

PSY 310: Educational Psychology Syllabus Example

(Subject to change – Look for updated syllabus as semester approaches)

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*Note: This document and other class related materials are available on <https://wku.blackboard.com>.

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:

Wininger, S. R., Norman, A. D., & Tuckman, B. W. (2026). *Educational Psychology*. Sage.

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.

Course Objectives and Alignment to Kentucky Teacher Performance Standards (KTPS):

<i>By the end of this course, students will be able to:</i>	KTPS
1. Discuss the nature of effective teaching.	5
2. Explore scientific research methodology and its impact on teaching.	5
3. Distinguish among various forms of development and their impact on teaching and learning.	1, 3
4. Evaluate the influence of individual differences on teaching and learning.	2, 3
5. Apply behavioral theories of learning to the classroom.	3
6. Apply cognitive theories of learning to the classroom.	3
7. Discuss key theories and ideas concerning human motivation.	4
8. Examine and discuss various techniques of classroom management.	1, 2, 4
9. Debate the strengths and weaknesses of standardized testing.	4
10. Discuss key issues related to classroom assessment.	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	DUE DATES
Myth Paper	30	See Course Schedule
Application Exercises (15)	45	See Course Schedule
Quizzes (12; 10 counted toward final quiz average)	50	See Course Schedule
Exams (3)	120	See Course Schedule
Growth Reflection Paper (Anthology assignment scored for TIP)	125	See Course Schedule
Professional Accountability	30	See Course Schedule
TOTAL POSSIBLE	400	

Grading Scale:

	A	B	C	D	F
Points	360-400	320-359	280-319	240-279	0-239
%	90-100	80-89	70-79	60-69	0-59

Deadlines: All assignments are due by 11:59 pm (CST) of the due date.

Common Assessments (across all PSY 310 sections):

1. **Myth Paper:** All teacher candidates in PSY 310 read about 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. The instructor has provided a template in Blackboard for students to use to complete this assignment.
2. **Theory into Practice:** All sections of PSY 310 will include one Theory into Practice (TIP) assignment 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%).

For this course, your TIP assignment is your Growth Reflection (described below).

Course Assessments:

1. **Application Exercises:** You will complete 15 application exercises to help you understand and apply the information you are reading in your text and also to guide online class discussions. As your exams are also application oriented (see below), the AEs should serve as additional study helps as you prepare for exams.
2. **Quizzes:** You will complete 13 quizzes based on reading your textbook. These quizzes are **open book**, worth 5 points each, consist of 10 multiple choice questions, and are timed (20 minutes). Your first attempt will be evaluated. The second attempt is available for two purposes: 1. To retest your own knowledge (self-assessment); 2. To receive a score if you encounter a technology problem on the first attempt and were unable to submit for a score. If this happens, please email me to get the score changed. Of your quiz grades, the **three** overall lowest grades will be dropped.

3. **Exams:** There will be three exams given during this course (40 points each). Exams will assess topics explored online and in the textbook and will examine your capacity to apply what you have learned. Exams must be completed by the scheduled due date and time before the link is no longer available.
4. **Growth Reflection** (Anthology assignment scored for TIP): This assignment will feature a critical reflection of your journey in PSY 310. The instructor has provided a template for students to use to complete this assignment (see Blackboard).
5. **Professional Accountability and Activities:** You are expected to participate in online activities, complete all assignments, and act professionally (follow course policies for attitude and behavior). Each student will be awarded the full 30 professional accountability points at the beginning of the semester. To keep these points, do the following: actively participate in online activities; complete all assignments; and act professionally in your encounters with the instructor and fellow students. Students who meet professional expectations of the course will keep these points. Students who do not meet expectations will lose 5 points per infraction (e.g., unexcused absence, lack of participation, unprofessional behavior).

COURSE POLICIES AND OTHER IMPORTANT INFORMATION

Professionalism Policy: Education candidates are expected to display exemplary levels of professionalism while developing their skills and expertise as future teachers (See the [WKU Student Code of Conduct](#)).

Attendance Policy: Education candidates are expected to attend sessions and be well-prepared to learn and contribute to the learning of others. Attendance is a professional expectation assessed by the Professional Accountability grade. Excessive unexcused absences could result in course failure.

