



The College of
WILLIAM & MARY

**EDUC F12: Advanced Educational Psychology & Development
 Spring 2012**

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- 5. Office Hours:** Tuesdays: 10:00 am – 11:00 am, 12:30 am – 4:30 pm
 Thursdays: 10:00 am – 11:00am, 12:30 am – 1:30 pm
 By Appointment
- 6. Classes:** 4:30 pm – 7:00 pm, Tuesdays

7. Course Description

1) EDUC F12 examines psychological theories and research findings dealing with human development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been employed in educational practice for elementary and secondary age students.

2) Course Relationship to Conceptual Framework:

Content expertise – Students learn concepts and principles of educational psychology, which provide background knowledge for their other education courses. Specifically, students develop an understanding of human development, learning processes, instructional principles, and motivational influences.

Reflective teacher – The conceptual framework for the course emphasizes teacher decision making as a reflective process. Students are guided to examine their own teaching using educational theory and research, identified “best practices,” and student assessment information.

Effective collaborator – For certain class activities, students work together in small groups. Students learn about cooperative learning and discussion strategies in their assigned readings and are able to practice these skills in their small work group.

3) Course Relationship to Speciality Professional Association Standards:

a. EDUC F12 addresses the following quoted standards of the Association for Childhood Education International:

1. Development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.3 Development of critical thinking, problem solving, and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

b. EDUC F12 also addresses the following quoted standards of the Interstate New Teacher Assessment and Support Consortium (INTASC):

Standard #2 – Student Learning

The teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

Standard #4 – Instructional Strategies

The teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

8. Course Objectives

Upon completion of the course, students will demonstrate the following cognitive objectives:

- 1) Identify the steps of scientific method found in journal articles.
- 2) Identify the characteristics of various types of research used in education.
- 3) Understand the basic terminology, processes, and procedures of educational research.
- 4) Develop skills in locating, reading, interpreting, and summarizing various types of research reports and articles.
- 5) Conduct searches of bibliographic databases appropriate to areas of interest, and locate published research studies on a particular topic.
- 6) Identify and describe accurate generalizations about the nature and range of cognitive, emotional, social, and moral development during childhood and adolescence.
- 7) Distinguish among the various theoretical viewpoints of development and recognize their strengths and weaknesses.
- 8) Recognize cultural and individual differences among children and adolescents, including economic, social, racial, ethnic, religious, physical, and mental differences.
- 9) Identify and distinguish key concepts in various psychological theories of how children and adolescents learn, specifically:
 - a. Behaviorism
 - b. Modeling and social learning
 - c. Information processing
 - d. Constructivism
 - e. Humanism
- 10) Critically evaluate theories of learning according to the basic assumptions, principles, and concepts relevant to each.
- 11) Identify and analyze the implications of various developmental and learning theories on selection of teaching strategies and materials, and the role of the teacher in the learning process.
- 12) Evaluate various strategies for organizing and managing humane and effective learning environments.
- 13) Evaluate different research methodologies in psychology and education.
- 14) Interpret books and articles about new developments in psychology and education and know their limitations.

- 15) Incorporate theoretical concepts and empirical findings of these paradigms and theories into proper and consistent applications.
- 16) Synthesize instructional strategies from the principles of a science of behavior to optimize instruction for each learner.
- 17) Recognize and appreciate developmental issues, including developmental delay, attention deficit, and giftedness, and environmental influences, such as substance abuse, child abuse, and family disruption.

Upon completion of the course, students will demonstrate the following affective objectives:

- 1) Awareness of the impact of personal involvement on the way individuals theorize, research, and interpret data.
- 2) Tolerance for ambiguity and different points of view.
- 3) Willingness to speculate about the implications of psychological principles and various approaches to instruction.
- 4) Positive regard for self and teaching.
- 5) Personal satisfaction attained through philosophy of teaching and concept of the teacher.

9. Textbook

Simonton, D.K. (1994). *Greatness: Who makes history and why*. New York: Guilford Press.

10. Course Requirements

Final Grade (Total of 100 points)

Your final grade will be based on Six Quizzes, one Exam, one Literature Review Paper (final paper), and Class Participation.

