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PSY 310-EDUCATIONAL PSYCHOLOGY
Spring 2023
On-line

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INSTRUCTOR: Dr. Sharon Blevins   **Office Hours**: zoom/GRH 4-6 Mon/Wed
Phone: (270) 991-4597   **Email:** sharon.blevins@wku.edu
IT Helpdesk: 270-745-7000   **Blackboard:** https://blackboard.wku.edu

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First, because this is an online class, I recommend these things to you:

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Make Sure You Know How to Use Blackboard

Bb Student User Training
If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.
To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training… you will gain instant access upon signing up. Again, no credit for this for the class, and not required, but it could be very helpful for you and important for your success!

WKU Distance Learning Student Resource Center

You may also want to visit the WKU Student Resource Center:
http://www.wku.edu/online/src/

Other Items Needed
- Access to a computer (preferably your own) with a reliable Internet connection.
- Microsoft Word or word processing software saves files in .doc, .docx, or .rtf fie format
- Adobe Acrobat Reader (a free download from Adobe.com)

Use of Technology

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 1).
Work must be submitted in the space provided for it on Blackboard. Papers/essays must be submitted in .doc, .docx, or .rtf file format, or else I can't open/grade them. Papers not submitted in one of those file formats will receive a zero grade. Emailed assignments will not be accepted unless I specifically ask you to submit that way.

A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted via My Grades to make sure it is still able to be opened; email me a working copy if the one on Blackboard somehow got corrupted BEFORE the due date. Uploading

"corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments, which is unfair to those of you who are hard-working, honest students, and I won't accept this work.

This said, **if you submit a file and realize that it was a draft or just not the right file in any way**, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic!

Likewise, **if Blackboard locks or isn't available when you are trying to submit**, email me the file with that explanation, and then _when you next are able_ (as in the next day), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, (that's not fair to everyone who was honest and did their work on time). I encourage you to save often as you write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself), and not do work online during inclement weather!

If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on. Most students are honest and progress through courses without any concerns, however, due to the occasional incident I have to employ these methods.

Attendance Policy

Online attendance is monitored. It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment past the first week. Your attendance in an on-line class is evident through your participation in discussions and access to the material. I am able to view your access to materials and in the event a student suggests they are having difficulty, my suggestion may need to include your effort to access resources. I do not keep up with your access under normal circumstances. Efficient students take advantage of videos, lessons, and readings translating to higher performance in the class.

Office Hours:

I am generally able to answer calls from 7:30 AM – 6:00 PM (CT) Monday-Friday unless I am in a meeting. Texting is one way to communicate, however, please use professional language and use other methods for more detailed conversations. Email is good method for communication if the question does not require an immediate response. I will check my email when I am at my desk during the week, and I check it at least two times per day on weekends. You should normally get an email answer within 24 hours. If I will be out of town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. I can make arrangements to meet with you on the main campus if necessary as well. Please remember to communicate in writing as a

professional with appropriate use of language as you would any other professional exchange. I am happy to help you, so don't be afraid to ask.

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least twice per day and the Blackboard Announcements page <u>each time they log in.</u> New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums.

COURSE DESCRIPTION: *PSY 310 Educational Psychology. 3 Hours*

A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The student will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. Psychology 310 may not be counted toward the psychology major or minor.

COURSE RATIONALE: This course is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning.

COURSE OBJECTIVES: *By the end of this course, students will be able to:*
1. Explain the components of effective teaching (Kentucky NTS 5).
2. Describe scientific research methodology and its impact on teaching (Kentucky NTS 5).
3. Distinguish among various forms of development and their impact on teaching and learning (Kentucky NTS 1, 3).
4. Evaluate the influence of individual differences on teaching and learning (Kentucky NTS 2, 3).
5. Apply behavioral theories of learning to the classroom (Kentucky NTS 3).
6. Apply cognitive theories of learning to the classroom (Kentucky NTS 3).
7. Discuss key theories and ideas concerning human motivation (Kentucky NTS 5).
8. Examine and describe various techniques of classroom management (Kentucky NTS 1, 2, 4).
9. Debate the strengths and weaknesses of standardized testing (Kentucky NTS 4).
10. Discuss key issues related to classroom assessment (Kentucky NTS 4).

