

## EDUC 6304 Educational Psychology – Syllabus EDUC 6304:783 – Fall 2020, First 8-Weeks Session

INSTRUCTOR: John Indiatsi, PhD

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OFFICE HOURS: Monday – Friday 8.00 AM - 9.00 AM

This course is a Web course and is conducted within Canvas at <http://utpb.instructure.com>

### Course Description

Course Catalog Description:

This course provides a review of theories of behavior, learning and instruction, research on human ontological development, and consideration of applications of such theory and research to classroom practices, including issues related to their measurement and evaluation.

### Prerequisites:

Participants are in Master's degree programs in Education or related fields, or they are post-baccalaureate or alternative teacher certification candidates who have been admitted to the graduate school.

### Objective/Learning Outcomes:

Upon successful completion of the readings and assignments for the course, the student will be able to:

- Demonstrate a working knowledge of behaviorism, social cognitive theory, and the cognitive process of instruction.
- Demonstrate an understanding of the nature of knowledge, and the basic components of memory.
- Apply theoretical concepts to practice in educational settings.
- Demonstrate an understanding of cognitive factors related to motivation.
- Demonstrate an understanding of how cognitive factors are measured and evaluated in relation to student behavior.

### Materials

#### Required:

- Ormrod, J. (2019). *Human Learning* (8<sup>th</sup> Ed.). Pearson. ISBN 9780134893662
- Ormrod, J., & McGuire, D. (2006). *Case Studies: Applying Educational Psychology* (2<sup>nd</sup> Ed.). Pearson. ISBN 978-0131980464

#### Recommended:

- American Psychological Association (2019). *APA Publication Manual* (7<sup>th</sup> Ed.). Washington, DC: APA. ISBN 978-1433832161

## Important Academic Dates

UTPB [Academic Calendar](#)

### Assignments and Evaluation

#### INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS:

Please ask questions if you need additional information. If I do not hear from you, I will assume you understand the assignment requirements. Responses to all essay assignments except the discussion board must be in APA format.

#### Chapter Review Questions

Each module has a chapter review quiz of 50 multiple choice questions. I specifically chose those questions that I think are very important to the content of the course. The quiz in each module has a value of 50 points. You will have two attempts for each quiz, and I will use the HIGHEST score of the two attempts for your final module grade.

#### Discussion Board

The purpose of the discussion board is to build class community and promote an intellectual engagement on specific topical issues, and is intended to replicate a true classroom discussion. You are therefore expected to post your original response to the instructor's prompt(s) early enough to allow your colleagues time to interact with and interrogate your views and learn from your experiences and to respond in a more cogent and informative manner.

Please NOTE that the discussion board has two due dates: The original post has its own due date (normally the same due date as the module quiz), and the responses to two course members/peers has a separate due date (normally the same due date as the module case study). Please adhere to those due dates.

The point value for the assignment in each module is 20. You will be required to make one original post per module (10 pts) and two responses (5 pts each) to any class member(s), for a total value of 80 points for the course. Refer to the COURSE CALENDAR that is posted in canvas as well as attached to this syllabus for specific dates.

#### Case Study Reflections

You are provided a list of case studies from the '*Case Studies*' text to review for each module. After reviewing, please select one that you find of interest to your field. Each case study has a specific assignment; you may want to review all before making your decisions. Each reflection assignment carries a total of 30 points with a course total of 120 points towards your final grade. The cases to be reviewed and their corresponding questions are listed in Canvas under "case study reflections" assignment. Respond to ONLY ONE case per module.

My expectation for this assignment is for you to endeavor to connect the content of the modules as well as your own personal experiences and thoughts, and relate them to the case study. Each reflection should not be less than two pages excluding the title and reference pages. Feel free to go beyond the course texts to support your views and/or positions.

## **The Course Project**

This assignment consists of THREE major parts, each due at different times. The first part is submission of your topic, followed by an annotated bibliography, and finally a reflection paper. Each part has guidelines attached to it, please review the guidelines and the attendant rubric for details on what is expected of you. The project is worth a total of 100 points of your grade. Each component beginning with the topic contributes to the total project, do not leave any parts out.

## **COURSE MODULES AND READINGS**

This course is composed of four (4) modules. An outline of the chapters and/or of the subject matter covered in each module follows:

### **Module 1: Introduction to Human Learning**

Chapters 1-4: Perspectives on Learning; Learning and the Brain; Behaviorist Principles and Theories; and Applications of Behaviorist Principles.

### **Module 2: Cognitivism, Memory and Nature of Knowledge**

Chapters 6-9: Introduction to Cognitivism; Basic Components of Memory; Long-Term Memory Storage; and The Nature of Knowledge.

### **Module 3: Social Cognitive Theory and Perspectives of Learning**

Chapters 5, 10 & 11: Social Cognitive Theory; Cognitive Developmental Perspectives; and Sociocultural Theory and Other Contextual Perspectives.

