

EDUC 2000: Psychology of Learning and Development for Education

2217 EDUC 2000 Sec 1300

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COURSE OVERVIEW

Today we see learning and teaching as multifaceted processes that are influenced by a host of behavioral, social, and cognitive factors. In this course you will learn about those behavioral, social, and cognitive factors that influence how and what we learn. We will survey major psychological theories such as behaviorism, Piagetian, Vygotskian (sociocultural), motivation, and cognitive science. We will address the following questions: What mental processes are involved in teaching and learning? What roles does the social and cultural context play in fostering learning? How can theories of motivation be applied to classroom practice? You will be expected to reflect on your own learning histories and case studies.

We will examine three topics in student learning—Student Motivation, How Students Learn, and Influences on Student Learning.

COURSE GOALS

1. Introduce you to psychological theories and concepts that apply to education.
2. Foster your understanding of and engagement with these theories and concepts.
3. Promote your ability to apply these theories and concepts to decisions.
4. Encourage you to think critically about these theories and concepts.

REQUIREMENTS

- Completing the reading assignments for each module prior to posting on the discussion board.
- Participating thoughtfully and consistently in our Discussion Board.
- Submitting assignments on the due date indicated on the schedule.

COURSE MATERIALS

TEXTBOOKS

- Ormrod, J.E. (2018). *Essentials of educational psychology: Big ideas to guide effective teaching*, 5/E. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-347890-7

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- The bookstore should have used hardback and paperback textbooks, as well as e-books and loose-leaf textbook versions.
- **If you purchase a different version of the textbook, the page numbers for assigned readings will be incorrect.
- Ormrod & McGuire. (2007). *Case studies: Applying educational psychology, 2/E*. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-198046-4

Links to additional materials will be provided within the appropriate learning modules. These materials carry copyrights which have been purchased for use in this course.

VIDEOS

For Module 9, you will need to access the documentary *The Stories We Tell*.

For Module 12, you will watch all the short videos contained in the folders for this assignment and you will choose which theme you want to reflect about. I created a folder for each of the videos with material that develops the theme of the video from different points of view. Then you will develop a video presentation according to the directions below.

COURSE FORMAT

WEEKLY LEARNING MODULES

Each week (Monday through Sunday) of the course there will be a “Learning Module.” You will find the weekly learning module by clicking the “Learning Module” button in the course menu. In this section, you will find the module that we will be using for the week. This is not a self-paced course. Following the schedule allows for us to create a more interactive space, and for me to dialogue with your ideas in real time.

Typically, each week we will discuss psychological theories and concepts that relate to teaching, learning, and development and read and discuss cases that illustrate those theories/concepts.

The first Learning Module is the [Course Orientation](#).

LEARNING MODULE FORMAT

1. Overview
2. Objectives
3. Readings
4. Lecture Notes
5. Case Study
6. Discussion

When you open the learning module for the week you will see the assigned textbook readings. After completing these, read the lecture/articles and watch any videos in the module, read or

watch the case study, and complete the assignments. The last section will be your participation in a discussion board.

I will not be leading the discussion board, but I will be reading your posts and providing weekly summaries to highlight themes and extend our discussion. I will respond where I think posts need clarification or further consideration. What you bring to the course, your experiences and ideas, are as important as what I bring to the course. I value what you think and what you have to say.

COURSE EVALUATION

EVALUATION

ITEM EVALUATED	PERCENTAGE
Discussion Boards	50%
Paper: Option 1 or 2	25%
Video Case Study Presentation	25%

DISCUSSION BOARD (50% of final grade)

Participation in the Discussion Boards will be 50% of your grade. You will be graded using the rubric below. Beginning with Week 1, you will receive one weekly participation score with a maximum of 4 points.

DIRECTIONS FOR DISCUSSION BOARDS

Each week you will participate **three times** in a discussion board. Your **first post**, the “**case analysis**” of the assigned case study or video is due by Wednesday at midnight EST. On Thursday morning, I will post a summary of key themes from students’ case analyses as well as clarification and/or extended ideas for your discussion posts with your classmates. After reading my summary post and your classmates’ case analyses, complete your **second and third “discussion” posts** by Sunday at midnight EST.