- 1) Each of the **Six Quizzes** will be graded on a scale of 0-5 (Possible total points = 30).
 - a. Quiz 1 (Research) by 2/5
 - b. Quiz 2 (Developmental Theory) by 2/19
 - c. Quiz 3 (Learning Theory) by 3/11
 - d. Quiz 4 (Intelligence) by 3/25
 - e. Quiz 5 (Creativity) by 4/8
 - f. Quiz 6 (Assessment) by 4/22
- 2) Final Exam (Possible total points = 30): 5/8
- 3) Final Group Literature Review Paper (Possible total points = 35)
 - a. Topic approval by 2/12 is required.
 - b. Draft submission by 3/4 will be graded on a scale of 0-5.
 - c. Final submission by 4/1 will be graded on a scale of 0-30.
 - d. Reference binder must be submitted by beginning of the class on 4/3
- 4) Class Participation (Possible total points = 5)
 - * No class: 3/6 (Spring break) and 4/17 (Conference)

First Requirement: Weekly Quiz (Possible total of 30 points)

I will post quiz questions in the “Assignment” section on the Blackboard by Thursday, 11:59 pm. Your answer must be posted on the Blackboard by the following Sunday, 11:59 pm.

Taking Quizzes

Once you access the website to post your answer, you will have only 30 minutes to upload your answer. Therefore, it is important you study and prepare prior to accessing the website, so you have enough time to complete your answer and post it to the website.

Answering Quiz Questions

Each quiz question includes two short answer questions from the previous lectures or readings and one essay question from the material in the textbook. The short answer questions ask brief descriptions of terms and concepts, and thus your answer should be brief, but your answer should prove you understand the material. Using an example is one good way to show your understanding. Your essay question is to apply the assigned textbook reading materials to yourself as a student, or as a future teacher or parent. An answer must include summaries and implications of the topic. Late answers will NOT be accepted and quizzes may not be re-submitted. Your quiz answers will be evaluated based on the Quiz Grading Rubric on the Blackboard.

Email Communication

I will generally respond within two **business** days to e-mails (if I do not respond in two business days, please forward me a reminder). Therefore, if you have questions, ask them early. Waiting for my response to a question is not an excuse for a late submission.

Submitting Assignments

When you submit a file, please make sure that the name of each file includes your **last name**, your **class number**, and the name of the Assignment (e.g., Kim_7_Reflection). The class Sign-in Sheets will show your class number.

You are required to submit **ALL of your assignments through the Blackboard** and where noted, also in hard copy. **Do not email your assignments** because my inbox fills up and I may not receive e-mails with large attachments. Additionally, student e-mails have gone into my junk e-mail folder where I do not notice them. One final note, it is your responsibility to confirm you submitted your assignments correctly through the Blackboard. You achieve this by doing the following:

- i) Check the information displayed in your folder (under “My Grades” under “Tools”); and,
- ii) If you are unsure, then submit a hard copy of your assignments to me; and,
- iii) If you are still unsure, then alert me by e-mail, and I will confirm whether you submitted correctly.

These requirements are designed so that you can ensure that you have submitted correctly. If you do not take these steps and I do not receive your papers, I assume you did not submit the assignment.

Second Requirement: Final Exam (Possible total points = 30)

I will post exam questions in the “Assignment” section on the Blackboard. A detailed Study Guide will be posted on the Blackboard. Immediately after, not before, your final exam, please complete the formal and informal course evaluations on the Blackboard.

Third Requirement: Group Literature Review Paper (35 points)

- i) Topic Approval

You must choose a **topic related to either Intelligence or Creativity** because these two are the most important concepts in educational psychology. **Your group (3 to 4 members)** topic must be approved by me by **February 12**. I will approve a topic either via a personal meeting (discussion with your group) or via email communications by that date. I strongly suggest that you **email me ASAP** either to make an appointment to meet with me or to submit your topic. Your e-mail must include a) your specific topic; b) the reason you chose the topic; c) the importance of the topic; and d) the purpose of your study of the topic. When you e-mail me regarding your Group Literature Review Paper, **all group members must be on the copy list (cc:)**.

ii) Draft and Final Submission

You must submit a **single draft** of your Literature Review paper by **11:59 pm on March 4**. At the end of your draft, you must include the **“Who Did What”** so that I can assign points for your draft accordingly. Additionally, you must complete the **“Self and Peer Assessment”** on the Blackboard to reflect your own as well as each of other group members’ collaboration. **The group’s paper must be submitted by the first author (alphabetically)**. I will not accept drafts after the due date. The earlier you submit a draft, the sooner and probably more complete my feedback will be. I will make every attempt to provide feedback **by March 28**, to submissions **in the same order as they were received**.

