Course Syllabus

✎ Edit

EDUC 2000: Psychology of Learning and Development for Education

Use the following links to navigate pertinent syllabus information:

Course Overview | **Course Materials** | **Course Format** | **Course Requirements** | **Course Policies**

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, Vygotksian (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. (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
  - **This course uses the 5th edition of this text. If you purchase a different version of the textbook, the page numbers for assigned readings will be incorrect.**
  - **We will begin using this textbook early in the course. Therefore, it is recommended you rent/purchase an e-book version of the text. Waiting for a hard copy to be delivered may lead to you fall behind in the course.**
  - You can rent/purchase from **Amazon** ⤷ **(https://www.amazon.com/Essentials-Educational-Psychology-Effective-Teaching-ebook/dp/B07B4F6L35/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=1667593948&sr=8-1)** , **AbeBooks** ⤷ **(https://www.abebooks.com/servlet/SearchResults?bi=0&bx=off&cm_sp=SearchF-_-Advs-_-Result&ds=20&kn=Essentials%20of%20educational%20psychology%3A%20Big%20ideas%20to%2** , **Indiebound** ⤷ **(https://www.indiebound.org/book/9780134894980)** , **Pearson** ⤷ **(https://www.pearson.com/en-us/subject-catalog/p/essentials-of-educational-psychology-big-ideas-to-guide-effective-teaching/P200000001597/9780136993797)** , or anywhere else that carries the title. Prices vary, so be sure to explore to find the best option for you.
- Links to additional materials will be provided within the appropriate learning modules. These materials carry copyrights that have been purchased or have been granted permission for use in this course.

E-RESERVES

There are several assigned case studies and a few additional readings available via e-reserve. You can access the e-reserves for this class through the University of Pittsburgh library website the following way:

1. Go to **http://library.pitt.edu (http://library.pitt.edu/)** .
2. Select the "Course Reserves" located in the center of the page.
3. In the PittCat Course Reserve search box enter the name of the professor, the course name, or the course number.
4. Click on the link: **E-RESERVES LINK FOR PSYCHOLOGY OF LEARNING AND DEVELOPMENT FOR EDUCATION** ⤷ **(https://pitt.libguides.com/er.php?course_id=112279)**
5. Click/Follow the link "Available Online" or "view full text"
6. Enter the password provided (Passwords are case sensitive): **plde24**
7. A list of assigned readings will appear. Click the titles to access individual items.

FILM

For Module 9, you will need to rent, borrow, or use this link to view the documentary **Spellbound**

(2002) ⏏ **(https://www.kanopy.com/en/pitt/video/10590623)** .

For Module 12, you will select a movie to watch for a case study presentation. You will need to rent or borrow the movie selection.

- For access to these films, you may see if they are available via the University Library System's subscription to **Kanopy** ⏏ **(https://www.kanopy.com/en/pittcc)** , or seek them out using on-demand services such as Amazon Prime, Netflix, Hulu, etc.

REQUIREMENTS

- You are responsible for completing the reading assignments for each class.
- You are responsible for participating in the **Discussion Board (https://canvas.pitt.edu/courses/271778/discussion_topics)** .
- Assignments and the paper are due on the dates indicated on the schedule and in the Calendar.

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 **Modules (https://canvas.pitt.edu/courses/271778/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 following the schedule.

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.

LEARNING MODULE FORMAT

1. Overview
2. Objectives
3. Readings
4. Lecture Notes
5. Discussion Board

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

Weighting Scale

ITEM EVALUATED	PERCENTAGE
Discussion Boards	50%
Paper: Option 1 or 2	25%
Final Project	25%
Total	**100%**

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 midnight p.m. (**ET** ⇨ **(https://time.is/ET)**). On Thursdays, after reading your classmates' case analyses, complete your **second and third "discussion" posts** by Sunday at 11:59 (**ET** ⇨ **(https://time.is/ET)**).

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:

Discussion Rubric

CRITERIA	POINTS
Demonstrates competence about course materials and makes insightful connections between course and case study.	4 points
Demonstrates competence of course material. Correct application of theories and concepts. Ideas about case and theories are clearly linked.	3 points
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.	2 points
Needs Work. Does not show understanding of theories or concepts.	1 point

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 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 at 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).