For the first post of the week please respond to the question posted in the discussion board. In your posts, you need to give a thoughtful response and **support your ideas with specific references to the readings, lecture material, and videos.**

The second and third posts of the week should be responses to your classmates' thoughtful ideas and/or my summary post. **Please respond to at least two different peer posts *and* support your ideas with specific references to the readings, lecture material, and videos.**

GRADING DISCUSSION BOARDS

The grading system is as follows:

GRADING POSTS	
SCORE	DESCRIPTION
4	Demonstrates competence about course material and makes insightful connections between course and case study.
3	Demonstrates competence of course material. Correct application of theories and concepts. Ideas about case and theories are clearly linked.
2	Needs Improvement. Comments need more in-depth description and/or clearer connections to case study. Correct use of theories but does not show clear understanding or application of learning module content.
1	Needs Work. Does not show understanding of theories or concepts.

When fewer than 3 posts are completed, the following grading system will be applied:

1. No post before Wednesday, but 2 or more posts are made Thursday-Sunday: grading begins at 3 points
2. Post before or on Wednesday, but only 1 post made Thursday-Sunday: grading begins at 3 points
3. Post before or on Wednesday, but 0 posts made Thursday-Sunday: grading begins at 2 points
4. No post before Wednesday, and only 1 post made Thursday-Sunday: grading begins at 1 point
5. No posts before Sunday (end of week): 0 points

A word about discussions—if/when you are going to disagree with another classmate, please do so respectfully. I have noticed that compared to face-to-face discussion, the written word can sometimes appear to be harsher than what is intended. Please proofread your statements before submitting them.

PAPER (25% of final grade)

There are two options; you pick one. I will provide scaffolding throughout the course to assist with your paper writing.

PAPER OPTION #1

Upon completion of the section on student MOTIVATION you will be responsible for writing a *five-paragraph essay*, double-spaced, on the topic of motivation. **It should be no more than 4 pages plus reference page. It is due Week 5.**

PAPER OPTION #2

Upon completion of the section on COGNITION you will be responsible for writing a *five-paragraph essay*, double-spaced, on the topic of cognition. **It should be no more than 4 pages plus reference page. It is due Week 9.**

These assignments are to direct you to think carefully and argue logically and thoroughly about an issue related to student motivation and cognition. The paper will be a five-paragraph essay that contains an introductory paragraph, three supporting paragraphs, and a concluding paragraph. You need to develop a specific topic on something that interests or puzzles you (develop a question) about motivation or cognition. Select one or two concepts or theories from the course learning modules addressing motivation (or cognition).

PAPER STRUCTURE	
CONTENT	DESCRIPTION
Introductory Paragraph	§ State your topic of interest or what puzzles you, § what your answer/solution (i.e., claim) is to what interests/puzzles you, and § three distinct concepts, theories, or parts of a theory you will use to support your answer/opinion.
Three Supporting Paragraphs	§ Develop the three class content topics stated in the introduction. § Use examples to illustrate your points. § <i>Each distinct concept, theory, or part of a theory stated in the introduction will be a topic for each supporting paragraph.</i>
Conclusion Paragraph	State what you want the readers to understand and think about further.

FURTHER CONSIDERATION

1) You must be selective in the points you make in order to make them convincing. Do not choose a topic that is too expansive because it is unlikely you can make all the points you want to make in a five- paragraph essay.

2) Developing your argument takes time. I strongly suggest you outline your argument, the three supporting paragraphs, and the conclusion paragraph before you begin to write. The quality of your essay will depend upon your ability to organize your thoughts and argument in a logical and compelling sequence, starting with a brief overview of your major points, followed by detailed paragraphs supporting each major point, and ending with appropriate summary statements and conclusion(s). You do NOT need to provide a thorough literature review. You can use course materials exclusively.

- **Use specific examples to support your points.**
- **Avoid redundancy in your 3 ideas for your 3 supporting paragraphs. Each of the 3 ideas should be distinct and well-supported by the course material.**
- **Example papers from previous summers are posted in Canvas so that you can see models of well-constructed papers. "Examples of Well-Constructed Papers" is a page in the "Submit Papers" module on the Modules page.**

3) The paper should be doubled-spaced, with 12 point font size and 1” margins. Please check the default settings on your computer; some templates have 1.5” margins which will limit the space you have to discuss your paper topic.

4) **Citing course material** - As a related point, **please avoid direct quotes** of the course material. With only 4 pages to discuss your topic, this paper should be written **in your words**, with you synthesizing key theories and research from the course material. Excerpts from the APA publication manual have been provided to remind you of the guidelines for citing sources and avoiding plagiarism (assigned week 1 of the course). **If a half page or more of this 4 page paper consists of direct quotes of other people’s writing instead of your own, then points will be deducted.** It is just as critical than when summarizing another’s work or ideas, that you **credit the source** of that material and cite them appropriately in the text in APA style (see below).