You should revise your draft based on my feedback. If you decide not to follow my feedback, you must e-mail me with your explanations and should get my approval before the final submission. This is because your grade may be severely affected if you do not follow my feedback without providing an explanation. You must submit your final paper by **11:59 pm on April 1**. **You must underline the parts of your paper that you revised.** At the end of your final paper, you must also include **“Who Did What”** so that I can assign points for your final paper accordingly. Additionally, you must complete the **“Self and Peer Assessment”** on the Blackboard to reflect your own as well as each of other group members’ collaboration. There will be **no written feedback on your final paper**, but you will receive a **graded rubric** with underlined criteria indicating where you have lost points.

iii) Literature Review (35 points) Due Dates

a) Draft (5 points) Due: By 11:59 pm on March 4.

b) Final (30 points) Due: By 11:59 pm on April 1.

c) Reference binder Due: By the beginning of class on April 3: In addition to your submission through the Blackboard, you must submit a binder (with your name on the front & side of the binder) consisting of a hard copy of your paper and copies of all the articles you referenced. The copy of the articles must be organized in alphabetical order of the author names with authors’ nametags (with the year of the publication) by the first page of each article.

iv) Literature Review Evaluation

Your **Draft** and **Final** literature review will be evaluated based on the **Draft Rubric** and **Literature Review Rubric** on the Blackboard. Detailed **Literature Review Directions** are on the Blackboard.

A brief description of evaluation criteria includes:

- Conciseness

- Should not be a list of research result summaries
- **No more than 2500 words**
- **Including** your title page, abstract page, and conclusion
- Excluding your reference list
- Originality of conclusion(s)
 - Literature Review **MUST empirically** support your conclusion(s)
- Numbers of articles reviewed
 - At least **25** articles
 - At least **20 being empirical** studies
 - All articles published within the last **10** years
- Completeness of descriptions/explanation
 - Broad conceptual understanding of the topic
 - Deep reflections of knowledge from course lessons
 - Supporting facts, descriptions, and logical analysis cited to support your claims
 - Coherence and conciseness in your presentation
 - Educational implications (implementation, application, etc.)
- Clarity
 - Written in your own words and no more than one quotation: exact quotations are appropriate only when specific wording is unavoidable.
 - Research results are to be summarized and paraphrased.
- Use of APA style for writing and citations.
- General quality of writing (e.g., spelling, punctuation, grammar, & formatting)
 - **Literature reviews not supporting the conclusion(s) empirically and logically will receive a grade no higher than C.**

Last Requirement: Class Participation (5 points)

An approximate scale is:

- 0 points for excessive tardiness and/or essential lack of participation and/or ill behavior in class. This includes chatting, looking at your own computer, chewing gum, eating loudly, yawning loudly, sleeping, complaining about grades, disruptive behavior, etc.
 - Being disrespectful and/or rude to the class, will result in lowering your “Class Participation” grade.
 - Cell phones and pagers ringing during class are disrespectful and disruptive, and will result in lowering your “Class Participation” grade.
- 5 points for perfect attendance, consistent timeliness, academic responsibility, and positive/constructive behavior in class.
 - A “Class Participation” grade of 5 points will be reserved for students who stand out as strongly engaged in classroom activities (e.g., volunteering; frequent constructive verbal contributions; strong engagement in group activities, etc.)
 - A 2 /5 “Class Participation” grade consists of Reflection on the Reading and Introduce Yourself:
 - **1 /5: Reflection on the Reading (1point): Due** by the beginning of the **Second** class

