



PSY 310: Educational Psychology Fall 2024 Syllabus

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Class Meeting Information

This is an asynchronous online class, which means that all course materials, assessments and discussions will take place online through Blackboard per the attached schedule.

Office Hours: Virtual meetings with the instructor can be scheduled in advance using Google Meet or Zoom. Email me to schedule.

Course Description and Rationale: 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 students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. (PSY 310 will not be counted toward the psychology major or minor.)

Prerequisites: One of the following: EDU 250, MGE 275, AGRI 250, AMS 329, SMED 101, SMED 301, IECE 321 or permission of instructor. Note: A minimum cumulative GPA of 2.5 is required if the student does not have an ACT of 21 or higher.

Textbooks and Required Materials:

MOST CURRENT (PREFERRED):

- **Woolfolk, A. (2022). Educational Psychology. (15 th edition). Boston, MA: Pearson.**

Other reading materials will be provided by the instructor on Blackboard.

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

Blackboard (Bb): We will be using Blackboard for this course. Please familiarize yourself with the various components of our course site so that you can easily navigate yourself, find important information, and complete assignments.

Blackboard (Bb) Student User Training: If you have not used Blackboard, or if this is your first online course, I highly recommend completing the Blackboard Student User Training. These are topical modules that are helpful for first time users to Blackboard. To sign up, go to Blackboard and sign in, and click the IT TRAINING Tab (top, toward the right). Look for IT Blackboard Student User Training. You will not receive credit for this course by completing the Blackboard training, but it could be very helpful for your success in this class!

Course Objectives:

By the end of this course, students will be able to:

1. Discuss the nature of effective teaching (Kentucky NTS 5).
2. Explore 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 discuss 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).

Theory into Practice (TIP) Objectives –

By the end of this course, you will be able to:

1. Demonstrate your ability to think critically about teaching and learning as it applies to your field of study
2. Demonstrate your ability to apply course concepts (i.e., theory, research, principles) to teaching and learning situations related to your field of study
3. Demonstrate your ability to reflect upon your own development as a pre-professional in the field of education
4. Demonstrate your ability to effectively communicate your ideas in both written and verbal form using the language developed from the course

Course Grading and Evaluation

Assessment Name	Point Value
Myth Paper	25
Reading Quizzes (5)	50
Exams (3)	300
Discussions (10)	100
Final Project (Anthology Scored for TIP)	175
TOTAL POSSIBLE	650

Grading Scale: Grades will be assigned based on the following points:

A	B	C	D	F
650 - 581	580 - 516	515 - 451	450 - 386	386 - 0

Deadlines: Readings and class activities are due by class time on the date required. Reading quizzes and major papers/projects are due by 11:59 p.m. CST. Please pay attention to the course schedule for deadlines. If you are unable to complete an assignment by the due date, please email the instructor as soon as possible to request an extension. Only extenuating circumstances will be considered for extensions.

Description of Course Assessments:

Common Assessments

1. **Myth Paper:** All teacher candidates in PSY 310 read a given research article regarding neuromythologies in education, use the WKU Library databases to search and select a second credible source, and write a structured paper outlining the details of the VAK learning styles myth, provide evidence of its prevalence with college students, and create an empirically-driven plan to change people's false beliefs using scientific information from the sources to justify their plan. This paper is structured to promote critical thinking about common misconceptions held by educators about learning – a central theme of PSY 310.
2. **Theory into Practice:** All sections of PSY 310 will include one Theory into Practice (TIP) assignment in order to assess the SLO#2 in the STE Core. All TIP assignments will meet the TIP Objectives. Course-level evaluations

and grade determinations will be based on the specific grading criteria and rubrics associated with the individual TIP assessments assigned by each PSY 310 course instructor. For Anthology, TIP assignments will be evaluated using the following 4-point scale:

Table 1. TIP Scoring Rubric for Anthology

1	2	3	4
BEGINNING	DEVELOPING	PROFICIENT	EXEMPLARY
Teacher candidate failed to apply a sufficient amount of foundational principles of learning and teaching to practice (0-69%).	Teacher candidate applied a basic amount of foundational principles of learning and teaching to practice (70-79%).	Teacher candidate applied a sufficient amount of foundational principles of learning and teaching to practice (80-89%).	Teacher candidate applied an exemplary amount of foundational principles of learning and teaching to practice (90-100%).

Other Assessments

1. **Reading Quizzes:** Teacher candidates will complete 5 quizzes on Blackboard to keep them accountable for reading the material. These quizzes assess the assigned readings, consist of multiple choice questions, and are timed. Quizzes will be available on Blackboard one week prior to the due date and must be completed by the scheduled due date and time before the link is no longer available. **Quizzes may only be taken once.** If a technology problem is encountered during the first attempt, email instructor and proceed to the second attempt.
2. **Discussion Boards:** Most weeks throughout the semester, there will be discussion board topics/questions posted by the instructor. It is your responsibility to respond to each discussion board topic, and to also respond to at least two of your classmates' posts regarding the topic. Each discussion board post and responses to classmates is worth 10 points.
3. **Exams:** There will be three exams given during this course, with each Exam worth 100 points. Exams will assess topics explored in class (based on readings and course explorations) and will examine the teacher candidate's capacity to apply (not regurgitate) what they have learned.
4. **Final Project (Anthology-Scored TIP):** The final project is an application of course material. Specifics of the project will be discussed during the semester.

