Course Title:	Educational Psychology
Course No.:	PSYC 250 (online)
Credit Hours:	Three (3)
Instructor:	Dr. Nicole Arduini-Van Hoose
Office:	Marvin 101
Phone:	518-629-7236
Email:	n.arduinivanhoos@hvcc.edu
Zoom:	https://hvcc.zoom.us/j/97026726261
Office Hours:	M 11-2 (Zoom); T, W, R 10:50-11:30 (Zoom). To schedule an appt. https://calendly.com/nlavh

COURSE INFORMATION

Course Description: The course involves the study of psychology as applied to education and instruction. Specific topics include cognitive, social, and emotional development, individual and cultural differences in learning and interaction styles, learning theories and instruction, effective motivation in education, issues of testing and assessment, and creating environments conducive to learning. In addition, students will be required to complete a minimum of 25 hours of experiential work in a school setting. This work will involve observation of educational environments and interviews with educational professionals.

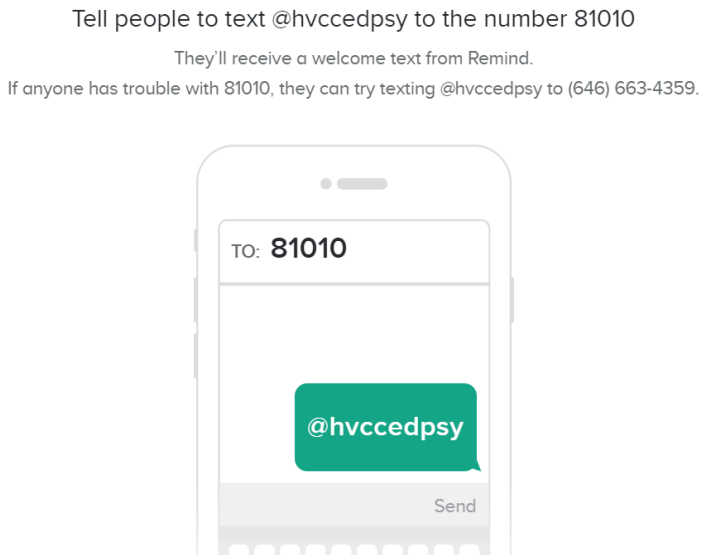
Course Objectives: At the conclusion of this course, the student should be able to:

1. demonstrate a working vocabulary of educational terminology.
2. establish connections between psychological theory and the design, delivery, and evaluation of instruction.
3. demonstrate skills in the scientific approach and critical thinking as they relate to the educational environment.
4. explain the concepts underlying the measurement and evaluation of learning outcomes.

Textbook:

Arduini-Van Hoose, N. (2020). *Educational psychology.* Retrieved from https://edpsych.pressbooks.sunycreate.cloud/. CC BY-NC-SA 4.0 license.

Communication: ➛For FAQ or questions that may be pertinent to other students, please use the "Ask the Professor" discussion board in Bb. Be sure to check the DB to see if there is already an answer to your question.
➛Office hours and email are best for communicating about personal issues. You should receive a response within 24 hours (except for weekends and holidays). If you haven't heard back, please try again.
➛I post important announcements on Brightspace and frequently email the class and individuals--check HVCC email daily. Not checking your email is not an excuse for missing announcements. Please use your HVCC email to communicate with me as this is my only way to authenticate your identity.
➛I also use Remind to help remind students about upcoming due dates. Using Remind is optional.



Measurable Outcomes: By the end of this course, students will demonstrate college-level mastery in 60% of assessment measures.

Evaluation:	
Discussions	25%
Assignments	25%
Exams	25%
Final Portfolio	25%

Grade Conversion:	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	< 60%

Z-Grade: A grade of "Z" (Absent Without Withdrawal) will be assigned to a student who has failed to participate in course activities through the end of the term and when, according to the instructor's grading policy as stated on the course syllabus, completed assignments or course activities were insufficient to make normal evaluation of academic performance possible. For this course, **a Z-grade will be given to any student who does not attend class, log in to the course on Brightspace, or submits any work, after the official course withdrawal deadline**

Course Requirements:

Discussions: Discussion is an important part of the online experience. Each week, in place of class time, you will post to our class discussion board. You will post a critical thinking question by each Tuesday and 2 replies to other students' critical thinking questions by each Sunday. In the DB for the current module, you will see specific instructions for posts and replies. Students are expected to participate regularly in online discussions--**you should plan to be engaged in discussions 2-3 days per week** (you cannot complete all tasks in one day, as interaction is required). Discussions are meant to evaluate your knowledge, understanding, and application of key concepts in the module.

