

Introduction to Educational Psychology (EDF 3210)
Spring Semester, 2018
Section 1279

Period 4 (T) 10:40 - 11:30am, Periods 3-4 (R) 9:35am - 11:30am
Norman Hall Room 0292

Instructor: Dr. Feihong Wang

Office: Norman Hall Room 350

Office Hours: T: 10:00-10:30am or by appointment

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Course Information

Required Textbook

Sternberg, R.J., & Williams, W. M. (2010). *Educational Psychology*, 2nd edition.
ISBN: 0-205-62607-6

Course Objectives & Outcomes

The goal of this course is to help students learn about fundamental themes and topics in Educational Psychology through in-depth reading, classroom discussions, mini-projects, assignments and assessments.

Upon completion of this course, you should be able to:

- **Differentiate** expert teachers and learners from novice teachers and students.
- **Describe** the major theoretical approaches to learning as they apply to teaching and learning.
- **Appreciate** human differences at the individual level (e.g., intelligence, cognitive and learning styles, creativity, wisdom, exceptionality) and the group level (e.g., economic status, ethnicity, gender, and language).
- **Explain** human development across cognitive, language, social, and moral domains and the implications of human development for teaching and learning.
- **Understand** learning motivation and behavioral, cognitive, social learning and humanistic theoretical perspectives to motivation.
- **Explain** different types and psychometric concepts of standardized tests and classroom assessments as well as the advantages, issues and concerns related to different types of testing and assessments.
- **Demonstrate** higher-order critical thinking, independent problem solving, interpersonal collaboration skills, and awareness and respect for cultural and human diversity.

About the Textbook

The textbook contains information that is vital to your success in this course. Most of your exam questions will be drawn from your textbook. This includes information that we may not have covered in lecture or information that was only briefly covered. Therefore, it is important that you thoroughly read all assigned chapters and complete all reading assignments in a timely manner.

About the Class Meetings

It is not feasible to cover all of the materials in the textbook during the class meetings. Rather, I will focus on major themes in the chapters. We will use class time to discuss the assigned readings, as well as supplementary information and information about assignments. This is an excellent time for you to ask questions and to share your opinions about what you have read. It is my hope that the class will be interesting as well as informative, and I welcome your feedback throughout the process.

Assignments And Grading

Attendance (20 points)

Class attendance and participation are important components of this course. Students are expected to attend class meetings regularly and actively contribute to class activities and discussions. Attendance taking will start on **1/16** throughout the rest of the semester till **4/19**. **Three unexcused absences** are permitted without grade penalty. **For each absence after the third unexcused absence, Students will lose 2 points for each time they are absent/not present at the time attendance is taken (which can be in the beginning, middle or end of the class meeting)**. Try your best to attend each class meeting and save the three unexcused absences for any potential major life events such as wedding, contagious illness and/or major life emergencies if they ever happen! Excused absence after the third unexcused absence is only considered with formal documentation justifying for the absence on the specific date. Arriving after attendance taking or leaving early may lead to **1 point of deduction** from the attendance grade unless a justification is presented to the lecturer by email or in person. If for some reason you must miss a class, it is your responsibility to obtain the missed material/information (e.g., schedule changes, readings, class notes, assignment instructions).

In addition, to avoid distractions, students should not use cell phones or tablets during class time. Students may use laptop in class for the only purpose of taking notes or other relevant learning activities. **Students will lose 1 point for disrespectful behaviors such as using a cell phone in class or using a laptop for social communication each time after the first warning from the lecturer.** Come to class, be actively engaged, participate in discussions and activities, learn, and have fun in the process!

Exams (150 points)

There will be **three** exams throughout the course of the semester. The exams will be a combination of multiple-choice questions, short-answer questions, and essay questions given on the designated dates noted in the course schedule. Each exam is worth 50 points for a total of 150 points. I typically provide an exam review checklist at least one week ahead of time. Makeup exams will not be given unless the instructor is notified before the test date and only in light of extreme circumstances (i.e., hospitalization, death in the family). Work or vacations are not acceptable reasons to miss an exam. Documentation is required to be eligible to take a make-up exam.

Quizzes (40 points)

There will be a total of **five** quizzes worth 10 points each. Each quiz consists of multiple choice questions, true/false questions, and short-answer questions. Quiz dates and corresponding chapters are noted in the course schedule below. Your **lowest quiz score will be dropped**. The maximum points you can obtain are 40 points. **Quiz dates will be announced in class as we proceed.**

Research Presentation (60 points; See Appendix A for Grading Rubric)

You will be responsible for a research presentation with your peers (groups of 2-4 students, 4 is the maximum). You may select any of the course topics to focus on for this presentation project but **you must first submit your idea for my approval via email with all group members copied on this and other email correspondence related to your research presentation.**

These presentations have two components:

First, your group will identify a question that either extends the textbook/lecture or that is beyond the scope of the lecture or textbook (i.e., we can't find the answer in either of those sources). Based on the research question, you may generate your research hypotheses.

Second, conduct a literature review and synthesize your findings as evidence that support your hypotheses and answer your research question(s) in your presentation. **To make sure all group members contribute, and to enhance your collaboration skills, please create an outline of which member will be responsible for which tasks and submit to me at least two weeks before your presentation.**

The presentations are limited to 15 minutes and must include one slide of references list (with reference to at least 3 Scholarly, peer-reviewed articles). **The final power point presentation should be emailed to the instructor at least two days prior to the class presentation time (more details will be discussed in class).**

Extra Credit

Extra credit opportunities may be available. Dr. Wang will specify these as the semester progresses. If extra credit is offered, it will be offered to the entire class for fairness. There will not be extra credit given on a case-by-case basis.

