EPSY 3010
Educational Psychology
Class Time / Credits (twice a week, three credit hours)
Pre-requisites: none

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Office: Gentry, Room 125
Office hours: Mondays 12:00 – 2:00 or by appointment

Course Description

The goal of this course is to provide an overview of the psychology of learning and teaching in educational settings. Specifically, this course will provide a brief historical overview of the evolution of educational psychology within K-12 settings, contrast contemporary and emerging theories of teaching and learning, and help students develop their own personal theories of learning.

Course Objectives

Objectives: By the end of our time together, you will be able to:

1. Describe the characteristics and processes of each of the major learning theories.
2. Compare and contrast behaviorism, social learning theory, cognitive information processing, and sociocultural theory.
3. Describe the role of language, technology, and creativity in learning.
4. Identify the strengths and weaknesses of learning from the major learning theories.
5. Identify learning strategies to help others learn in a particular content area.
6. How to develop a personal theory of learning and how to apply these theories in educational settings for personal learning.

Required Text

[Placeholder]

On occasion, additional readings will be required as communicated by the instructor. Such readings will be made available to students at least one class period prior to their assigned reading date.

Course Assignments

Assignments in this course will be graded based on timely completion of all required elements. Guidelines for completing each assignment – which include the required elements and point

values assigned to those elements -- will be made available (prior to the assignment due date) on HuskyCT. Students are expected to be aware of the required elements and adhere to those elements when completing assignments. Also, to help ensure successful completion of assignments, students should clarify any questions they may have regarding the requirements of an assignment PRIOR TO completing the assignment for grading.

1. **Online Quizzes and Mini-Reflection(10%)**

   There will be 4 short quizzes (4@2% each) and 1 mini-reflection (1@2%) during the semester. Quizzes will be online and available for 24 hours from the date listed on the course calendar.

2. **In-Class Mini Teaching (20%)**

   There will be three opportunities (4@5% each) to teach a group of peers a topic of their choice. Each mini-teach will include a short reflection to be submitted one class session after the actual teaching exercise. Detailed directions for each mini-teach will be provided prior to the teaching.

3. **At-Home Mini Learning (15%)**

   There will be three opportunities (3@5% each) to learn a topic of your choice. Each mini-learn will include a short mini-reflection to be submitted one class session after the actual learning experience. Detailed directions for each mini-learn will be provided prior to the learning.

4. **Midterm (15%)**

   A comprehensive class midterm will be given around the mid-point of the semester. The midterm will be online and available for 24 hours. Students may use notes or texts to answer questions but may not use help from other students in the class.

5. **Personal Learning Principles Paper (20%)**

   Students will write a short paper (3-5 pages) describing 3 or 4 learning principles that best describes how they learn—through what means and in what contexts. These principles should be unique to the individual but students should be able to explain how they learn in terms of the learning theories and instructional strategies that we cover in class. After completing the paper students will be expected to share their principles in small groups with peers and have a chance to discuss and improve their writing.

6. **Learning Strategy Presentation (15%) and Reflection (5%)**

Over the last few weeks of class students will work in small groups of 3-4 students to create and develop a learning strategy that they could use in their own classroom or in teaching other students. Students will be expected to incorporate learning theories that we have covered in class and be able to explain how their learning strategy addresses these learning theories. Students should also be aware of the strengths and weaknesses in teaching using their strategy. During the last two sessions of class students will present their learning strategy to class and answer questions from the audience. A short reflection will be due a week after the final presentation of the strategy.

No extra-credit. Extra-credit is not available in this course. To ensure full credit on assignments, be sure to complete all assignments on time and follow the guidelines specified for each particular assignment.

Grades

This course will subscribe to the grading procedures outlined in the University of Connecticut General Catalog.

Final letter grades will be assigned accordingly:

Percent of Points Range	*Grade*	
94-100	**A**	
90-93	**A-**	
87-89	**B+**	
84-86	**B**	
80-83	**B-**	**and so on…**

Weekly Schedule

Week	DATE	TOPICS	DELIVERABLES
1	Jan. 17	Introduction and Course Overview	
	Jan. 19	Educational Psychology, teaching and learning	Online Quiz 1
2	Jan 24	Educational Psychology, teaching and learning	
	Jan 26	**Mini-teach 1**	
3	Jan 31	Learning Theories: Behavorism and Cognition	**Mini-teach 1 Reflection**
	Feb 2	Learning Theories: Behavorism and Cognition	**Mini-learn 1 Activity**
4	Feb 7	Learning Theories: Constructivism and Motivation	**Mini-learn 1 Reflection**
	Feb 9	Learning Theories: Constructivism and Motivation	Online Quiz 2
5	Feb 14	**Mini-teach 2**	
	Feb 16	Self-Beliefs and Modeling	**Mini-teach 2 Reflection**
6	Feb 21	Learning Strategies: Language	**Mini-learn 2 Activity**
	Feb 23	Learning Strategies: Technology	**Mini-learn 2 Reflection**
7	Feb 28	Learning Strategies: Creativity	Online Quiz 3
	Mar 2	**Mini-teach 3**	
8	Mar 7	Review	**Mini-teach 3 Reflection**
	Mar 9	**Online Mid-term**	
9	Mar 14	SPRING BREAK	
	Mar 16		
10	Mar 21	Online Learning (**online**)	**Mini-Reflection (due after Online Learning class)**
	Mar 23	Assessment and Evaluation	**Mini-learn 3 Activity**
11	Mar 28	Assessment and Evaluation	**Mini-learn 3 Reflection**
	Mar 30	**Mini-teach 4**	
12	Apr 4	Models of Learning	**Mini-teach 4 Reflection**
	Apr 6	Models of Learning	
13	Apr 11	Initial Group meetings 1	**Personal Learning Principles**
	Apr 13	Initial Group meetings 2	
14	Apr 18	Group meetings and check-in 1	Online Quiz 4
	Apr 20	Group meetings and check-in 2	
15	Apr 25	**In-Class Presentations (A Groups)**	
	Apr 27	**In-Class Presentations (B Groups)**	
16	May 2	**Exam Week (no exam)**	**A Group Reflections Due**
	May 4	**Exam Week (no exam)**	**B Group Reflections Due**

Due Dates and Late Policy

All course due dates are identified in the (choose appropriate location). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late Policy...

Late Submission of Mini-Reflections

Mini-Reflections are due the dates they are listed on the course syllabus. Mini-reflections will be accepted late for half-credit.

Late Submission of Personal Learning Principles

The personal learning principles paper is due by midnight on the date listed on the course calendar. Late submissions will be accepted, however the paper will be penalized 10% for every week that it is late.

Late Submission of Learning Strategies Reflection

The learning strategies reflection is due by midnight one week after your group presentation. Due to the proximity of end of the semester to the due date of the reflection no late submissions will be accepted.

Feedback and Grades

I will make every effort to provide feedback and grades in (clearly state response time). To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Scholarly Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities (CSD)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from [Blackboard's Accessibility Information](#))

Please let me know if any of the assigned exams or tasks meets *any religious holidays* at the **first two weeks** of the course, so we can make adjustments as needed.

Software Requirements and Technical Help

- Word processing software
- [Adobe Acrobat Reader](#)
- Internet access

This course is completely facilitated online using the learning management platform, [HuskyCT](#). Students have 24x7 access to live chat, phone and support documents located at http://huskyct24x7.uconn.edu.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Discrimination, Harassment and Inappropriate Romantic Relationships and Sexual Assault Reporting Policy

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at http://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of](#)

[Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at http://sexualviolence.uconn.edu