Paper Organization

SECTION	COMPONENTS
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. ***Each distinct concept, theory, or part of a theory stated in the introduction will be a topic for each supporting paragraph.***
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 terms 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 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 to the assignment page found in **Assignments (https://canvas.pitt.edu/courses/271778/assignments)** .

GRADING PAPER

Grading will be based on the following rubric:

Paper Rubric

CRITERIA	POINTS
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 slideshow using PowerPoint, Prezi, or another slideshow tool of your choosing, 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 film, then think on how would you use this theme to inform your instruction or your future work. Your slideshow 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.

Then you will create a video oral presentation of your case study. Ideal presentation times are between 15 and 25 minutes. You may record your presentation using Panopto, Zoom, YouTube, or another recording tool of your choosing. **Make sure when you record your presentation you are seen in a video insert while discussing your slides.** For complete instructions on how to record yourself with your slides, review the **Panopto Video Recording Instructions (https://canvas.pitt.edu/courses/271778/pages/panopto-video-recording-instructions?wrap=1)** . The Final Case Study Presentation 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 FINAL CASE STUDY PRESENTATION

Grading will be based on the following rubric:

Case Study Presentation Rubric

CRITERIA	POINTS
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 *clear* and *detailed* linkage with course material	5 points
Overall, the case study is clearly, coherently, and professionally presented.	5 points

MOVIES TO SELECT FROM

- *The Breakfast Club* (1985)
- *The Chorus / Les Choristes* (2004)
- *The Class* (2008)
- *Dead Poets Society* (1989)
- *Dangerous Minds* (1995)
- *Educating Rita* (1983)
- *Freedom Writers* (2007)
- *Good Will Hunting* (1997)
- *The Great Debaters* (2007)

- *The Karate Kid* (1984 or 2010)
- *Lean on Me* (1989)
- *Like Stars on Earth* (2007)
- *The Miracle Worker* (1962)
- *Mr. Holland's Opus* (1995)
- *Stand and Deliver* (1988)
- *To Be and To Have* (2002)
- *To Sir, With Love* (1967)

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

COURSE GRADING SCALE

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

CLASS ASSIGNMENTS

All assignments (discussion boards, papers, final case study presentation, etc.) are due on the assigned dates stated in Canvas unless otherwise noted. Extension requests should be discussed with the instructor at least 24 hours in advance.

ACADEMIC INTEGRITY

Students in this course will be expected to comply with the **University of Pittsburgh's Policy on Academic Integrity** **(https://www.provost.pitt.edu/info/ai1.html)** . 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.

To learn more about Academic Integrity, visit the **Academic Integrity Guide** ⬒ **(http://pitt.libguides.com/academicintegrity)** for an overview of the topic. For hands- on practice, complete the **Academic Integrity Modules** ⬒ **(http://pitt.libguides.com/academicintegrity/plagiarism)** .

ACADEMIC INTEGRITY AND AI

Since writing, analytical, and critical thinking skills are essential aspects of this course, all assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace and also finding your own writing, research and creative style will be one of the strongest assets you can offer professionally (and will be personally rewarding as well). Finding this style usually happens in a zone that Brian Eno terms, "happy accidents." Utilizing AL to generate your own work prevents you from making those accidental connections and ultimately slows your progress during your higher ed journey and may limit you professionally. This course learning space is created to support your vulnerability in finding that voice and I hope you will offer yourself that space for your own authentic style to develop as well. To support this process, AI-generated submissions are not permitted and will be treated as plagiarism.

DISABILITY SERVICES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and **Disability Resources and Services (https://www.studentaffairs.pitt.edu/drs)** (DRS), 140 William Pitt Union, (412) 648-7890, **drsrecep@pitt.edu, (mailto:drsrecep@pitt.edu)** (412) 228-5347 for P3 ASL users, as early as possible in 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** ⬒ **(http://www.section508.gov/)** guidelines. Read more about **Accessibility within Canvas** ⬒ **(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)** .

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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.

From Faculty Assembly, December 2020

YOUR WELL-BEING MATTERS

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. 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. You are encouraged to visit **Thrive@Pitt (https://www.thrive.pitt.edu/)** to learn more about well-being and the many campus resources available to help you thrive.