Assignments: For each module, you will complete an assignment. These assignments typically require you to summarize key theoretical concepts in educational psychology that pertain to the class you are observing for your field experience. The purpose of the assignments is to evaluate your ability to understand and apply

appropriate theories to education and synthesize a plan for an identified student population.

Exams: There will be an online exam for each module. Exams assess your ability to meet the objectives of modules. These objectives are outlined in Bb. You should review the objectives at the start of each module.

Final Portfolio: In place of a final exam, you will submit a final portfolio. At the start of the semester, you will arrange a field experience in an educational setting of your choosing. The age/grade, subject area, and location are up to you (Pre-K through adult)—you should choose a placement that is meaningful to you and your career goals. You will spend 25 hours observing and/or assisting in the classroom over the semester. For each module, there is a corresponding portfolio response that will ask you to reflect upon and evaluate what is happening in the classroom that you are observing. At the end of the semester, you will summarize your experience. Below is the list of items to be submitted for your portfolio:

- ☐ Classroom Observation Placement Information
- ☐ Teaching Philosophy
- ☐ Encouraging Development Response
- ☐ Encouraging the Learning Process Response
- ☐ Motivating Students Response
- ☐ Classroom Management & Instructional Methods
- ☐ Perspective on Assessment Response
- ☐ Summary of Findings
- ☐ Signed Log of Hours

PLAN OF STUDY

Take note--course plan, course schedule, and course to do list are color-coded by module.

Course Plan:

Module	Theme	Readings	Discussion	Assignments	Assessment	Final Portfolio
Intro	Test Driving the Course	Course Information	1 post, 2 replies	Email Ask Prof.	Practice Test	
1	Using Science to Inform Classroom Practices	Intro to Educational Psychology Using Science to Inform Classroom Practices	2 Post, 4 replies	Philosophy of Teaching (draft)	Module 1 Exam	Submit Placement Form
2	The Developing Learner	The Developing Learner	3 posts, 6 replies	Expectations for your Learners	Module 2 Exam	Encouraging Development
3	The Process of Learning	The Learning Process Facilitating Complex Thinking	2 posts, 4 replies	Plan for Maximizing Learning	Module 3 Exam	Encouraging Learning Processes
4	Factors Contributing to Learning	Motivation Student Diversity	2 posts, 4 replies	Plan for Motivation	Module 4 Exam	Motivating Students
5	Classroom Management & Instruction	Instruction Classroom Management	3 post, 6 replies	Plan for Instruction	Module 5 Exam	Classroom Management & Instruction
6	Assessment	Assessment & Evaluation	2 posts, 4 replies		Module 6 Exam	Perspective on Assessment
Final	Wrap-up		1 post	Survey		Submit Portfolio

F/2022

Course Schedule:

Mon	Tue	Wed	Thur	Fri	Sat	Sun
AUG 29	30 Introduce Yourself on Discussion Board	31	SEP 1	2	3	4 2 replies & module tasks due
5	6 M1 Critical Thinking Post 1 due	7	8	9	10	11 2 replies due
12	13 M1 Critical Thinking Post 2 due	14	15	16	17	18 2 replies, assignment & exam due
19	20 M2 Critical Thinking Post 1 due	21	22	23	24	25 2 replies due
26	27 M2 Critical Thinking Post 2 due	28	29	30	OCT 1	2 2 replies due
3	4 M2 Critical Thinking Post 3 due	5	6	7	8	9 2 replies, assignment & exam due
10	11 M3 Critical Thinking Post 1 due	12	13	14	15	16 2 replies due
17	18 M3 Critical Thinking Post 2 due	19	20	21	22	23 2 replies, assignment & exam due
24	25 M4 Critical Thinking Post 1 due	26	27	28	29	30 2 replies due
31	NOV 1 M4 Critical Thinking Post 2 due	2	3	4	5	6 2 replies, assignment & exam due
7	8 M5 Critical Thinking Post 1 due	9	10	11	12	13 2 replies due
14	15 M5 Critical Thinking Post 2 due	16	17	18 *Last Day to Withdraw*	19	20 2 replies due
21	22 M5 Critical Thinking Post 3 due	23	24	25	26	27 2 replies, assignment & exam due
28	29 M6 Critical Thinking Post 1 due	30	DEC 1	2	3	4 2 replies due
5	6 M6 Critical Thinking Post 2 due	7	8	9	10	11 2 replies, assignment & exam due
12	13 Final Post due	14	15 Portfolio Due	16 Survey		

DISCUSSION BOARDS

Purpose: You will participate in online discussions throughout the course. The discussion board allows students to further explore text topics and share what they have learned with the class. Discussions provide a depth to the course content that the textbook does not provide and are an alternative to the lectures and discussions in a face-to-face class.