- Find and download “**Kim, K. H.** (2005). Learning from each other: creativity in East Asian and American education. *Creativity Research Journal*, 17, 337-347,” which will be 10% (1 point) of your Class Participation grade. You will need to **upload** this on the assignment section (a paragraph of reflection of no more than **120** words on the reading).
- **1 /5: Introduce Yourself (1 point): Due** by the beginning of the **third** class

You will need to complete the attachment, which will be the second class assignment and 10% (1 point) of your Class Participation grade. Please introduce yourself to your fellow classmates and me with the information on the form you will find on the Blackboard. Please fill out the form, copy a recent photograph of yourself (showing your face with no sunglasses), paste the photograph to the form, and **upload** the form on the assignment section of the Blackboard. I will have your information posted as soon as possible on the blackboard for this class. I will also attach my brief bio and vitae to introduce myself to you.

Please note:

This class requires dedication, and it can be time consuming. If you have any questions or concerns, please contact me earlier in this semester. However, please always remember that **I will assist you in any way possible to help you learn – you simply have to ask!**

11. General Course Expectations

1) Grading Policy

The following scale will be used in this course

A (93-100%)	B (83-86%)	C (73-76%)	D (63-66%)
A- (90-92%)	B- (80-82%)	C- (70-72%)	D- (60-62%)
B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	F (59% & below)

2) Late Work Policy

No work will be accepted after the posted due dates.

3) Academic Honesty and Confidentiality

Honesty: The College’s rules concerning plagiarism will be followed. You are expected to complete your own work and give appropriate credit when referencing work from other people.
Confidentiality: Because there will be various discussions related to a lot of research topics in class, **class discussions should be confidential and not be repeated** out of class.

4) Attendance Policy

- It is important for you to be in class both to learn and to help others learn. Arriving late and/or leaving early interrupt the flow of the class and is unprofessional.
- **It is important that you sign in for every class session,** as the sign-in sheet will be my attendance roll. I will set out a sign-in sheet before class begins. If you come in after I begin, it is your responsibility to sign in immediately after class, or during a break **without disturbing the lesson.** Otherwise, you will be marked absent for the class.

- If you miss class, it is your responsibility to determine what you missed during class and submit the appropriate work in a timely manner. It is unprofessional to expect me to review material from previous classes when you miss a class.
- **Absences will not receive the attendance credit (3 points for Perfect attendance; 2 points for 1 absence, and 1 point for 2 absences).** Each time you are **late or leave early**, I will count as **an absence**. I consider leaving early more disruptive than arriving late. Thus, if you are planning to leave early, you should notify me in advance and sit in the back.

5) Professional Writing

Papers and tests should have few, if any, grammatical, spelling, or other mechanical errors. If you are not a strong writer, be sure to use a proofreader. Assignments with many errors will receive a grade of C or lower because this is unacceptable writing for professionals in Education. I will not correct all of your grammar/spelling errors in drafts or while grading. At most, I will point out errors through one or more examples in your paper. It is your responsibility to read and correct the entire paper prior to submission.

6) APA Formatting

- Papers should be typed, double-spaced, 12-point font, Times New Roman, 1" margins, and have no spaces between sections.
- Your paper must start with a numbered cover page that includes (in order) project/study title, course number and title, your name, your Program, The College of William & Mary, date of submission, my name, and the semester (Spring 2012).
- All pages should have a page number with a running head on the top right corner.
- **Papers not following the APA Style will receive a grade no higher than B.**

7) Course Incompletes

Incompletes will be given only: a) in extenuating circumstances; and b) after a student-initiated discussion with the instructor ***prior to the end of the semester***. Generally, a student must have completed the majority of course work and have an average grade of "B" or better to be considered for an incomplete.

- In this course, you must have **83% (B) or better** on the course requirements to qualify for an "I" grade.
- You must also present an acceptable reason (and accompanying documentation) for an extension and the date when your course requirements will be completed.

8) Students with Disabilities

Pursuant to the Americans with Disabilities Act (ADA) of 1990, students with qualified disabilities will not be the objects of illegal discrimination in this class. If you have a documented disability (including psychological issues), please contact me immediately so that I can provide appropriate accommodations to the learning environment.

