include discussions, audio visual material, written reports (abstracts), Internet, e-mail, empirical/research articles, various technological assets available to students, and sharing informative ideas and conceptual outlook concerning different issues related to psychology in today's society.

Kommentar [NG1]: INSTRUCTOR/PROFESSOR MAY MODIFY.

Essential Student Functions:

In order to understand, comprehend, and learn the course material, each student should do the following:

1. Participate in discussions and group activities
2. Research material in the library and on the Internet
3. Complete all assignments by assigned due dates

Kommentar [NG2]: INSTRUCTOR/PROFESSOR MAY MODIFY

Course Requirements:

1. Have access to a laptop computer and the Internet.

Communication with the Instructor: Students should use the Course Email to communicate directly with the instructor. Dr. Myers checks her emails throughout the day and she will respond within 8 hours or less.

Kommentar [NG3]: INSTRUCTOR/PROFESSOR MAY MODIFY OR DELETE

Assessment/Grade Determinants:

Type of Assignment	Total Points
Journal	600
Quiz	400
Discussion	50

Kommentar [NG4]: INSTRUCTOR/PROFESSOR MAY CHOOSE POINT DISTRIBUTION ACCORDING TO THE COURSE; INSTRUCTOR/PROFESSOR MAY USE THE WEIGHTED SYSTEM IF THE POINT SCALE SYSTEM IS SOMETHING HE OR SHE DOES NOT LIKE TO USE

Final	100
Total Points Possible	1150

Journal: Students will complete **SIX** Journals in Canvas. Journals entries should range in size from a half-page to full-page essay. Journals are graded on the relevance of the material presented. Journals are also graded on clarity, organization, and grammar. If you fail to complete a journal, you will forfeit the points for the assignment unless you arrange with the instructor to make-up the missed assignment.

Kommentar [NG5]: INSTRUCTOR/PROFESSOR MAY MODIFY ACCORDING TO THE TYPES OF ASSIGNMENTS GIVEN IN THE COURSE.

Discussion. Students will complete **TWO** discussions. Only meaningful posts that add to the discussion will be counted as replies (posts like "great post!" or "I completely agree" do not count). Discussion will remain open one week, from Wednesday the first week to Wednesday the following week.

Quiz: Students will complete **FOUR** quizzes in Canvas. Each Quiz is open book and not timed. Each quiz can be taken **THREE** times. Students should view each quiz as a fun way to test knowledge and understanding of the material covered. Students should review the course material when an incorrect answer is given. The last score earned will go into the Grade Center to calculate your final course grade.

Final:

Option 1: Students **can choose** to develop a PowerPoint presentation on an individual or topic covered in Modules **26** thru **30**. Your PP presentation should include at least fifteen (**15**) well-developed slides or seven (**7**) well-developed slides **PLUS** a 3-to-4 minute video. Students will submit their PP presentation in Canvas as an attachment. Students can work in pairs of two students to complete this assignment. Refer to grading rubric in Canvas.

Option 2: Students **can choose** to write a final Journal on any individual or topic covered Modules **26** thru **30** in place of developing a PP presentation. Journals will be submitted as an attached file or typed directly into the text box provided in Canvas.

Grading: Grades will be based on your performance on five quizzes, in-class assignments, five journals, and a PowerPoint presentation. The grading scale will be as follows:

A = 90 - 100
 B = 80 - 89
 C = 70 - 79
 D = 60 - 69
 F = 59 and below

You may check your grades and receive course information on Canvas (<https://stillman.instructor.com>).

Attendance: Attendance is taken Monday thru Friday in an online course. The date and time show up in Canvas each time a student logs into an online course. Students need to log into an online course at least two times each week to avoid being marked absent. Excessive unexcused absences can result in a lower course grade or failing a course.

Textbook:

Kommentar [NG6]: OPEN SOURCE TEXT IS REQUIRED.