5) Cite and list all references in APA style. To see how to cite references in the paper as well as in a reference section go to www.apastyle.org or refer to the sixth edition (2010) of Publication Manual of the American Psychological Association.

6) Remember to proofread. Points will be deducted points for an excessive number of typos.

7) Submit your paper using the “Submit Papers” navigation link in the course menu.

GRADING PAPER #1 OR #2

CRITERIA	POINTS
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1. An introduction that clearly states a. what puzzles or interests you about motivation or cognition. b. what major concepts and/or theories you are going to address. c. what specific three ideas you are going to address.	4pts
2. A clear and detailed linkage with course material. That is, you clearly relate your argument to the theoretical perspectives discussed.	4pts
3. Distinct supporting paragraphs that provide examples to illustrate your points.	4pts
4. A conclusion that addresses what you want the readers to understand and think about further.	3pts
5. A reference section that lists references cited in the paper.	2pts
6. Clarity, proofreading, and APA style formatting.	3pts

EACH DAY PAST THE DUE DATE WILL REDUCE YOUR FINAL GRADE.

VIDEO CASE STUDY PRESENTATION (25% of final grade)

As an individual, you will conduct an in depth analysis of a case study. The case will be from a video (and supporting materials you select to present. First, watch all the videos in the different folders and think at what would you like to present, an important part of this assignment is that you think how would you apply what you have already learned to an educational context/work related context.

After watching the video and reading the supporting materials, you will create a presentation (PPT, Prezzi, etc.) to introduce your video and its theme by giving a short overview. Then, you will create four sections in your presentation: (1) a cognition section, (2) a motivation section, and (3) a social influence section (4) application to an educational context. In each section you will select two theories or concepts and apply them to what is presented in the videos then think on how would you use this theme to inform your instruction or your future work. Then you will create a PANOPTO Video oral presentation of your case study. The Final Case Study (PPT and video) is due on Sunday night of Module 12.

Your presentation can have multiple pages, colors, fonts, images, and embedded audio and video. Please capitalize on the benefits of this medium by including photos, links to video, varying font size and color to highlight or emphasize text, etc.

VIDEOS/THEMES TO SELECT FROM

1. Resilience
2. Bias
3. Emotional memory/learning

VIDEO CASE STUDY PRESENTATION AND PAOPTO GRADING RUBRICS

VIDEO CASE STUDY PRESENTATION GRADING RUBRIC	
CRITERIA	POINTS
1. Contains an overview of the video, a cognition section, a motivation section, a social influence section, and application to teaching section. Is written in academic English.	4pts
2. Relates two motivation theories to the video	3pts
3. Relates two cognitive theories to the video	3pts
4. Relates two social influences to the video	3pts

VIDEO CASE STUDY PANOPTO GRADING RUBRIC	
CRITERIA	POINTS
The presentation is clear and well-articulated	4pts
Employs quality speaking and overall professional appearance	4pts
Develops all the points on the PPT coherently	4pts

COURSE GRADING SCALE

GRADE	POINTS
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	LESS THAN 60

COURSE POLICIES

STUDENT EXPECTATIONS

Active participation in this course is essential. Active participation entails logging into your Canvas course site, interacting with instructional materials, and completing and submitting learning activities by specified due dates and times.

PLAGIARISM & ACADEMIC INTEGRITY

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

INCLUSION AND DIVERSITY

The course aligns with the School of Education's mission to ignite learning and deliver a respective, inclusive, and equitable learning experience. We behave professionally, and we communicate respectfully, so we create an inclusive learning environment for all members of the course.

Preferred Names and Pronouns: Please feel free to email me privately if you want me to address you using a name or pronoun that you prefer.

STUDENTS WITH DISABILITIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, at 412-648-7890 or 412-383-7355 (TTY) as early as possible, but no later than the fourth week of the term or visit the [Office of Disability Resources website](#) as early as possible, but no later than the 4th week of the term. DRS will verify your disability and determine reasonable accommodations for this course.

ACCESSIBILITY

Ensuring an accessible and pleasant experience to all users, regardless of disability, is a key focus of Canvas. The Canvas platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines. Read more about [Accessibility within Canvas](#).

COPYRIGHT NOTICE

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

RELIGIOUS OBSERVANCES

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.