The following will provide instructions for beginning and responding to discussion posts. ***These instructions are IMPORTANT--Please read before posting or replying to any discussions.***

For each discussion board, you will:

1. Post your own initial threads regarding the discussion topic for a given module (these topics are outlined in the course plan). Your initial posts should provide us with some background information and generate discussion by asking critical thinking questions to which your classmates can respond. Your initial thread post should be done by Tuesday after the module opens. You will also post a new thread at the start of each week that the module is open.
2. You will then reply to your classmate's threads. For maximum points, you should be responding regularly (not just on the last day of the module). You may write more than the minimum posts/replies, but you should designate which you would like graded by self-evaluating the "to be graded" posts/replies. Posts/replies without self-evaluation are considered supportive or social and will not be graded.

Posting a Thread: Go to the current module forum on the discussion board. To start a thread, click **"Start a New Thread"** at the top of the page. Post your critical thinking question in the subject line, and in the content box, you should further explain why you are asking this question or a little background information on how you came to this question. You can also answer the question yourself. Self-evaluate your post using the scoring criteria in the rubric. When you have completed your thread, click "post."

Replying to a Post: To respond to others' threads, click "**reply**" at the bottom of their post. In the subject line, you must give your response a **meaningful subject line** (you should not leave the RE: for the subject line--doing so will result in losing a point). Using the discussion rubric, **evaluate your peer's** post at the start, giving a (4), (3), (2), (1). You may then begin **your written response**. If you want your response graded, you will then **self-evaluate** your post using the same rubric criteria. When you have completed your response, click "post to forum."

Netiquette: Please be courteous and appropriate in your communications with others--no personal attacks, obscene language, or intolerant expressions. All viewpoints should be respected, even if you disagree. Anything the instructor views as a netiquette violation will be removed, and you will be notified of such offense. Repeat offenders could be removed from the course. **Please report violations to the instructor immediately.**

Should you have any questions about how to participate in the discussions, click on the "ask a question" link at the bottom of the Discussion Board page. Others may have the same question, or I may have already answered

this question.

Discussion Rubric:

Points	Grading Criteria
4	The post/reply is original, accurate, relevant to the topic, **teaches us something new**, and is well written. It stimulates additional thought about the issue of discussion. In-text c**itation** and **reference** for factual information provided. The post is **self-evaluated and peer evaluates** replies. The **subject field** is a complete sentence/question and conveys the main point of the post/reply.
3	The comment lacks at least one of the above qualities but is above average in quality. A three-point comment makes a significant contribution to our understanding of the issue being discussed.
2	The comment lacks two or three of the required qualities. Comments that are based upon personal opinion, or personal experience, often fall into this category.
1	The comment presents little or no new information. However, one point comments may provide an important social presence and contribute to a sense of class community.
0	The comment adds no value to the discussion. No post/reply was made.

*Late posts/replies will lose 1 point from the original grade (if you would have had a 3, you will only get a 2 for the late submission). No post/replies are accepted after the module close date.

ASSIGNMENTS

(What's supposed to happen)

Purpose: These assignments are meant to help you contemplate and synthesize a summary of major theories related to educational psychology topics. For your assignments, you will focus on the age/grade you are observing for your project; however, your responses should be theoretical in nature, **not** based on the practices you are observing in the classroom (that will be the focus of your Final Portfolio). Responses should be cited with a reference page in APA format. Double-spaced, Times or Arial 12 pt. font.

Assignments:

Teaching Philosophy (draft): This is a statement of your philosophy regarding the theory and practice of teaching. This may include how you encourage student development, learning, and motivation, as well as preferred instructional methods, classroom management, and utilization of assessment. Philosophies are typically based on sound scientific evidence regarding best practices and should be continually reevaluated as the teacher becomes more experienced and new evidence becomes available. Your philosophy should be 1-2 pages. This is your first draft of your philosophy. You will update your philosophy again at the end of the semester.