REQUIRED TEXTBOOK:
Packback Bundle through WKU Bookstore (0nly) All other materials are on-line

PREREQUISITE: PSY 100 or PSYS 100 and one of the following: EDU 250, MGE 275, AGRI 250, SMED 101, SMED 301, IECE 321 or permission of instructor

INSTRUCTIONAL METHODS AND ACTIVITIES: Discussion, multiple choice exams/activities, application exercises, textbook readings, article reading, final project, and a video presentation.

COURSE TOPICS: Effective teaching, scientific research methodology, theories of Piaget, Vygotsky, Kohlberg, Erikson, learner diversity, behaviorism, social learning, information-processing, motivation theories, classroom management, standardized testing, and classroom assessment.

GRADING/EVALUATION:	POINTS
Exams I, II, & III	300
Quizzes (5)	50
Discussions (7)	100
Video Presentation	50
Mythology Paper	25
Final Project	<u>100</u>
TOTAL	625

Remember Blackboard is a helpful communication tool, but your final grade is based on the points earned.
Grades will be assigned according to the following spread of scores:
A= 560 – 625   B= 497-559   C=435-496   D=372-434   F=371 and below

Extra Credit: One option is provided for credit worth up to 10 points. Extra credit is available to offset a missed quiz or discussion that efficient students may encounter. It is not designed to elevate your grade. Grades are not curved. Your performance is important to me and should be to you throughout the course. Talk to me early on to discuss any concerns you have and keep in mind the goal is learning. PLEASE REMEMBER: Grades are earned throughout the semester and will NOT be adjusted in any way to accommodate your desire for a particular grade or to pass this class. Assignments and deadlines are not negotiable. Efficient students work ahead and ask questions well before work is due in order to accommodate unexpected events.

Students with Disabilities
WKU syllabi must include the following statement: "In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu.

Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center."

Title IX: Western Kentucky University does not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990.

COURSE POLICIES:
1. Late assignments
Assignments will be accepted beyond the due date and time with a deduction of 10% per day. This accrues the minute after the time expires. This does not apply to discussion board assignments. They require peer interaction with the whole class and are bound to specific beginning times and deadlines. As a professional, you need to adhere to deadlines and will need to manage your time accordingly. Prior to an assignment due date, you need to complete the work within a period of time that will allow you to have all aspects ready including uploading and checking the upload. Allow for the unexpected and plan ahead and around your other commitments.

2. Academic Integrity
I hope your focus is on learning and that you will have no desire to engage in cheating or plagiarism. Do not send "corrupted files" when an assignment is due. This is a technique cheaters use to get more time on assignments as stated earlier. I upload all papers to Safe Assign, therefore, previous papers and the work of others will show up as plagiarized work as well as writings from a published source or internet site.
Anyone caught cheating or plagiarizing will receive a zero for that assignment. If the same student is caught again, the student will receive an "F" for the course.
Also, do not ask your fellow classmates for "examples" of work or attempt to gain access to the discussion board without submitting your original post. Your fellow classmates are welcome to help, however, will report students who abuse this.

3. Resources Required: PACKBACK is available through the link provided and the fee will be billed through the WKU Bookstore. This will be an excellent way to experience more engagement and facilitate deeper understanding of the material. No text is required. Readings will be provided in your weekly lessons.

Packback Questions (Discussions)

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online

community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Sunday at 11:59PM CST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

* 1 open-ended Question every week with a minimum Curiosity Score of 60, worth 5 pts of each assignment grade

* 2 Responses every week with a minimum Curiosity Score of 60, worth 2.5 pts of each assignment grade

* Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to https://questions.packback.co and clicking "Sign up for an Account" Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.

3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

4. Quizzes
There will be five quizzes throughout the semester. These quizzes will be time-limited and will require you to complete the quiz with two attempts. You will not be able to save your quiz or tests and return to them later. These can be done independently without the testing center.