Grading Scale

Assignment	Points	Percentage of Grade
Attendance and participation	20	7.4%
Exams (3@50 points each)	150	55.6%
Quizzes (4@10 points each)	40	14.8%
Research Presentation	60	22.2%
Total	270	100%

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

Note: Total points with a decimal value equal to or greater than .5 will be rounded to the next number.

For further information about current UF grading policies for assigning grade points, please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Policies

Academic Honesty:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Accommodations for Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Incompletes:

A grade of Incomplete "I" will only be given in extreme circumstances (i.e., illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to the University, all incomplete work must be completed by the following semester or you will receive a punitive incomplete (i.e., the same as an "E").

Important: Research Requirement

**RESEARCH PARTICIPATION INFORMATION
FOR ED PSYCH 3110, 3210, 3132, and 3135 STUDENTS****Purpose**

At the University of Florida, as at other major universities, the accumulation of new knowledge in the field of educational psychology comes from research conducted by faculty and students. One of the academic objectives of this course is to acquaint students with the nature of research activity. This objective is accomplished, in part, by requiring students enrolled in this course either to participate in on-going experiments, (see Method A) or to make arrangements for another research-related activity (see Method B).

If you fail to meet the research participation requirement (through either Method A or B, see descriptions below), you will receive an Incomplete Grade (I) for the course. Your course grade will be unaffected, but you will have to complete the research requirement by midterm of the following semester in which you are enrolled at the University of Florida or the incomplete grade will turn into an "E".

Research-Related Activity

Method A. During each academic term, students can serve as research participants in a variety of available experiments. Included are projects dealing with cognition, reading, memory, learning, etc. At the end of each experimental session, you will receive a description of the general nature of the research project and the anticipated implications of the findings from the study. All research projects in the department have been reviewed by the University's Institutional Review Board to ensure that student participation is appropriate. As part of the review process, particular attention is given to the establishment

of coding procedures to guarantee that all research data are kept confidential. An informed consent form will be provided at the beginning of each experiment and you have the right to discontinue participation in any experiment at any time, without penalty. The sign-up procedure for all experiments will be described by your instructor. **You must be at least 18 to participate in any research experiment. If you are 17 or younger, you will fulfill the requirement through Method B.**

If you miss two research appointments to participate in research projects and do not cancel the appointments in advance, you must then complete the Option B project (the research paper). The researcher is required to wait for 15 minutes. If you come later than 15 minutes after the research appointment, this is considered a missed, unexcused appointment. However, if you arrive at the appointed time, but the researcher does not arrive within 15 minutes, you will be given credit for participation. To document this, students must go to pool administrator's office (Dr. Therriault, Norman 119) to alert him that the researcher failed to show.

Method B. If you choose not to fulfill your research requirement through participation as a research participant, you must inform your instructor that you will complete Method B. That is, you must review one article published in the last year in a journal chosen by your instructor (3110 students: *Child Development* or *Developmental Psychology*; 3210, 3132, and 3135 students: *Journal of Educational Psychology* or *Contemporary Educational Psychology*) and submit a 3-page written summary and critique of the research methods employed, using normal font and margins (i.e., 12-point font, 1 inch margins). The paper should include a description of the purpose, procedures/methods, and findings of the article as well as a critique of the findings. **The paper should be completed by the end of the fourteenth week of classes. In the event of a documented illness or some other serious extenuating circumstance, the instructor of your course will consider extending this deadline.**

Course Schedule

Week	Date	Topic	Readings
1	Jan. 9 & 11	Introduction & Ice-Breaker Becoming an Expert	Ch. 1
2	Jan. 16 & 18	The Development of Cognitive, Learning, and Language Skills	Ch. 2
3	Jan. 23 & 25	Cognitive Approaches to Learning	Ch. 8
4	Jan. 30 & Feb. 1	Behavioral Approaches to Learning	Ch. 7
5	Feb. 6 & 8	Thinking, Concept Formation, Reasoning, and Problem Solving	Ch. 9
6	Feb. 13 & 15	Catch-up & Exam Review Q & A Exam I on 2/15	Ch. 1,2,7,8,9
7	Feb. 20 & 22	Individual Differences (Intelligence)	Ch. 4

8	Feb. 27 & Mar. 1	Individual Differences (Exceptional Children)	Ch. 5
9	Mar. 6 & 8	Spring Break-No Class Meetings	
10	Mar.13. & 15	Group Differences: Socioeconomic Status, Ethnicity, Gender, and Language	Ch. 6
11	Mar. 20 & 22	Personal, Gender, Social, and Moral Development	Ch. 3
12	Mar.27 & 29	Catch-up & Exam Review Q & A Exam II on 3/29	Ch. 3, 4,5,6
13	Apr. 3 & 5	Motivating Students, Classroom Management	Ch. 10, 11
14	Apr. 10 & 12	Classroom Assessments	Ch. 14
15	Apr. 17 & 19	Standardized testing	Ch. 13
16	Apr. 24	Exam III in class	Ch.10,11, 13, 14

Note: Please read the chapter before the specific class meetings.

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing

papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints:

<http://www.distance.ufl.edu/student-complaint-process>