

Syllabus

EDUC 2000: Psychology of Learning and Development for Education Spring 2022: Term 2224

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.

COURSE MATERIALS

TEXTBOOKS

- Ormrod, J.E., & Jones, B. (2018). *Essentials of educational psychology: Big ideas to guide effective teaching*, 5/E. Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-489498-0
 - 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.

FILM

For Module 9, you will need to rent, borrow, or use this link to view the documentary [Spellbound \(2002\)](#).

For Module 12, you will select a film to watch for a case study presentation. You will need to obtain your selected film from On Demand cable service, Netflix, Hulu, public library, Hillman library, etc.

REQUIREMENTS

- You are responsible for completing the reading assignments for each class.
- You are responsible for participating in the Discussion Board.
- Assignments and the paper are due on the dates indicated on the schedule.

COURSE FORMAT

WEEKLY LEARNING MODULES

Each week (Monday through Saturday) of the course there will be a “Learning Module.” You will find the weekly learning module by clicking the Modules link in the Course Navigation. In this section, you will find the module that we will be using for the week. This is not a self-paced course. Please follow the schedule.

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

The first Learning Module is “Learning Module 1: Introduction to Online EDUC 2000.”

LEARNING MODULE FORMAT

1. Overview & Objectives
2. Readings
3. Lecture Notes
4. Case Study
5. 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 take care of the lecture part, with input from you; you will take care of the discussion part, with input from me. 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 REQUIREMENTS

ITEM EVALUATED	PERCENTAGE
Discussion Boards	50%
Paper: Option 1 or 2	25%
Group Wiki Case Project	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 ON POSTING TO 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 11:59 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 Saturday at 11:59 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 BOARD POSTS

The grading system is as follows:

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-Saturday: grading begins at 3 points
2. Post before or on Wednesday, but only 1 post made Thursday-Saturday: grading begins at 3 points
3. Post before or on Wednesday, but 0 posts made Thursday-Saturday: grading begins at 2 points
4. No post before Wednesday, and only 1 post made Thursday-Saturday: grading begins at 1 point
5. No posts before Saturday (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 OPTIONS 1 OR 2

PAPER 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 and the end of Module 5.**

PAPER 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 at the end of Module 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).

Introductory Paragraph	<ul style="list-style-type: none"> ▪ State your topic of interest or what puzzles you, ▪ what your answer/solution 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	<ul style="list-style-type: none"> ▪ 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 FOR PAPER 1 OR 2

- 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 on Canvas so that you can see models of well-constructed papers. See the online syllabus in Canvas for links to these papers.**
- 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 that 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 addition (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

Grading will be based on the following rubric:

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.	4 points
A clear and detailed linkage with course material. That is, you clearly relate your argument to the theoretical perspectives discussed.	4 points
Distinct supporting paragraphs that provide examples to illustrate your points.	4 points
A conclusion that addresses what you want the readers to understand and think about further.	3 points
A reference section that lists references cited in the paper.	2 points
Clarity, proofreading, and APA style formatting.	3 points

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

FINAL CASE STUDY PRESENTATION (25 % OF FINAL GRADE)

During Week 8, each of you will email me the title of the film you have selected to watch and conduct an in depth analysis of this selected case study.

After watching the movie, you will create a presentation to introduce your film by giving a short overview (PPT, Prezzi, etc.) to introduce your film 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, (3) a social influence section, (4) an application section – how do these themes, theories, and contexts inform your instruction or your future work?.

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 at the end 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.

GRADING CASE STUDY PRESENTATION

Grading will be based on the following rubric:

Contains an overview of the movie, cognition section, motivation section, social influence section, and application section	5 points
Relates two motivation theories to the movie	5 points
Relates two cognitive theories to the movie	5 points
Relates two social influences to the movie	5 points
Provides two applications to educational context or future work	5 points
Illustrates <i>clear</i> and <i>detailed</i> linkage with course material	5 points
Overall, the case study is clearly, coherently, and professionally presented	5 points

MOVIES TO SELECT FROM

- Dead Poet's Society
- Dangerous Minds
- The Breakfast Club
- Stand and Deliver
- Freedom Writers
- Spanglish
- Karate Kid
- Good Will Hunting
- Educating Rita
- Mr. Holland's Opus

If you have another movie in mind, please check with me.

COURSE GRADING SCALE

GRADE	POINTS
A+	98 –100
A	93 –97
A-	90 –92
B+	88 –89
B	83 –87
B-	80 –82
C+	78 –79
C	73 –77
C-	70 –72

COURSE POLICIES

PLAGIARISM AND 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.

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.

YOUR WELL-BEING MATTERS

College/Graduate school can be an exciting and challenging time for students. Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. You are encouraged to maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax.

It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources. The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician.

If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.