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 (http://www.counseling.pitt.edu/)** 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. If you are experiencing a mental health emergency, it is recommended you contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

Course Summary:

Date	Details	Due
Sun Sep 1, 2024	🚀 **Academic Integrity Guidelines Student Agreement** (https://canvas.pitt.edu/courses/271778/assignments/1590633)	due by 11:59pm
Wed Sep 4, 2024	📄 **Reminder: Module 1 Initial Post Due Wednesday**	to do: 11:59pm
Sun Sep 8, 2024	🗨 **Module 1: Introduce Yourself to Our Online Learning Community** (https://canvas.pitt.edu/courses/271778/assignments/1590644)	due by 11:59pm
Wed Sep 11, 2024	📄 **Reminder: Module 2 Discussion Board Case Analysis Due Wednesday**	to do: 11:59pm
Sun Sep 15, 2024	🗨 **Module 2: The Star Chart** (https://canvas.pitt.edu/courses/271778/assignments/1590643)	due by 11:59pm
Wed Sep 18, 2024	📄 **Reminder: Module 3 Discussion Board Case Analysis Due Wednesday**	to do: 11:59pm
Sun Sep 22, 2024	🗨 **Module 3: The Unmotivated Student** (https://canvas.pitt.edu/courses/271778/assignments/1590642)	due by 11:59pm
Wed Sep 25, 2024	📄 **Reminder: Module 4 Discussion Board Case Analysis Due Wednesday**	to do: 11:59pm
Sun Sep 29, 2024	🗨 **Module 4: The Stand-Up Comic** (https://canvas.pitt.edu/courses/271778/assignments/1590641)	due by 11:59pm
Wed Oct 2, 2024	📄 **Reminder: Module 5 Discussion Board Case Analysis Due Wednesday**	to do: 11:59pm

Sun Oct 6, 2024	🗨 **Module 5: Pollution** **(https://canvas.pitt.edu/courses/271778/assignments/1590640)**	due by 11:59pm
	📝 **Paper Option #1: Motivation** **(https://canvas.pitt.edu/courses/271778/assignments/1590646)**	due by 11:59pm
Wed Oct 9, 2024	📄 **Reminder: Module 6** **Discussion Board Case Analysis** **Due Wednesday**	to do: 11:59pm
Sun Oct 13, 2024	🗨 **Module 6: Throwing Tantrums** **(https://canvas.pitt.edu/courses/271778/assignments/1590639)**	due by 11:59pm
Wed Oct 16, 2024	📄 **Reminder: Module 7** **Discussion Board Case Analysis** **Due Wednesday**	to do: 11:59pm
Sun Oct 20, 2024	🗨 **Module 7: Studying French** **(https://canvas.pitt.edu/courses/271778/assignments/1590638)**	due by 11:59pm
Wed Oct 23, 2024	📄 **Reminder: Module 8** **Discussion Board Case Analysis** **Due Wednesday**	to do: 11:59pm
Sun Oct 27, 2024	🗨 **Module 8: Solving Problems** **(https://canvas.pitt.edu/courses/271778/assignments/1590637)**	due by 11:59pm
Wed Nov 6, 2024	📄 **Reminder: Module 9** **Discussion Board Case Analysis** **Due Wednesday**	to do: 11:59pm
Sun Nov 10, 2024	🗨 **Module 9: Spellbound** **(https://canvas.pitt.edu/courses/271778/assignments/1590636)**	due by 11:59pm
	📝 **Paper Option #2: Learning** **(https://canvas.pitt.edu/courses/271778/assignments/1590647)**	due by 11:59pm
Wed Nov 13, 2024	📄 **Reminder: Module 10** **Discussion Board Case Analysis** **Due Wednesday**	to do: 11:59pm

Sun Nov 17, 2024	📝 **Module 10: Student-Teacher Relationships** (https://canvas.pitt.edu/courses/271778/assignments/1590635)	due by 11:59pm
Wed Nov 20, 2024	📄 **Reminder: Module 11 Discussion Board Case Analysis Due Wednesday**	to do: 11:59pm
Sun Nov 24, 2024	📝 **Module 11: Culture Shock** (https://canvas.pitt.edu/courses/271778/assignments/1590634)	due by 11:59pm
Sat Dec 7, 2024	📝 **Final Case Study Presentation** (https://canvas.pitt.edu/courses/271778/assignments/1590645)	due by 11:59pm