### **Module 4: Motivation, Metacognition and Knowledge Transfer**

Chapters 12-16: Metacognition, Self-Regulated Learning and Study Strategies; Transfer, Problem Solving, and Critical Thinking; Motivation and Affect; and Cognitive Factors in Motivation.

## **GRADING AND FEEDBACK**

All course activities will be graded within a two-week period after the due date. Your grades will be posted in the gradebook in Canvas and will also be included in your feedback from the instructor. If there is any discrepancy in the grade, you must contact me immediately.

| ASSIGNMENT   | POINTS     |
|--|------------|
| Chapter Review Quizzes (50 points per module)                        | 200        |
| Discussions 20 each (10 points per original post and 5 per response) | 80         |
| Case Study Reflections 30 each                                       | 120        |
| Research topic and synopsis  | 10         |
| Annotated Bibliography   | 65         |
| Project Reflection Paper   | 25         |
| <b>Total</b>   | <b>500</b> |

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

### Grading Scale

A = 450 – 500 points

B = 400 – 449 points

C = 350 – 399 points

D = 300 – 349 points

F = 348 points and below

### SUBMISSION AND NAMING CONVENTION OF COURSE ACTIVITIES

Keep in mind the following standards/practices for naming and submission of assignments:

- a) All course activity files that will be submitted to the instructor must be attachments in Microsoft Office Word, APA format and should bear the name as follows:
  - *First name +last name + the name of the assignment*
  - Example: *Jane Doe Case Study Reflection 1* **or** *Jane Doe Research Paper Topic*
- b) Use your name in the running head of your papers
- c) Always keep a copy of all the work you submit so that you won't need to re-do it if it should get lost.

## TENTATIVE COURSE SCHEDULE\*

### Fall 2020 Course Calendar

| Module & Readings                                    | Assignments  | Due Dates   |
|--|--|---|
| <b>Module 1</b><br>Text Readings<br>Chapters 1-4     | <b>Topic</b><br>Authentication<br>Research Topic<br>Chapter Review Quiz<br>Case Study Reflections<br>Discussions | Student Authentication due August 28 <sup>th</sup> .<br>Research Topic due August 28 <sup>th</sup> .<br>Chapter Review Quiz (Chap. 1-4) due Sept 2 <sup>nd</sup> .<br>Case study reflections due Sep 4 <sup>th</sup> .<br>Original post due Sep 2 <sup>nd</sup> ; Responses due Sep 4 <sup>th</sup> . |
|  |  |   |
| <b>Module 2</b><br>Text Readings<br>Chapters 6-9     | Chapter Review Quiz<br>Case Study Reflections<br>Discussions   | Chapter Review Quiz (Chap.6-9) due Sep 16 <sup>th</sup><br>Case study reflections Sep 18 <sup>th</sup><br>Original post due Sep 16 <sup>th</sup> ; responses due Sep 18 <sup>th</sup>   |
|  |  |   |
| <b>Module 3</b><br>Text Readings<br>Chapters 5,10,11 | Annotated Bibliography<br>Chapter Review Quest.<br>Case Study Reflections<br>Discussions                         | Annotated Bibliography due Sep 25 <sup>th</sup> .<br>Chapter review quiz (Chap.5, 10-11) due Sep 30 <sup>th</sup> .<br>Case study reflections due Oct 2 <sup>nd</sup> .<br>Original post due Sep 30 <sup>th</sup> ; responses due Oct 2 <sup>nd</sup> .   |
|  |  |   |
| <b>Module 4</b><br>Text Readings<br>Chapters 12-16   | Project Reflection<br>Chapter Review Quest.<br>Case Study Reflections<br>Discussions                             | Project Reflection Paper due Oct 9 <sup>th</sup><br>Chapter review quiz (Chap. 12-16) Oct 14 <sup>th</sup><br>Case study reflections due Oct 16 <sup>th</sup><br>Original post due Oct 14 <sup>th</sup> ; responses due Oct 16 <sup>th</sup>  |

### Communication & Feedback

Students in this course are encouraged to use the Conversations Inbox in Canvas for student-student and student-instructor interaction as much as possible. I will check the messages each morning, including weekends. I will also check the messages in the evening on dates that major assignments are due. Students are encouraged to update their preferred email address in My UTPB as an additional means of student-instructor communication.

## Policies

1. **Discussion Board:** Discussion Board is primarily for discussing course related topics and issues. Best practices are:
  - a) Read all message postings in online discussion.
  - b) Respond to the question directly
  - c) Reply to minimum of two other student posts.
  - d) Use a person's name in the body of your message when you reply to their message.
  - e) Avoid postings that are limited to 'I agree' or 'great idea', etc.
  - f) Ensure responses to questions are meaningful, reflective.
  - g) Support statements with concepts from course readings, personal experience, etc.
  - h) Follow **Rules of Behavior**.
  