*Disability Statement

A Stillman College student with a disability should contact the Director of the Student Development Center. It is the responsibility of the Stillman College student to declare the disability, document it, and request appropriate accommodations. Accommodations will be made for students with learning or physical disabilities. Please see the instructor during the first week of class if this applies to you.

STUDENT SPECIAL NOTE: Students must complete all assignments in Canvas during scheduled times. MAKE-UP Quizzes and Journals will be given in the case of a documented emergency. You may receive this documentation from the office of Student Affairs. This documentation will be required before a make-up quiz is administered.

All written assignments must be free of grammatical errors, and submitted when due. Work received early, before the due date will receive full credit. No credit will be given for late assignments. A student who plans to be away from the campus at the time an assignment is due is expected to submit the assignment early in Canvas prior to leaving.

Special Needs:

Remediation: Course and content remediation is offered through self-study, meetings with the instructor, peer study, and/or repeating assignments and the course. Remediation is offered at the request of the student and should be requested with enough advance notice so the student has a reasonable opportunity to successfully complete the course. The method of remediation is at the discretion of the instructor, as deemed appropriate for the student based on the perceived abilities.

Online Etiquette:

Student-to-Student Etiquette: There are course expectations concerning etiquette or how we should treat each other online. It is very important that we consider the following values during online discussions and when emailing fellow students:

- **Respect:** Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way.
- **Confidentiality:** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.

Student-to-Instructor Etiquette: In addition to above values, I expect that each student will submit completed assignments in a timely manner.

Instructor-to-Student Etiquette: Students can expect that the instructor will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner,

System Requirements: The course requires a high-speed Internet connection and the following free multimedia plug-ins:

- Adobe Reader
- Flash Player
- PowerPoint Viewer
- QuickTime, RealPlayer, or Windows Media Player
You must have speakers installed and working properly on your computer before beginning the course.
- You will need access to Microsoft Word, PowerPoint, and Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may download the Open Office Freeware, an open productivity suite.

Minimum Student Technical Skills: Participation in an online course requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Canvas eLearning (see Canvas eLearning Tutorials, if you need assistance).
- Understand basic computer usage, including keyboard, mouse, CD drive, and printer.
- Access the Internet via DSL, cable modem, or network interface.
- Use the computer operating system (Windows/MAC OS) TO:

Kommentar [NG7]: FROM THIS POINT TO THE END OF THE DOCUMENT IS OPTIONAL. INSTRUCTOR/PROFESSOR MAY PROVIDE HIS OR HER OWN EXPLANATIONS PERTAINING TO COURSE EXPECTATIONS AND SO ON.

1. Create folders.
 2. Find, copy, move, rename, and delete files.
 3. Launch, run, and switch between software applications.
- Use a word processing program to (see Word 2007 or 2003 tutorials for PC users; Word 2008 for MAC users. if you need assistance).
 1. Create, format, edit, spell check, save, print, and retrieve a document.
 2. Cut, copy, and paste information within and between documents.
 3. Save a word processing document in text or rtf format.
 - Use a Web browser to:
 1. Open, print, and/or save Web pages to local or removable storage drive.
 2. Open and save Adobe Acrobat files (PDF files).
 3. Create, maintain, and manage a list of Web pages (Favorites/Bookmarks).
 4. Use a search engine's basic features to find information on the Web.
 - Download and install programs from remote servers.
 - Use an email to:
 1. Send, receive, store, and retrieve messages.
 2. Send, receive, and open file attachments.
 - To obtain assistance with technical issues (removing pop-ups, opening pages or quizzes, ect), or if you are unable to see the course content or have other questions regarding the course itself, email btucker@stillman.edu.

COURSE READING LIST

- Tentative reading list is subject to change upon the pace of the course

INSERT THE LAYOUT OF MAJOR AND MINOR ASSIGNMENTS ALONG WITH READINGS, ACTIVITIES, ETC. INSTRUCTOR/PROFESSOR MAY OUTLINE THE ASSIGNMENTS ACCORDING TO LESSON UNITS (1-4) MENTIONED TOWARD THE BEGINNING OF THE SYLLABUS.