

**EDUCATIONAL PSYCHOLOGY AND MEASUREMENT**  
**7P:O75: Spring, 2012**

N104 Lindquist Center  
Instructor: Dr. Mitchell Kelly  
TA: Jake Kurczek  
<http://icon.uiowa.edu>

**SYLLABUS**

**Goals:** This course is designed primarily for students planning a professional career in teaching, though all who will teach in any role (e.g., as parents, counselors, or others) will find the course useful. The main objective of this course is to help students begin to develop the ability to use psychological principles in analyzing the issues they will face as teachers.

**Text:** The text for this course is Woolfolk, A. E. (2010). *Educational Psychology* (11th Edition), Boston, MA: Allyn and Bacon. The attached schedule shows the reading assignments. The text is available at the IMU bookstore.

**Evaluation:** Your grade in this class will be determined by your performance on three exams, one paper, pop quizzes, and possibly attendance. In addition, research participation should be completed in order to receive credit for the course. Lastly, 15 extra-credit points can be earned through volunteer work. Final grades will be based on the total point method with 90% and above being the "A" range, 80-89% the "B" range, 70-79% the "C" range, 50-69% the "D" range, and below 50% being an "F".

**Exams:** Three multiple-choice exams will be given during the term. The first two exams are worth 60 points each, and the final exam is worth 100 points. The final exam will contain 60 questions from the third section of the course and 40 questions relevant to the course as a whole.

**Written Assignment:** You are required to write an 8-10 paged, double-spaced paper entitled, "My Research Based Philosophy of Teaching." The page at the end of the syllabus explains this assignment in detail. It is due on Wednesday, May 2, 2012.

**Research Participation:** In addition, you are asked to participate in at least three hours of research conducted by faculty members and graduate students in the College of Education. I will bring forms to class for you to complete before each study.

**Quizzes:** There will be quizzes administered at unannounced times during the term. Each quiz will be worth five points and will consist of five multiple-choice questions or one essay question from the readings for that class session. One purpose of the quizzes is to motivate students to keep up with the readings. Another purpose is to provide a sample of the types of questions to expect on the midterms and the final exam.

**Volunteer Work:** You can earn up to 15 extra-credit points by doing volunteer work with children. This is not mandatory. If you decide to participate in this option, *you will turn in a note from the teacher or supervisor with whom you worked, briefly explaining what you did, and how many hours you worked there.* One extra-credit point will be earned for each hour of service up to 15 points. You will need to get started as soon as possible if you choose this volunteer work option. I **STRONGLY** recommend you volunteer. Go to the following website to begin the process. [http://www.iccsd.k12.ia.us/hr/jobs\\_folder/volunteers.html](http://www.iccsd.k12.ia.us/hr/jobs_folder/volunteers.html)

**Attendance:** Please do your best to be on time for class and not miss any class sessions. Anyone missing more than 1/3 of the class sessions will fail the course.

**Contacting me:** My office is N332 Lindquist Center (my mailbox is in 361 LC), my telephone number is 335-5573, and my e-mail address is [mitchell-kelly@uiowa.edu](mailto:mitchell-kelly@uiowa.edu). My office hours are Mondays and Fridays 11:30 AM-12:30 PM and by appointment.

**Questions or concerns:** If you have questions or concerns about this course, please bring them to my attention. If you remain concerned, you may contact Dr. Joyce Moore, the course coordinator (384-0522), or Dr. Tim Ansley (335-5411), Chair of the Division of Psychological and Quantitative Foundations.

**Students with disabilities:** I would like to hear from anyone who has a disability that may require some modification of the seating, testing, or other class requirements so that appropriate arrangements can be made. Please see me after class or during my office hours.

**Respect for diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Policy on sexual harassment:** Any person on campus—faculty, staff, student, or campus visitor—who experiences or perceives discrimination and/or harassment is encouraged to promptly lodge a complaint, either formal or informal. Prompt reporting of complaints is vital to the University's ability to implement its policies. For further information, see [www.uiowa.edu/~eod/policies/sexual-harassment-guide](http://www.uiowa.edu/~eod/policies/sexual-harassment-guide).

