PSY 510 – Advanced Educational Psychology
COURSE SYLLABUS

INSTRUCTOR: Lisa C. Duffin, Ph.D.
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Virtual Office Hours: By appointment.
Physical Office Hours: Tuesdays & Thursdays: 11:00-11:45 a.m.; 2:15-4:00 p.m. (GRH 3014); Wednesdays: 10:00 a.m. - 12:00 p.m. (TCCW 100B); Other: By appointment.
Blackboard: http://ecourses.wku.edu/
Email is the best way to get in contact with me. If you would like an appointment (i.e., phone or on-line chat) with me, please email me to set up an appointment. I will be happy to spend some time in either forum speaking with you. Details of the appointment will need to be determined in the email.

Course Description: Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

Course Rationale: This course is designed to give the graduate student a deeper understanding of the research, theories, and principles of psychology as applied to teaching and learning with a specific emphasis on real-world application and transfer of knowledge.

Course Topics: Effective teaching, scientific research methodology, theories of Piaget, Vygotsky, learner diversity, information-processing, constructivism, motivation theories, behaviorism, social learning, and classroom assessment.

Course Objectives:
Students will:
1. Locate and evaluate scholarly research and other resources of educational psychology.
2. Examine the effect of current research on our understanding of learning and teaching.
3. Examine and apply developmental concepts to the teaching of various age groups.
4. Evaluate the influence of individual differences on teaching and learning.
5. Examine and evaluate cognitive theories of learning.
6. Examine and evaluate behavioral theories of learning.
7. Examine and apply classroom applications of theories of learning.
8. Examine theories and techniques of human motivation.
9. Examine and create classroom assessment.
10. Evaluate and report about ideas surrounding current issues in educational psychology.

Course Credit: 3 hours

Required Textbook: None. Readings will be provided.

Suggested Textbook: As an ***advanced*** educational psychology course, this course is intended to build upon concepts learned in an undergraduate educational psychology course. If you have not taken a general educational psychology course, it is recommended that you obtain an undergraduate educational psychology text to help familiarize yourself with the basic material covered. Popular textbook authors are: Woolfolk; Eggen & Kauchak; Ormrod – any book will do!

REQUIRED MATERIALS:
Computer and Internet access (high speed recommended); your web browser should be within 1-2 years of the current browser. This course requires you to frequently use Blackboard. *Blackboard works very well with Firefox.* You can download this browser free for both WIN and Mac from the Blackboard homepage.

Format of Course: Although this is a web course, it is assumed that students will be engaged with one another through the various mediums offered (e.g., discussion boards, blogs, videos, etc.). You are not expected to be an expert in how people learn; however, you are expected to be active and thoughtful participants showcasing your thinking processes of the material covered.

Being "Online"- The nature of this class *Using Blackboard*
This class will be presented through "Blackboard," which is the name of the website you will use to access materials and complete your assignments. To access Blackboard:
1) Go to www.wku.edu
2) In the lower left corner, you will see links to various sites, one of which is Blackboard. Click the word "Blackboard."
3) You will be required to login using your WKU email username (what you use to access your WKU e-mail).
4) After logging in, on the right-hand side of the screen, you will see the course name underlined, <u>PSY 510 – ADVANCED ED PSY</u>. Click on the course name.
5) You will see a screen that will have any current announcements in the center. To the left will be a list of menu items or "hot links". Click on these, depending on what you want to do.
6) In general, I will communicate with the class through Announcements, rather than clogging up your e-mail inbox, so make sure you check Announcements daily. However, if I need to contact an individual student, I will use e-mail. I count on you to check your e-mail at least daily during the week. I will check mine at least three times a day—usually throughout the day during the week. You can expect me to reply to your email within 24 hours, but usually it will be sooner.

Getting Course Materials
To navigate this course effectively and efficiently, please use the hot links along the left side of our Blackboard course website. You will see hot links for things like: Syllabus and Schedule, Weekly Content, Assignments, Discussion Board, and Blogs. Please review the syllabus, schedule, and assignment information to stay informed and on top of course expectations.

Working the Course
To get the most out of the course, you should first complete the assigned readings using <u>*active reading strategies and note-taking.*</u> Then review any supplemental materials (e.g., PowerPoints) that I may post. Once you have completed your readings and have processed the information, complete the required activities and/or assignments with great detail and thoughtfulness. If you do not understand my expectations, please post to our "Questions for Dr. Duffin" discussion board.

The Course Schedule and Due Dates
Please log into Blackboard to find the course schedule and due dates. Please also review all assignment information and note the specific due dates and times. You also should check each week's folder for the required reading materials and weekly activity information. I try to meet the unique needs of each class of students that I teach, so be prepared to adapt if changes are needed to the schedule.

Getting HELP!!
If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. **PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class.** There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. Ironically, some newer browsers do not work well with Blackboard—so check.

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INTERNET AND COURSE POLICIES

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Courses offered **entirely online** (Internet-based courses) require that students have reliable and regular access to the Internet. The Internet course is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense precautions but many of us haven't thought about them before, so I make them explicit.

Privacy Matters
The Internet may change or challenge the notions of what is private and what isn't. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. **Privacy for every student depends on the actions of each individual student---sharing your password with a friend is violating the privacy of your classmates.** *Please don't do it.*

Disclosure
The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.

Course Security
In the event you use a public terminal (e.g., at work, in a computer lab, or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.

> ➢ In Internet Explorer: Tools...Internet Options...General...[middle section of Temporary Internet Files]...Delete Files. It may take awhile if no one has done it before.
> ➢ In Mozilla: Edit…Preferences….Advanced….Cache….Clear Cache
> ➢ In Firefox: Tools….Clear Private Data….Make sure the "Cache" box is checked (you don't need to uncheck any boxes)….Clear Private Data Now

Do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates don't know this person.