Absence Policy: Email your instructor regarding your reason for missing synchronous class sessions and contact a classmate for notes and/or missed information. Absences may be excused for documentable reasons (e.g., illness, car accident, funeral). If granted, you will be allowed to make up missed work (e.g., exam, in-class assignments) within a given timeframe. Regardless, excessive absences will negatively affect the quality of your learning and ultimately, your course grade. The grade of incomplete (X) will be approved in extreme circumstances for excessive excused absences (e.g., long-term illness). Excessive unexcused absences will be considered a violation of the Professionalism Policy subject and would not be eligible for an incomplete.

Writing Support: If you have concerns about completing your writing assignments, please do the following:

- Read the instructions for the assignment and the grading expectations. Ask questions.
- Work ahead so you can send your instructor a draft for feedback.
- Proofread (or give it to someone else for feedback) prior to submission.
- Use the WKU Writing Center <https://www.wku.edu/writingcenter/>

Academic Dishonesty: Dishonesty is a direct violation of the WKU Student Code of Conduct and will result in a failing grade—either for the assignment or the entire course depending on the severity of the violation.

Late/Grace Policy: Unless students make prior arrangements with the instructor, late assignments may be dropped one letter grade (~10%). Missed assignments will earn 0 points.

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

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 (SARC) 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 instructor without a faculty notification letter (FNL) from SARC.

Title IX/Discrimination & Harassment: 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Pregnant and Parenting Students: WKU does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations. If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867. Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Statement of Diversity: WKU 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.

The Three Core Curriculum Themes:

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

Assignment	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 (CoE)

Professional Growth and Effectiveness System (PGES)

[Kentucky Teacher Performance Standards \(KTPS\):](#) (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
KTPS 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
KTPS 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
KTPS 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
KTPS 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.					
KTPS 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		
KTPS 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		
KTPS 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				
KTPS 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		
KTPS 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		
KTPS 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

*InTASC - Interstate Teacher Assessment and Support Consortium

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 Standards ("will vary" in the Core)	KTPS/InTASC Standards	Overall Core Program Student Learning Outcomes
Myth Paper	2, 4		2j, 9i, 9m, 9n	2, (8)
Theory into Practice (TIP) Assignment	1-8, 10		1d, 1e, 1g, 2j, 3i, 5m, 5n, 5o, 8j, 9i, 9m, 9n	2, (7)
Exams & Quizzes	1-10		1d, 1e, 1g, 2j, 3i, 5m, 5n, 5o, 8j	2, (4) ,(7)
Professional Accountability	1-10		9	8

ADDITIONAL COURSE INFORMATION AND EXPERIENCES 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.

On the next page, green items match Wininger et al.

PSY 310 SPRING 2025 COURSE SCHEDULE					
Module	Dates	Topics	Online Meeting	Related Activities	Assignments and Due Dates (Items in Blackboard)
1	Jan 21-25	<ul style="list-style-type: none"> Syllabus Review The Study of Educational Psychology (C01) APA: Top 20 Principles from Psychology for PreK-12 Teaching and Learning 	January 22 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Review syllabus Read Wininger et al. C01 Synchronous <ul style="list-style-type: none"> C01 PowerPoint C01 Application Exercise (in class) 	Due January 26 (11:59pm) <ul style="list-style-type: none"> C01 Application Exercise
2	Jan 26-Feb 8	<ul style="list-style-type: none"> Cognitive & Language Development (C02) Myth Paper requirements 	February 5 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Read Wininger et al. C02 Complete related assignments by due date Read Geake (2008) "Neuromythologies in Education" Complete Myth Paper Part 1 Synchronous <ul style="list-style-type: none"> C02 PowerPoint C02 Application Exercise A C02 Application Exercise B Discussion of Myth Paper requirements 	Due February 2 (11:59pm) <ul style="list-style-type: none"> C02 Application Exercise A C02 Application Exercise B C02 Quiz
3	Feb 9-22	<ul style="list-style-type: none"> Moral, Personal, & Psychosocial Development (C03) Learner Diversity in the Classroom (C04) Exam 1 Preparation 	February 19 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Read Wininger et al. C03 & C04 Complete related assignments by due date Complete Exam 1 Synchronous <ul style="list-style-type: none"> C03 PowerPoint C03 Application Exercise A C03 Application Exercise B C04 PowerPoint Exam 1 Study Guide Review 	Due February 9 (11:59pm) <ul style="list-style-type: none"> C03 Application Exercise A C03 Application Exercise B C03 Quiz Due February 16 (11:59pm) <ul style="list-style-type: none"> Myth Paper Parts 1 & 2 C04 Quiz Due February 23 (11:59pm) <ul style="list-style-type: none"> Exam 1 (Chapters 1-4)
4	Feb 23-Mar 8	<ul style="list-style-type: none"> Learners With Exceptionalities (C05) Behavioral Approaches to Learning (C06) 	March 5 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Read Wininger et al. C05 & C06 Complete related assignments by due date Synchronous <ul style="list-style-type: none"> C05 PowerPoint C05 Application Exercise C06 PowerPoint C06 Application Exercise 	Due March 2 (11:59pm) <ul style="list-style-type: none"> C05 Application Exercise C05 Quiz C06 Application Exercise C06 Quiz