This course is offered by the College of Education. This means that class policy on matters such as requirements, grading, and sanctions for academic dishonesty is governed by the College of Education. Students wishing to add or drop this course after the official deadline must receive the approval of the Dean of the College of Education. Details of the University policy of cross enrollments may be found at:

<http://www.uiowa.edu/~provost/deos/crossenroll.pdf>

# COURSE SCHEDULE

DATE	TOPIC	CHAPTER
January 18, 20, 23	Introduction to Course Learning, Teaching, and Educational Psychology: How do we know what we know?	1
January 25, 27, 30	Cognitive Development and Language	2
February 1, 3, 6	The Self, Social and Moral Development	3
February 8, 10, 13	Learner Differences and Learning Needs	4
February 15	Exam I Review	
<b>February 17</b>	<b>Exam I</b>	
February 20, 22, 24	Culture and Diversity	5
February 27, 29, March 2	Behavioral Views of Learning	6
March 5, 7, 9	Cognitive Views of Learning	7
March 19, 21, 23	The Learning Sciences and Constructivism	9
March 26	Exam II Review	
<b>March 28</b>	<b>Exam II</b>	
March 30, April 2, 4	Social Cognitive Views of Learning and Motivation	10
April 6, 9, 11	Motivation in Learning and Teaching	11
April 13, 16, 18	Creating Learning Environments	12
April 20, 23, 25	Teaching Every Student	13
April 27, 30, May 2	Classroom Assessment, Grading, and Standardized Testing	14
May 4	Prepare for Final Exam	
<b>May 2</b>	<b><i>Teaching Philosophy Paper Due</i></b>	
<b>May 2</b>	<b><i>Information on volunteer hours due (note from teacher clearly stating the number of hours)</i></b>	
	<b>FINAL EXAMINATION (TBA)</b>	

## Final Paper: Due May 2, 2012

**Writing Assignment.** You are required to write an **8-10 paged** (double-spaced) personal theory of teaching paper entitled, “My Research-Based Theory of Teaching.” The paper is worth **30 points** and should clearly state your philosophy of teaching and the research that supports it. You are encouraged to find **original academic journal** sources (at least 2) in order to better understand details of the research reported in your textbook. Hopefully you will use this paper as an opportunity to integrate in a practical way what this course has to say about effective teaching and learning. If you volunteer in a school setting, feel free to use examples you see in the classroom this semester to support your research findings and your teaching philosophy. Be sure to cite the studies you discuss as suggested below (APA format). Aside from your “teaching philosophy” statements, this is not an opinion piece. Research should be used to support all philosophical (opinion) statements you make. **Keep a copy of this paper to include in your e-portfolio.** This paper will be assessed on the basis of how well you support your teaching philosophy with current research from the field of educational psychology and how well you incorporate the *major topics* (avoid one topic papers!) from this course. Some of the “major topics” you will probably want to include are development, learning theory, motivation, teaching strategies, assessment, grading, etc. Start now by highlighting the content from your textbook that fits your teaching philosophy. ***The biggest mistake you can make is not following these directions.***

Points to consider:

1. It is for you to decide what constitutes “the major topics” from this course.
2. Most of the sources you cite will come from Woolfolk. If you are using a source from your textbook, such as the Cook & Cook (2005) source discussed in the middle of page 29 of your text, you are asked to do so as follows:

“In fact, some forms of mental retardation are associated with a gene defect that interferes with pruning (Woolfolk, p. 29).”

3. If you are using the same study from page 29 of Woolfolk as an original source, you need to find the article in the library or on-line. Now you will cite the original source as follows:

This study supported the belief that mental retardation is often tied to genetic abnormalities (Cook & Cook, 2005). Be sure to use each original source in a meaningful way in your paper.

*Your bibliography should include Woolfolk and each original journal article you use.*

You might want to consider checking the reference section of Woolfolk (beginning on page 563) for a guide as to which academic journals are reputable.

Articles should use the following format in your bibliography:

Graham, S., Taylor, A., & Hudley, C. (1998). Exploring achievement values among ethnic minority early adolescents. *Journal of Educational Psychology*, 90, 606-620.

\*Be sure to use ***reputable academic journals*** (preferably recent research).

**\*\*\*\*\*After reading this paper I want to know your philosophy of teaching, what you used to support that philosophy, and what you learned in this course.**