Writing FAQs

- ❓ **Who is my target audience for writing?** A person who knows nothing.
- ❓ **How do I cite the research and theory?** Use APA formatting rules for citations and references.
<https://bit.ly/2KILduE>
- ❓ **How do I format my papers?** Read assignment information, but for all assignments in PSY 310:
 - **File-saving format:** .doc, .docx, or .rtf
 - **File-naming format:** lastname_firstinitial_abbreviationofassignment.[file-saving format]
 - **Written format:** Single-spaced using 12-point font with 1" margins.
- ❓ **I am nervous about my writing abilities, how can I be successful?**
 - Read the instructions to the assignment and the grading expectations. Review any additional materials posted to Blackboard for assignment (e.g., sample student work). Ask questions.
 - Work ahead so you can send instructor a draft for feedback.
 - Proofread (or give it to someone else for feedback) prior to submission.
 - Use the Writing Center <https://www.wku.edu/writingcenter/>
 - **Start early. Procrastination is your enemy.**

Technology Malfunction Plan - Always have a back-up plan in dealing with technology. Call WKU Information Technology (IT) Help Desk (745-7000) for assistance. Because this course uses Blackboard to turn in assignments, teacher candidates should plan to upload assignments at least 20 minutes prior to the deadline. The Late Policy for this course is applied to when the instructor can access the assignment on Blackboard, not at the start of the

uploading process. Please plan ahead!

ADA Accommodations: 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.

Course Policies and FAQ's:

Professionalism Policy: Teacher candidates are expected to display exemplary levels of professionalism while developing their skills and expertise at WKU. As teachers-in-training, they are expected to conduct themselves in their classes as if they were a hired teacher in a district. Think of the professor as a school administrator – the person who hires and fires staff. Therefore, it is expected that teacher candidates follow the Code of Conduct outlined in the WKU Student Handbook (<http://wku.edu/judicialaffairs/student-code-of-conduct.php>) and any additional course policies for classroom conduct. Failure to abide by the Code of Conduct and/or course policies which are cumulative and summative in nature will endure the following consequences:

1. First Offense = verbal reminder. (Could be given within the context of the whole-class or in private.)
2. Second Offense = receive an automatic final letter grade reduction, and have a formal complaint letter submitted to the Director of Teacher Education and the Office of Professional Educator Services.
3. Additional Offense(s) = Course failure.

Academic Dishonesty: Under no circumstances will acts of academic dishonesty be tolerated in this course. It is expected that all work submitted is YOUR ORIGINAL effort and ideas. Dishonesty is a direct violation of the Code of Conduct (<https://www.wku.edu/studentconduct/student-code-of-conduct.php/>). 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.**

- **Can I use text from another source in my written work?** Yes if you follow the APA rules for including citations in your paper <https://bit.ly/2KILduE>. Uncited work is Academic Dishonesty!
- **Can I submit a paper or use text from something I wrote for another course (including PSY 310)?** No. 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).

Emergency Policy: In the event of a major campus emergency (e.g., weather, illness); course requirements, deadlines, evaluation measures, and modalities are subject to changes. To get information about changes in this course look to Blackboard or email instructor.

Late/Grace Policy: Most major assignments (excluding classwork, homework activities, and final projects) will be accepted for evaluation up to 48-hours past the due date and time without penalty (grace period). Once the submission portal closes, the assignment will earn a 0. Life happens. Be professional. Communicate.




Title IX/Discrimination & Harassment: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Statement of Diversity: Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets “he/him” or “she/her,” there is a growing population who prefer “they/them” pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. **If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student’s chosen names and pronouns will be respected at all times in the classroom.**

The Three Core Curriculum Themes:

([Click here to see an overview of all standards alignment with assessments in all Core courses.](#))

Assignment (number and title)	Literacy Theme 	Technology Theme 	Professionalism Theme 
Myth Paper	Developing a foundation of knowledge about healthy brain development and the barriers to learning caused by environmental factors like teacher misconceptions (ILAS 1).	Students use EBSCOhost to locate an empirical research article. Students must evaluate the accuracy, credibility, and relevance of the research articles in order to make the choice of article to use as an additional resource in their paper (ISTE 3). Students will post this artifact to their professional portfolio for PSY 310.	Pursuing truth to protect students' well-being (KDE CoE; PGES 4F). Teachers will not knowingly make false statements about student learning or engage in practices that will harm student growth (KDE CoE; PGES 4F). Enhancing professional knowledge as it pertains to pedagogical skill (PGES 4E) Maintaining integrity and ethical conduct in the communication of ideas (PGES 4F)
Theory into Practice Assignment(s)	Developing (applying) foundational knowledge of how people learn (ILAS 1, 2, 3, 4). Developing critical thinking and reflection skills (ILAS 6). Clearly communicating specific vocabulary, theories, and application of foundational knowledge (ILAS 1, 2, 3, 4, 5, 6).	Students must evaluate the accuracy, credibility, and relevance of the source materials in order to use appropriate resources to establish their claim with appropriate reasoning and evidence (ISTE 3). Students will post this artifact to their professional portfolio for PSY 310.	Pursuing truth to protect students' well-being (KDE CoE; PGES 4F). Teachers will not knowingly make false statements about student learning or engage in practices that will harm student growth (KDE CoE; PGES 4F). Enhancing professional knowledge as it pertains to pedagogical skill (PGES 4E) Reflecting upon experiences to identify areas of professional growth and/or challenge (PGES 4A). Maintaining integrity and ethical conduct in the communication of ideas (PGES 4F)