Lesson and Quiz Schedule

- **Lesson 1 (Research) and Quiz: Introduction to Educational Psychology and Research**
 - Role that educational psychology plays in teaching and child rearing
 - Research methods used to study the psychology of learning
 - APA format
 - Reading Assignment:
 - PPT slides, handouts, and Chapters 2 (*Birthrights & birthmarks: Psychobiological explanations*) and 10 (*The significance of psychopathology*) in your textbook

- **Lesson 2 (Developmental Theory) and Quiz: Cognitive, Emotional, Social, and Moral Development**
 - The meaning of development and the importance of understanding developmental theories
 - Cognitive development
 - Emotional and Social development
 - Moral development
 - Life-Span Perspective
 - Reading Assignment:
 - PPT slides, handouts, and Chapters 6 (*Infants, children, & teenagers: The famous in their youth*) and 7 (*Life's prime & death's advances: A life-span perspective*) in your textbook.

- **Lesson 3 (Learning Theory) and Quiz: Learning Theory**
 - The meaning of learning and the general theoretical perspectives that can be used to demonstrate an understanding of how students learn
 - Behaviorism
 - Social cognitive theory
 - Information processing
 - Constructivism
 - Humanism
 - Reading Assignment:
 - PPT slides, handouts, and Chapter 3 (*Acts, affects, & thoughts: Learning-based & cognitive theories*) and 8 (*The importance of intelligence*) in your textbook

- **Lessons 4 (Intelligence) and 5 (Creativity) with Quizzes 4 and 5: Individual Differences: Intelligence, Creativity, and Personality**
 - Research findings on Intelligence, creativity, and personality
 - Nature and nurture: Genes, shared environment and non-shared environment
 - Individual and group differences
 - Reading Assignment for Lesson 4:
 - PPT slides, handouts, and Chapters 4 (*The creative quest*) and 9 (*The importance of personality*) in your textbook
 - Reading Assignment for Lesson 5

- PPT slides, handouts, and Chapters 5 (*The drive to succeed*) and 12 (*The influence of attitudes & beliefs*) in your textbook

- **Lesson 6 (Assessment) and Quiz: Motivation and Assessment**
 - The meaning of motivation and theories of motivation
 - Teacher expectations and student motivation
 - Goal-setting and motivation
 - This role of motivation in learning
 - Intrinsic and extrinsic motivation
 - This meaning of good assessments and understanding of formal and informal assessment techniques.
 - The importance of quality assessment
 - Reading Assignment
 - PPT slides, handouts, and Chapters 11 (*Violence as a shaper of history*) and 13 (*Imitation, affiliation, group dynamics, & leadership*) in your textbook

EDUC F12 Advanced Educational Psychology & Development Tentative Weekly Class Schedule

Week	Date	Topic	Quiz (Due Date)	Assignments
1	1/24	Introduction & Lesson 1 (Research)		Reflection Due (1/31)
2	1/31	Lesson 1	Quiz 1 (Research: 2/5)	Introduce Yourself Due (2/7)
3	2/7	Lesson 2 (Developmental Theory)		Topic Approval Due (2/12)
4	2/14	Lesson 2	Quiz 2 (Developmental Theory: 2/19)	
5	2/21	Lesson 3 (Learning Theory)		
6	2/28	Lesson 4 (Intelligence)		Draft of Literature Review Due (3/4)
7	3/6	Spring Break (No Class)	Quiz 3 (Learning Theory: 3/11)	
8	3/13	Lesson 5 (Creativity)		
9	3/20	Lesson 5; Discussion of Common Mistakes	Quiz 4 (Intelligence: 3/25)	
10	3/27	Lesson 5		Final Literature Review Due (4/1)
11	4/3	Lesson 6 (Assessment)	Quiz 5 (Creativity: 4/8)	Reference Binder Due (4/3)
12	4/10	Lesson 6		
13	4/17	Conference (No Class)	Quiz 6 (Assessment: 4/22)	
14	4/24	Review		
15	5/1	Review		
16	5/8	Final Exam		Final Exam (5/8)