Expectations of the Developing Learner: Consider the students in the class you are observing, if you were their teacher, what expectations would you have about their current socioemotional and cognitive development? When explaining your expectations, select and refer to pertinent theories/content covered in our text (Bronfenbrenner, Erikson, Marcia, Kohlberg, Piaget, Vygotsky, Neuroscience, Chomsky, etc.). Responses should be about 2 pages long, and as always, quality over quantity is important. Demonstrate that you have an understanding of the development of your students and the reasons for those expectations. Cite and provide references (APA format).

Plan for Maximizing Learning: Consider the students in the class you are observing and devise a plan for maximizing learning in your students. When explaining your expectations, consider, select, and refer to pertinent theories/content covered in our text (operant conditioning, information processing, transfer, metacognition, critical thinking, problem-solving). Demonstrate that you understand your students' learning expectations and the reasons for those expectations. Responses should be about 2 pages long, and as always, quality over quantity is important. Cite and provide references (APA format).

Plan for Motivation: Consider the students in the class you are observing and devise a developmentally appropriate plan to motivate students to meet academic and behavioral performance objectives. Support your plan with theory (conditioning, Maslow, drive theory, arousal theory, etc.). Demonstrate that you understand how to motivate these students and the reasons for those expectations. Responses should be about 2 pages long, and as always, quality over quantity is important. Cite and provide references (APA format).

Plan for Instruction: Consider the students in the class that you are observing and devise a developmentally appropriate plan for instructing the students in this class. Which methods or approaches would you use (cooperative learning, discovery learning, mastery learning, direct instruction, etc.). Justify your selections. Demonstrate that you understand the pros and cons of these methods and their appropriateness for this student population. Responses should be about 2 pages in length, and as always, quality over quantity is what is important. Cite and provide references (APA format).

	Assignment Rubric			
	Criteria	**Exemplary**	**Acceptable**	**Unacceptable**
__/2	**Introduction** Includes overview of placement and topic	Provides adequate overview age or grade-level of placement and introduction to significance of topic/theories	Minimal information and vague introduction to topic/theories	No introduction provided
__/4	**Theoretical Support** Discuss theory to support or counter methods observed	Identifies specific theories of best practice for grade/age with explanations and rationale	Brief mention of theory, but may lack clear and thorough explanation or rational for theory in best practice	No theory incorporated
__/2	**Sources** In-text citations, references	Incorporates text and at least one outside source. Provides in-text citations and reference page correctly, consistently in APA format	Incorporates text. Citations and reference page included with minor errors	No citations or reference page
__2	**Writing Mechanics** Grammar, spelling, sentence structure, tone	Writing is free of errors; sentences well-structured, concise and varied in length and structure	Occasional errors, but not distracting; sentences flow smoothly, well-phrased.	Errors detracting from meaning, confusing; sentence structure distracting
___/10	**TOTAL/GRADE**			

FINAL PORTFOLIO

(What actually happens)

Purpose: Through applied learning opportunities, students can learn in professional settings, test their ideas in the real-world, and utilize their fieldwork experiences to prepare them for life after college. Fieldwork in an educational setting will allow you to understand and apply theories and concepts in educational psychology and think critically about teaching practice. Where the module assignments throughout the semester will emphasize the theoretical aspects of teaching, **the portfolio responses will focus on the practical.** Your portfolio responses should combine the course content and your field experience; they should include examples from observation and critique of what worked or what you would do differently as the teacher. You should develop a solid pedagogy between your exploration or theory, application, and practice. Cite sources as appropriate, and provide a reference page in APA format. Times or Arial 12 pt. font.

Process: Each student will arrange their own field experience. You are encouraged to select an age/grade, subject area, and location that is meaningful to you and your career goals. A pre-K through college-level formal education setting with a classroom teacher is always appropriate, but you are not limited to this environment. If you are unsure if your selection is appropriate, please contact me before arranging the placement.

Once you have decided on the type of experience you would like, contact the placement. You may want to start with the building principal or program director, but if you know a teacher with whom you would like to work, then start with them. Explain that you need to spend 25 hours in a classroom observing a teacher for your Educational Psychology course at HVCC. If you have an age/grade/subject preference, you can ask if a teacher in that area might be willing to host a student. Be prepared with a second choice, if necessary. Also, be prepared to provide them with my contact information, if they request it, to verify course enrollment. There is a letter for the host teacher/school and a placement form on Brightspace; print this and bring it on your first visit to the school. You will need to have this form signed and uploaded to Brightspace.