5. Exams
-The format of the exams will consist of multiple-choice items. You will need to go to the exam section of blackboard to download Lockdown Browser before beginning your exams. I will make sure you have adequate feedback on an individual basis and welcome dialogue that is designed to improve your learning of the material. You will have a three day window to complete the exam. *Missing an exam:* I strongly encourage you not to miss an exam. If you do miss an exam, you will need to provide documentation that establishes your reason for missing such as a physician's excuse or accident report within 24 hours. On-line courses have the option of a window of time for assessments and it is up to you to plan your schedule accordingly. Also, you have to complete all the exams and quizzes within a short time period of this session and should be careful not to get behind.

6. Final Exam
The final exam is partially comprehensive. The specific cumulative learning objectives covered on the final exam will be provided to the class with a study guide. It will be advantageous to cover these topics extensively prior to your exam.

7. Mythology Paper
An article will be provided for you to read and write a paper describing the myth of your choice discussed in the reading as well as a professional reflection of what you have learned. A full grading rubric is provided for you.

8. Video Presentation
A video presentation will be completed on topic you chose from a list provided. You will be have specific instructions for completing your video and will be expected to view presentations from your classmates additionally. You will be graded on the areas outlined in the grading rubric and comments for your peers that demonstrate your learning from their work.

9. Final Project: Teaching Philosophy and Reflection Paper: Part 1: Create an empirically- and theoretically-supported teaching statement (i.e., self-reflective statement of your beliefs about teaching and learning). Part 2**:** Provide a critical self-examination on your own teacher development: How have your views about teaching and learning evolved as a result of your participation in the PSY 310 course? Be critical in your self-examination. Communicate specific areas of change, growth, and challenge.

What are specific "tools" that you are taking away from the course that you will use in your classroom? Explain all points in detail.

- All daily assignments will be open to you at least two days early and deadlines will remain at midnight on the due date for discussions and presentations. It is in your best interest to attempt to complete and submit assignments well before that deadline to avoid any problems.

- Weekly Schedule: Subject to change

DATE	TOPIC	READINGS	DUE
January 17	-Syllabus Introduction to Ed. Psych.	Materials on-line	**Packback Discussion**
January 24	-Piaget' Theory of Cognitive Development; Vygotsky's Sociocultural Theory	Read Mythology Article Materials on-line	**Packback Discussion**
January 31	Erikson's Theory-Psychosocial Dev.	Materials on-line	**Packback Discussion Quiz 1 (Ch. 1-2) Blackboard**
February 7	Intellectual Development	Materials on-line	**Packback Discussion Mythology Paper Due on Blackboard**
February 14	**Review for Exam 1** Language Development	Materials on-line	Extra Credit #1 Available in Lessons-Blackboard **Packback Disc**.
February 21	Culture & Diversity	Materials on-line	**Exam I (Ch. 1-5)**
February 28	Culture & Diversity Behavioral Views Introduction	Materials on-line	**Extra Credit 1 Due On Blackboard Packback Disc**.
March 7	Behavioral Views of Learning	Materials on-line	. **Quiz 2 (Ch. 7)**
March 14-17	**SPRING BREAK**		**NO CLASS**
March 21	Cognitive Theories of Learning Social Cognitive	Materials on-line	**Quiz 3 (Ch. 8 & 9) Blackboard Video**

	Views of Learning		**Presentations**
March 28	Social Cognitive Views of Learning **Review for Exam**	Materials on-line	**Quiz 4 (Ch. 10) Blackboard**
April 4	Social Cognitive Motivation	Materials on-line	**Exam 2 (Ch. 6-10)**
April 11	Social Cognitive Motivation	Extra Credit 2 Available Materials on-line	**Quiz 5 (Ch. 12)**
April 18	Learning Environments Putting it all Together	Materials on-line	**Packback Discussions**
April 25	Assessment Review for Final	Materials on-line	**Packback Disc. Final Project Due**
May 2	Final Exam		**Final Ch. 11-15 & Cumulative Topics**