2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:
  - a) Do not post anything too personal.
  - b) Do not use language that is inappropriate for a classroom setting or prejudicial regarding gender, race, or ethnicity.
  - c) Do not use all caps in the message box unless emphasizing (it is considered shouting).
  - d) Be courteous and respectful to other people on the list
  - e) Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
  - f) Use line breaks and paragraphs in long responses.
  - g) Write your full name at the end of the posting.
  - h) Be careful with sarcasm and subtle humor; one person's joke is another person's insult.
  
3. **Make-Up/Late Submission Policy:** All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is his/her responsibility to contact the instructor immediately. Late work will NOT be accepted except in extreme cases such as emergency (mainly illness, disaster and/or bereavement).

The due dates and times for the activities will adhere to the Central Time Zone.
  
4. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

**Attendance and Class Participation:** Regular and active participation is an essential, important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned; notify the instructor when emergencies arise.

**Tracking:** The learning management system has a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

**Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of an emergency situation.

#### **Course Incomplete/Withdrawal/Grade Appeal:**

All students should complete the course within the semester they are signed up. Incomplete grades for the course will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

**NOTE: The due dates and times for the activities will adhere to the Central Time Zone.**



**Accommodation for Students with Disabilities: Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Mr. Paul Leverington

**Address:** Mesa Building 4242 /4901 E. University, Odessa, TX 79762

**Voice Telephone:** 432-552-4696

**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

### Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB’s Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB’s Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies student authentication in two ways.

- (1) To access the online course, students must log in to Canvas using their unique user name and password.
- (2) When entering the course for the first time, the student must present their student ID card or other approved photo ID\*.

Scan the selected photo ID in color and submit it through the provided path in Canvas. The scanned ID should be in either PDF or JPG/JPEG format. **Cover/obscure the ID number before scanning.**

\*Approved up to date photo identifications are: passports, government issued identification, driver’s licenses, and military ID from DoD, and your student ID.

### Computer Skills, Technical, and Software Requirements

This course requires basic proficiency in the use of Word and PowerPoint to create and edit documents, and to save and submit files. Students also need basic proficiency in receiving, sending, and attaching files to email, and in the use of Internet search tools. In order to submit photo identification with the designated assignments, students will need access to a camera or a camera phone.



Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information, refer to [UTPB Office 365 Page](#).

**Computer Technical Requirements:** See [Technical Requirements](#).

### Preparation for Emergencies

**Computer Crash:** Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

**Complete Loss of Contact:** If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

**Lost/Corrupt/Missing Files:** You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions or problems, you may be required to resubmit the files.

### End-of-Course Evaluation and Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

### Student Support Services

| SERVICE                           | CONTACT  |
|-----------------------------------|--|
| ADA<br>Accommodation/Support      | <a href="#">Services for Students with Disabilities</a><br>(432) 552-4696  |
| Testing Services                  | <a href="#">Testing Services &amp; Academic Accommodations Department</a><br>(432) 552-2630  |
| Advising                          | (432) 552-2661<br><a href="#">UTPB Academic Advising Center</a>  |
| Bookstore                         | <a href="#">UTPB Campus Bookstore</a><br>(432) 552-0220  |
| Email, Office 365,<br>my.utpb.edu | <a href="#">Information Technology</a>   |
| Financial Aid and<br>Scholarship  | <a href="#">UTPB Financial Aid</a><br>(432) 552-2620   |
| Library                           | The <a href="#">J. Conrad Dunagan Library</a> Online at<br>(432) 552-2370  |
| Registrar                         | <a href="#">UTPB Registrar</a><br>(432) 552-2635   |
| Student Services                  | <a href="#">Student Services</a><br>(432) 552-2600   |
| Technical Support                 | <a href="#">Canvas</a><br>1-866-437-0867   |
| Tutoring & Learning<br>Resources  | If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).<br><a href="#">Student Success Center</a> |

#### Disclaimer and Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

#### Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

## Conceptual Framework of the UTPB College of Education

### Vision Statement

The vision of the College of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

### Mission Statement

The mission of the College of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

### Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

### Candidate Proficiencies

To achieve the learning outcomes, candidates must demonstrate that they are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning. The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

### KNOWLEDGE (K):

Candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

**SKILLS (S):**

Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

**DISPOSITIONS (D):**

Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

**DIVERSITY PROFICIENCIES (DP):**

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community
3. Model critical global thinking through coursework

4. Conceptualize diversity experiences from a variety of perspectives:
  - a. to strive for social justice, equality, and equity for all learners
  - b. to continue the process of self-growth, narrowing the student achievement gap in our nation
  - c. to empower all learners as citizens in a global society

Sample Syllabus