For this project, your focus is on the teacher, not the students. You will observe how the teacher encourages their students' development, learning, and motivation, as well as their instructional methods, classroom management, and utilization of assessment. You are not limited to observation; you can also interview the teacher or assist in the classroom if the teacher is agreeable.

What should you be observing? I strongly suggest you read through all the portfolio item instructions before starting your observations so you will know what to attend to while in the classroom. The portfolio items coincide with the modules, but these responses are not due for submission until the end of the course; however, I recommend that you work on these responses throughout the semester while the information is fresh and you aren't pressed for time.

Portfolio Items:

Teaching Philosophy: This is a statement of a teacher's philosophy regarding the theory and practice of teaching. This may include how you encourage student development, learning, and motivation, as well as preferred instructional methods, classroom management, and utilization of assessment. Philosophies are typically based on sound scientific evidence regarding best practices and should be continually reevaluated as the teacher becomes more experienced and new evidence becomes available. Your philosophy should be 1-2

pages.

Encouraging Development: During your observations or discussions with the teacher, summarize what the teacher does to encourage their students' cognitive and socioemotional development. Offer your critique of the teacher's attempts to encourage development. A few questions to consider: What does the teacher do to encourage development that works well? What does not? Do they have appropriate developmental expectations for students? Do they do enough? Offer suggestions. As an observer, what suggestions might you offer to improve these students' cognitive and socioemotional development? If you can't make any suggestions, what does the teacher do that you would replicate if you were a teacher? Responses should be approximately 2 pages, no more than 3. Cite and provide complete references for any theories/concepts discussed (APA format).

Encouraging the Learning Process: During your observations or discussions with the teacher, summarize what the teacher does to encourage learning. Offer your critique of the teacher's attempts to encourage learning through conditioning, social cognition, enhancement of information processing, transfer, problem-solving and critical thinking. A few questions to consider: What does the teacher do to encourage development that works well? What does not? Do they have appropriate learning expectations for students? Do they do enough? Offer suggestions, as an observer, what might you offer to improve the learning in these students? If you do not have suggestions, what does the teacher do that you would replicate if you were a teacher? Responses should be approximately 2 pages, no more than 3. Cite and provide complete references for any theories/concepts discussed (APA format).

Motivating Students: What systems for motivating students exist in the classroom you observe? Explain what the teacher does and how effectively it motivates the students academically or behaviorally. A few questions to consider: What does the teacher do to encourage motivation that works well? What does not? Do they have appropriate expectations for students? Do they do enough? Offer suggestions, as an observer, what might you offer to improve the motivation of these students? If you can't make any suggestions, what does the teacher do that you would replicate if you were a teacher? Responses should be approximately 2 pages, no more than 3. Cite and provide complete references for any theories/concepts discussed (APA format).

Classroom Environment & Instruction: Describe how the teacher arranges the classroom environment (desk arrangement, resources/materials, decorations, etc.) and how this arrangement encourages or discourages interaction, learning, or student behaviors. Also, observe at least one lesson. Which methods of instruction is the teacher utilizing? What are the pros and cons of this method? What would you do to improve upon this lesson if you were to teach it? Responses should be approximately 2 pages, no more than 3. Cite and provide complete references for any theories/concepts discussed (APA format).

Assessment: Interview the teacher about the various methods of assessment they utilize. How do they conduct formative assessments? How do they conduct summative assessments? What are the pros and cons of these different assessment methods? Discuss the teacher's perspective on teacher-developed, mandated, and standardized assessments. Responses should be approximately 2 pages, no more than 3. Cite and provide complete references (APA format).

F/2022

Log of Hours: You must submit a log of hours (timesheet) signed by your host teacher (typed “signature” is not accepted). Projects will not be graded without verification that your hours are complete.

COURSE POLICIES

Participation: Discussion board posts are what we consider class participation in an online course. If this were a full semester course, you would expect to be in class 50 minutes per class, 3 times per week, for 16 weeks, for approximately 40 hours of class time in a semester. You should expect no less time for this term spent reading, researching, and replying to discussions in an online class.

