

Advanced Educational Psychology (BEP-500)

College of Education, The University of Alabama, Summer 2018

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Course Description

The purpose of this course is to explore how research and findings on learning, cognition, emotion and development apply to learning design and teaching practice. The course also aims at helping students develop and reflect on their own approach to learning and teaching through engagement with concepts, theories and practices in mainstream educational psychology.

Course Objectives

- Students will explore major theories and approaches to learning, cognition and emotion.
- Students will discuss the implications of research for educational design and practice.
- Students will reflect on their own approaches to learning and teaching, and will situate their own approaches in the various theories and paradigms in educational psychology.
- Students will formulate ideas and strategies applicable to their own teaching
- Students will explore implications of current cognitive science research for learning and teaching practice.

Prerequisites

Graduate students from any program can take this course. This course does not require any specific background in educational psychology.

Contacting the Instructor

You can contact me through my email at fsoylu@ua.edu . Please format the subject line as “[BEP 500] Subject of email”. The “[BEP 500]” part of the subject will help me keep track of your emails, therefore please ensure that you include it in your subject line. I will respond to your emails within 24 hours.

Course Activities

Modules

Each module refers to a segment of the class that involves reading a chapter from the book, taking a quiz covering the contents of the chapter, writing a short reflection about the contents of the chapter, posting a discussion question, and participating in the discussion forum for the current module.

Module Readings & Reflections

In each module you will read a chapter from the textbook. You will write a reflection for each chapter, and post it on the *Reflections & Discussions* forum, accompanied by a discussion question.

The reflection will be one to two paragraphs long. It should communicate:

- 1) Your general impressions (e.g., did you like it / find it useful or interesting?).
- 2) A summary of main points, concepts and theories presented in the chapter.
- 3) How the concepts and practices covered in the chapter parallel or oppose your own assumptions, ideas or classroom practices.
- 4) How the concepts and practices covered relate to other theories or approaches you are familiar with.
- 5) If and how the content covered apply to or have implications for your classroom practices (if you are not currently teaching consider this as a hypothetical question or ground your response in your previous teaching experiences).
- 6) Your discussion question for the module. At the end of your reflection, in a separate paragraph and in boldface, pose one discussion question for the class on a topic that you want to further discuss.

The title of your reflection should be concise and should summarize the main theme of your reflection (e.g., “Use of manipulatives in a constructivist learning environment”). At the end of your reflection you will pose one discussion question to initiate a discussion under your reflection post. The discussion question should be **in a separate paragraph and in boldface**, so that viewers of your post can quickly spot your discussion question for the module.

Discussions

The reflections and the questions posted with reflections will be our starting point for the discussions for each module. You can participate in discussions by commenting, and providing feedback and constructive criticism to the reflections or by responding to the questions posed by other people at the end of their reflections. Since we do not have the chance to meet face-to-face, the forum discussions will function like classroom discussions, where we get to know about one another’s perspectives, how each student interpreted the module readings, and theoretical and practical insights we can draw both from the readings and the reflections posted.

You are not expected to respond to every question posed in each module, however **you are expected to actively participate in each discussion by responding to at least two**

reflections or questions. Your comments and feedback should be thoughtful and should contribute to the discussion (e.g., “That’s a great idea!” alone does not count as participation). You are also encouraged to rate others’ reflections based on how helpful they were in providing new insights to you about the content for the current module. You can do this by using the rating box under each reflection. These ratings are anonymous and won’t affect the grades, but instead will function as informal feedback.

Quizzes

There will be a quiz for each module. Each quiz will have 15 multiple-choice questions. Quizzes are necessary evils in a general survey course like this one. The purpose of the quizzes is to ensure that you cover the main themes and concepts in each module.

Personal Approach Paper

At the end of the semester you will submit a brief (max three single-space pages) paper where you will situate your personal approach, assumptions about learning and cognition and teaching practices in the general landscape of educational psychology. The purpose is to stop and think where you stand among the various approaches and paradigms covered in the course content. Your classroom practices, experiences and strategies are useful references in your discussion of where you stand both practically and theoretically.

Final

There will be a final exam at the end of the semester. The final exam questions will target content covered throughout the course.

Text Book

Slavin, R. E. (2015). Educational psychology: Theory and practice (11th ed.). Boston: Pearson/Allyn & Bacon.

Schedule

There are 14 modules. For each module reflections & quizzes are due at 11:59 pm on the dates posted below (see Due Dates for details).

May 29

Chp 1. Educational Psychology: A Foundation for Teaching

June 3

Chp 2. Cognitive, Language, and Literacy Development

June 7

Chp 3. Social, Moral, and Emotional Development

June 12

Chp 4. Student Diversity

June 16

Chp 5. Behavioral and Social Theories of Learning

June 21

Chp 6. Cognitive Theories of Learning

June 25

Chp 7. The Effective Lesson

June 30

Chp 8. Student-Centered and Constructivist Approaches to Instruction

July 4

Chp 9. Grouping, Differentiation, and Technology

July 9

Chp 10. Motivating Students to Learn

July 13

Chp 11. Effective Learning Environments

July 18

Chp 12. Learners with Exceptionalities

July 22

Chp 13. Assessing Student Learning

July 27

Chp 14. Standardized Tests and Accountability

August 1

Personal approach to learning and teaching paper due

August 3

Final Exam (Online)

August 7

Grades are posted

Due Dates

There are 14 modules. For each module you are expected to complete the quiz, and post your reflection & discussion question by 11:59 PM on the dates indicated above. The discussion forum for each module will close three days after the reflections are due, at 11:59 PM, and you need to complete your participation in discussions by then (e.g., if the quiz and reflection is due July 14th, then the discussion posts are due by July 17th, 11:59 PM). The quiz and the discussion board for the current module will be available until the due date for the next module. However quizzes and reflections that are submitted after the deadline will have a 30% grade reduction (the score will be multiplied with 0.7). You won't receive any points for late participation in the discussions; since other students are unlikely to read these late posts.

Grading

Module reflections (1.5 pts each x13)	19.5 pts
Forum discussions (1.5 pts each x 13)	19.5 pts
Module quizzes (2 pts each x 13)	26 pts
Personal approach to learning and teaching paper	10 pts
Final exam	25 pts
Total	100 pts

Grading scale: A: 90 - 100, B: 80 - 89, C: 70 – 79, D: 60 – 69, F: 0 – 59

Your final grade will be calculated based on the highest scores you receive from 13 modules out of the 14. Therefore missing work for one module won't affect your grade as long as you perform well in the remaining modules.

Disability Statement

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

The Code of Academic Conduct

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.