ILAS = International Literacy Association Standard (ILAS)

ISTE Standards for Students

KDE Code of Ethics (KoE)

Professional Growth and Effectiveness System (PGES)

[Kentucky Teacher Performance Standards:](#) (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Courses/ Experiences				
	EDU 250	EDU 260	PSY 310	EDU 350	EDU 360
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	X		X	X	X
Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	X		X	X	X
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	X		X	X	X
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.					
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		X	X		
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.		X	X		
Standard 7. Planning for Instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	X				
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.		X	X		
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X		X		
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.				X	X

Student Learning Outcomes (SLO):

School of Teacher Education Student Learning Outcomes								
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:								
Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
EDU 250		I (assess)		I	I	I	I	I
EDU 260		I		R (assess)	I	I (assess)	I	I
PSY 310		I (assess)		I			I	I
EDU 350		I		R/D	R (assess)	R	I (assess)	I (assess)
EDU 360		I (assess)		R/D	R	R	R	R

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): ("will vary" in the Core)	KY Teacher Performance Standards/INTASC or KY IECES Standards	Overall Core Program Student Learning Outcomes (number)
Assessments				
Assignment: Myth Paper	Obj. #2, 4		Std. #2(j), 9 (i,m,n)	SLO #2, (8)
Assignment: Theory into Practice Assignment	Obj. #1, 2, 3, 4, 5, 6, 7, 8, 10		Std. #1 (d,e,g), 2(j), 3(i), 5 (m,n,o), 8 (j), 9 (i,m,n)	SLO #2, (7)
Assignment: Exams & Quizzes	Obj. #1-10		Std. #1(d,e,g), 2(j), 3(i), 5 (m,n,o), 8 (j)	SLO #2 (4,7)
Assignment: Professional Accountability – in-class participation and activities, out-of-class participation and activities.	Obj. #1-10		Std. #9	SLO #8

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION
(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences and Assessments: None required for PSY 310.

Course Assessments Related to Standards: Aside from introducing teacher candidates to standards (general) and standardized testing (general), PSY 310 does not explore the Kentucky Academic Standards for teacher candidates' content areas or literacy.

Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation: No "Key" Assessments are included in PSY 310, but PSY 310 helps to prepare teacher candidates to pass the PRAXIS II: Principles of Teaching and Learning Exam.

PSY 310: Educational Psychology Schedule

DATE	TOPICS	READINGS	DUE
August 19	Introduction to Educational Psychology	Read Syllabus & Chapter 1	Discussion Board Post #1
August 26	Piaget's Theory of Cognitive Development; Vygotsky's Sociocultural Theory	Read Mythology article; Chapter 3	Quiz #1 (Ch. 1 & 3) & Discussion Board Post #2
September 3	Erikson's Theory of Psychosocial Development	Chapter 4	Discussion Board Post #3
September 9	Intellectual Development	Chapter 5	Mythology Paper due on Blackboard & Discussion Board Post #4
September 16	Review for Exam 1; Language Development	Chapter 6	Discussion Board Post #5
September 23	Culture & Diversity	Chapter 2	Exam 1 (Ch 1 - 6)
September 30	Culture & Diversity; Introduction to Behavioral Views of Learning	Chapter 2 & 7	Discussion Board Post #6
October 7	FALL BREAK		NONE
October 14	Behavioral Views of Learning	Chapter 7	Quiz #2 (Ch. 7) & Discussion Board Post #7
October 21	Cognitive Views of Learning; Social Cognitive Views of Learning	Chapters 8 & 9	Quiz #3 (Ch 8 & 9)
October 28	Social Cognitive Views of Learning and Motivation	Chapters 10 & 11	Quiz #4 (Ch. 10) & Discussion Board Post #8
November 4	Motivation in Learning and Teaching	Chapter 12	Exam #2 (Ch. 7 - 11)
November 11	Supportive Learning Environments	Chapters 12 & 13	Quiz # 5 (Ch. 12) & Discussion Board Post #9
November 18	Teaching Every Student; Putting it all Together	Chapter 14	Discussion Board Post #10

November 25	THANKSGIVING WEEK		NONE
December 2	Review for Partially Comprehensive Final Exam	Semester Review	Final Project DUE
December 2 - 6	FINAL EXAM	Ch. 11-15 & Cumulative Topics	Final Exam (Due by Friday, Dec 6th)

****Schedule subject to change****