PSY 310 SPRING 2025 COURSE SCHEDULE					
Module	Dates	Topics	Online Meeting	Related Activities	Assignments and Due Dates (Items in Blackboard)
5	Mar 9-15	<ul style="list-style-type: none"> Cognitive Approaches to Learning (C07) Metacognition, Problem-Solving, & Creativity (C08) Growth Reflection (TIP assignment) requirements 	March 12 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Read Wininger et al. C07 & C08 Complete related assignments by due date Synchronous <ul style="list-style-type: none"> C07 PowerPoint C07 Application Exercise C08 PowerPoint C08 Application Exercise 	Due March 9 (11:59pm) <ul style="list-style-type: none"> C07 Application Exercise C07 Quiz C08 Application Exercise C08 Quiz
6	Mar 23-Apr 5	<ul style="list-style-type: none"> Group Processes in Instruction (C09) Motivating Learners (C10) Exam 2 Preparation 	March 26 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Read Wininger et al. C09 & C10 Complete related assignments by due date Synchronous <ul style="list-style-type: none"> C09 PowerPoint C09 Application Exercise A C9 Application Exercise B C10 PowerPoint C10 Application Exercise Exam 2 Study Guide Review 	Due March 23 (11:59pm) <ul style="list-style-type: none"> C09 Application Exercise A C09 Application Exercise B C9 Quiz C10 Application Exercise C10 Quiz Due March 30 (11:59pm) <ul style="list-style-type: none"> Exam 2 (Chapters 5-10)
7	Apr 6-19	<ul style="list-style-type: none"> Effective Learning Communities (C11) Designing Instruction (C12) 	April 16 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Read Wininger et al. C11 & C12 Complete related assignments by due date Synchronous <ul style="list-style-type: none"> C11 PowerPoint C11 Cooperative Discipline Handout C11 Application Exercise Discussion of Growth Reflection 	Due April 6 (11:59pm) <ul style="list-style-type: none"> C11 Application Exercise C11 Quiz Due April 13 (11:59pm) <ul style="list-style-type: none"> C12 Quiz
8	Apr 20-May 3	<ul style="list-style-type: none"> Classroom Assessment of Student Learning (C13) Standardized Assessment & Grading (C14) EXAM 3 Preparation 	April 30 (Wednesday) 5:30-7:00 (CST)	Asynchronous <ul style="list-style-type: none"> Read Wininger et al. C13 & C14 Complete related assignments by due date Complete Exam 3 Synchronous <ul style="list-style-type: none"> C14 PowerPoint C14 Application Exercise (in class) C15 PowerPoint C15 Application Exercise 	Due April 20 (11:59pm) <ul style="list-style-type: none"> C13 Quiz Due April 27 (11:59pm) <ul style="list-style-type: none"> C14 Application Exercise C14 Quiz Due May 6 (11:59am) <ul style="list-style-type: none"> Exam 3 (Chapters 11-14) Growth Reflection (TIP assignment)