Class Conduct: Disruptive behavior in the classroom or during an educational experience is not tolerated. Disruptive behavior includes conduct that interferes with or obstructs teaching or the learning process or behavior that negatively affects the educational experience of the students or instructor. This behavior may include, but is not limited to, abusive, threatening, or intimidating language, obscenities, or using a disrespectful tone. Class discussions and behavior are expected to be professional and respectful. Students not maintaining a professional and respectful tone in class discussions may have posts and comments removed, resulting in zeroes for required submissions. Severe or repeated offenses may also result in removal from the course.

Late Work: Late discussion posts and replies will be accepted, with deduction, until the close of the module. No discussion submissions will be accepted after the close of the module, as once the module closes, there is no one left with which you can engage in discussion. Students requiring an extension for other types of assignments and exams should email me before the close of the module. Requests to make up work are limited to the current or one previous module and, if approved, must be completed before the end of the subsequent module. For example, if we are currently in Module 3, you could be granted an extension for assignments for Module 3 or Module 2. Make-up work from Module 2 would not be accepted after the close of Module 3. You could not make up work from Module 1. Approval to make up missed work is at the instructor's discretion. Unless documentation of a qualifying excuse (i.e., medical note) is provided, late submissions may be deducted 10% daily. No work will be accepted after the last day of class unless specified by the instructor in advance. If you experience an unusual circumstance, such as an unforeseen long-term hospitalization, contact me to discuss your options.

Academic Honesty: The following is a list of behaviors that breach the College Code of Conduct for Academic Ethics and are unacceptable. Commission of such acts, or attempts to commit them, fall under the term Academic Dishonesty and each is considered a serious offense, which carries penalties ranging from a warning to expulsion from the College.

Plagiarism. Any attempt to obtain academic credit by presenting work that is not your own, including ideas, without appropriately documenting the original source. Examples may include the following: language, words, phrases, or symbols that are not your own, use of style (written, oral or graphic presentation), data, statistics, research, or intellectual ideas such as theories and lectures. Sources may include any form of media, including digital, print, audio, lectures, photographs, charts, tables, etc. You must properly cite the sources you are using for assignments and include a reference list of those cited sources. The material you cite must come from the sources you have included in your reference list. This includes using course materials. AI programs like ChatGPT are NOT permitted AT ALL for this course. Assignments are frequently submitted through software to check for plagiarism, which scans databases to compare a student's work to other students', online sources, and printed materials. Students' work will also be submitted through software to detect AI-generated content.

Cheating on Examinations. A student is guilty of cheating whenever they attempt to give or receive unauthorized help before, during, or after any examination. Examples of unauthorized help include the following: collaboration of any sort during an examination, arranging for another person to take an examination in one's place, looking at someone else's exam questions during the examination period, unauthorized discussion of test items during the examination period, or passing of any examination information to students who have not yet taken the examination.

Multiple Submission. Submitting all or some portion of the same work for credit more than once without the prior explicit consent of the instructor to whom the material is being (or has in the past been) submitted. This includes work previously submitted for another course.

Unauthorized Collaboration. Collaborating on projects, papers, or other academic exercises deemed inappropriate by the instructor(s). Although the usual Faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate and inappropriate collaboration vary widely among individual Faculty.

Falsification. Misrepresenting materials or fabricating information in an assignment (e.g., the false or misleading citation of sources, falsifying notes or data, etc.). Falsification also includes falsely claiming to have completed work during an internship or apprenticeship.

Students who plagiarize or cheat will receive a zero for their work. All previous or future work will also be scrutinized, and grades may be changed to reflect newly discovered cheating. Serious and repeated offenses with be reported to the college, and students are subject to disciplinary action as outlined in the college policies (https://www.hvcc.edu/catalog/judicial.html#plagiarism).

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, Hudson Valley Community College is committed to ensuring educational access and accommodations for all its registered students to fully participate in programs and course activities or to meet course requirements. Hudson Valley Community College's students with documented disabilities and medical conditions are encouraged to access these services by registering with the Center for Access and Assistive Technology (CAAT) to discuss their particular needs for accommodations. For information or an appointment, contact the Center for Access and Assistive Technology, located in room 130 of the Siek Campus Center, email us at caat@hvcc.edu, or call 518-629-7154/TDD: 518-629-7596.

Another office that works closely with the CAAT to help students manage their mental health and wellness to achieve their academic and personal goals is Counseling and Wellness Services. To schedule an appointment to talk with a counselor, visit us at CTR 260 in the Siek Campus Center, call 518-629-7320, or email us at counseling@hvcc.edu.

*****The instructor reserves the right to make changes to the syllabus as she sees necessary.*****