Guard your password and change it regularly
Students are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

Discussion of Grades.
Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form (see Student Disclosure form in "Course Documents" folder; complete and return to me ASAP). The course software does provide a way for you to check your grade on-line. I am cautious in

discussing it in detail via email. I can say some things. When I feel it is too much, I'll call you. So ask what you need to ask. Just don't be surprised by a phone call. Likewise, if I haven't responded back through email within a day or so, then you should give me a call to discuss the matter.

Technology Malfunction Plan
You should have a back-up plan in place for Internet access should your primary computer fail. Libraries usually offer a terminal for public use. There are also computer labs available on the WKU main campus. WKU tends to do maintenance tasks on the weekends so we may experience periodic outages. I will tell you (and the IT Department usually post this information) as soon as I find out about any upcoming computer outages. If you encounter computer-related/Internet problems during the session, you should call the WKU Information Technology (IT) Help Desk (745-7000) for assistance. **Because this course uses Blackboard to turn in the majority of the assignments, you should plan to upload your assignments at least 20 minutes prior to the deadline. Please plan ahead!**

Disability accommodations: In compliance with University policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Emergency Policy: In the event of major campus emergency, course requirements, deadlines, and grading percentages are subject to changes. This may be necessary due to a revised term calendar or other circumstances. Here are ways to get information about changes in this course: Blackboard web page or email the instructor at lisa.duffin@wku.edu

Academic Dishonesty: Under no circumstances will acts of academic dishonesty be tolerated in this course. Dishonesty is a direct violation of the Code of Conduct. Anyone committing such acts will result in a failing grade -- either in that portion of the course or in the course itself. Determination of the punishment will be handled on a case-by-case basis. Plagiarism detection software will be used in this course.

> **What is plagiarism?** According to the publication manual of the American Psychological Association (2009), plagiarism is "claim[ing] the words and ideas of another as [your] own" (p. 15) or presenting your own previously written work as new scholarship (self-plagiarism).

<p align="center">***KNOW WHAT PLAGIARISM IS AND AVOID IT AT ALL COSTS!!***</p>

Late Assignments: Please plan ahead to complete all assignments by the deadlines given on the Course Schedule. Technology "issues" will not be considered as a viable reason for missed deadlines. Please see the "Technology Malfunction Policy" described above.

Assignments will be accepted for evaluation up to 72-hours past the due date and time (unless specified), but will incur the following late penalties:
- 1 minute to 24 hours past deadline = a 10% point deduction
- 24 hours and 1 minute to 48 hours past the deadline = a 20% point deduction
- 48 hours and 1 minute to 72 hours past the deadline = a 30% point deduction

<p align="center">***Any assignment turned in after the 72 hour deadline will receive an automatic 0.***</p>

Student Resources:
- The Learning Center (http://www.wku.edu/tlc/) -- Student Success Center, Downing Student Union, A330.
- The Writing Center (http://www.wku.edu/writingcenter/) -- Cherry Hall, 123 (primary location).

Course Requirements:
1. Video of Me Project – 20 points
2. Weekly Discussion Board – 10 points each x 12 = 120 points
3. Myth Paper – 25 points
4. Development Jigsaw Project – 25 points
5. Learner Diversity TED ED Video – 50 points
6. Motivation TED ED Video – 50 points
7. Final Application Project – 250 points

Grading Scale & Evaluation Rubric

	A	B	C	D	F
%	93-100	85-92	77-84	70-76	0-69
Points	484-540	457.5-483	413-457	375.5-412.5	0-375

Graduate Program Grade Requirements: Candidates for graduate degrees are required to maintain a combined average grade of B (3.0 grade point average) in all course work. Grades lower than that of C may not be used in meeting degree or non-degree requirements. Graduate students must maintain a 3.0 GPA for both degree program requirements (degree GPA) *and* in their overall graduate course work (overall graduate GPA). Students who fail to meet the 3.0 GPA requirements in both areas will not be awarded a degree.

Assignment Instructions, Grading Keys, and Rubrics: For each assignment, I have included a set of instructions to complete the assignment, a grading rubric (a scoring tool with standard criteria) and the grading key (explicit criteria for point allocation). To do well in this course and on the assignments, it is vital that you read and follow these standardized pieces of information as I will be following them as I evaluate your work. Use them to your advantage! Procrastination is your enemy, so plan ahead, and read them in advance so that you can ask questions and be clear on the assignment expectations before you begin.

Written Work: It is expected that students' writing skills will reflect exemplary scholarship. Assignments are graded for clarity of ideas, depth of understanding/reflection, and writing quality (e.g., grammar, punctuation, capitalization, and usage) in addition to content. Proofread everything prior to submitting! In this class, you want to **write for a person who knows nothing about what you are "teaching" them**. Educate your audience with clear explanations and enough detail for them to understand the situation, the concepts, etc. that you are describing. All written work should follow APA formatting, be single-spaced using 12-point font with 1" margins. **Please follow formatting guidelines outlined in the assignment documents.**

Written contributions must reflect your own work. Please note that any time you use information or ideas that were generated by someone else, you must provide "credit" to that person and note from where the information originated. Refer to the APA publication manual (6th edition) and/or Purdue OWL for how to cite properly. Information is best conveyed in your own words (paraphrase the authors), so work to achieve proficiency in your writing.

Professional Etiquette & Email Expectations: When you send me email, please include "PSY 510" in the subject line, make sure you have an appropriate (and respectful) greeting (i.e., "Dr. Duffin," "Dr. D."), provide a well-thought and clearly articulated message, use your manners (i.e., "Please" and "Thank you"), and provide an appropriate closing.