**SYLLABUS**

**Class time and location**: TBD

**Instructor:** Hannah Hoch, Ph.D., BCBA-D

**Email:** heh2110@columbia.edu

**Office hours**: TBD

**TA**: TBD

**Email:** TBD

**Office Hours:** TBD

\* Please make an appointment to see me during office hours if you have questions, or just want to chat. I love to work with students and would be delighted to meet with you.

\*\* *Please include your* ***full name*** *in all emails.*

**Course Overview:**

Educational Psychology is a survey course that focuses on research-based concepts and principles of human learning, development, motivation, and cognition, and how that information is applied to the field of education. The implications of psychological theory for educational research and practice will be discussed. Current views of educational issues in childhood will be examined with an emphasis on the complex interaction between social, cognitive, behavioral and societal factors involved in education.

**Role in the Curriculum**

This lecture course is designed for undergraduates majoring in Psychology and for students participating in the Psychology Post-Baccalaureate Certificate program. It fulfills the following degree requirements:

- For the Psychology major or concentration in Columbia College and in the School of General Studies, and for the Psychology Post-Baccalaureate Certificate program, this course will meet the Group 1 (Cognition and Perception) distribution requirement.

- For students who entered Columbia in Fall 2020 or later, this course will fulfill the Special Elective requirement.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Understand concepts and principles in several areas of psychology- development, learning, cognition, and assessment- and to examine their implications for teaching.
2. Reflect on both theoretical and practical understandings of teaching and learning processes by participating in a variety of pedagogical practices and learning strategies in the course itself.
3. Refine their own ideas and theories about children, adolescents, teachers, and teaching through readings and class discussions.
4. Study and reflect upon, through their own investigation, one research issue in educational psychology

**Prerequisites:**

PSYC 1001 (The Science of Psychology)

**Required Textbook:**

Ormrod, J.E., Anderman, E.M., & Anderman, L. (2020). *Educational Psychology: Developing Learners, 10th ed.* Pearson Education, Inc. for Allyn & Bacon.

***\* Additional readings are listed at the end of the syllabus and will be posted on Canvas.***

***Please monitor Canvas for the most updated list of readings.***

**COURSE STRUCTURE**

In this class we will be learning about how psychological theory informs educational practice. The class will be structured in a way that incorporates what current educational research tells us about effective learning. A core concept in education is ***active learning***, defined by Freeman et al. (2014) as “engaging students in the process of learning through activities and/or discussion in class, as opposed to passively listening to an expert.” Active learning emphasizes higher-order thinking and often involves group work.

This course will use an interactive framework with a variety of activities designed to prioritize active learning over the more traditional format of transmission of information through lectures and exams. This will involve encountering new information and ideas, engaging with this information, and reflecting on your learning, in the following ways:

* Learning by teaching – leading a peer discussion group
* Learning by collaboration – participating in peer discussion groups
* Learning by reading – encountering original sources (e.g., peer-reviewed journal articles), textbook chapters, books, and multimedia
* Learning by writing and critical analysis – analyzing and evaluating a variety of sources

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, *111*(23), 8410–8415.

**COURSE REQUIREMENTS**

**Attendance:**

Please do your best to attend class and arrive on time. A key factor in student success is class attendance, which is not easily replaced by copying someone else’s notes. Lecture slides will be posted, but these outlines are brief, and are not meant to substitute for participation. (Please note: I generally attempt to post the slides shortly before each class, however there may also be times when the slides are posted after class.) Students are responsible for all material, including changes to the syllabus presented in class or noted on Canvas. If you are feeling unwell and wish to attend remotely, please let me or a TA know so that we can make Zoom available.

**Class Participation**

Although this is a lecture class, I invite and encourage you to ask and answer questions as they arise. During class, we will break out into small groups to respond to discussion prompts. The responses to the discussion questions should be recorded on the Discussion Boards on Canvas (only 1 response per group will be necessary). Some days you may be asked to submit an individual reflection of a discussion held during class. In those cases, you will be expected to write your reflection on your own. Instructions for such assignments will be clearly specified.

**Digital Technology:**

Use of digital technology for non-class related purposes is at best distracting and may be impolite and disrespectful, both to your classmates and to me. To that end,students are requested to please turn phones to silent or vibrate during class. You are welcome to take notes on a laptop or tablet, but are asked to try to refrain from engaging in non-class related activities, so as not to distract yourself or your classmates. Please note that there is a high correlation between *active* class engagement and grades. If you have any questions about this policy, please see me.

**ASSIGNMENTS**

**DISCUSSION GROUPS:**

Beginning in late October throughout the rest of the semester, peer discussion groups on a variety of topics within the field of educational psychology will be held. There will be a total of 5 group discussion days (10/18, 10/30, 11/13, 11/27, & 12/06). The purpose of this assignment is to give you an opportunity to both learn by leading and learn by collaborating. You will be divided into discussion groups of approximately 5-6 students, including one discussion leader. Completion of all of the requirements of the discussion groups is worth 50% of your course grade. Details regarding the structure of discussion groups are as follows:

***Discussion Group Participation:***

* Sign-ups for discussion groups will be done through a Google Doc (posted under Collaborations on Canvas). Sign-ups for discussion groups should be completed no later than **Oct. 11th** and is worth 5 points of your grade on the reflection paper.
* Students are expected to read and critically review the resources for their groups before the group, and to come prepared to discuss issues raised in the resources in depth.
* ***If you miss a discussion group****:* Briefly summarize the resources assigned for your chosen topic. Discuss your general impressions, questions they brought up for you, and any ideas or thoughts about the topic. This summary can be kept to under a page and should be focused on your thoughts and impressions. It should be incorporated into your discussion participation reflection paper.
* Please make every effort to attend each discussion day, out of respect for your classmates. If you miss more than one discussion group for ***unexcused*** absences, this will result in a 20-point deduction from your paper grade.

***Discussion Participation Reflections:***

Following group discussions for which you are NOT the discussion leader, you will write a brief (2-4 paragraph) reflection on your group’s discussion. These reflections should consist of a personal reaction- what did you learn from participating in the group, what interested you most about what other members said, did you disagree with anything that came up, etc. Reflections are due one week after the discussion group is held. Taken together, these reflections will be worth 95 points and 15% of your final grade.

***Discussion Leadership Guidelines*:**

* Sign-ups for discussion groups will be done through a Google Doc (posted under Collaborations on Canvas). Students must sign up to **lead** a discussion group and choose a topic no later than ***Sept. 25th***. Signing up is worth 2% of your grade.
* As the discussion leader you will be responsible for choosing a topic and resources. Resources should include 1 peer-reviewed journal article and one additional resource (e.g., newspaper/magazine article, video, blog posting, etc.). You will be required to submit those for approval no later than ***Oct. 2nd***. Resource selection is worth 3% of your grade.
* As the discussion leader, you will be responsible for leading a thoughtful and engaging discussion for approximately 40-45 minutes. In preparation for your group, you will be expected to prepare a minimum of 5 discussion questions to pose to your group. Questions should be posted on Canvas no less than 1 week before you are leading the group. You will be expected to have researched the topic beyond the two assigned resources, so that you can (a) provide background information to your group, and (b) have a comprehensive discussion on the topic. Keep in mind this is meant to be a discussion group, and your job is to facilitate the discussion, not to deliver a lecture or presentation.
* You are welcome to prepare a Powerpoint presentation if you’d like, but this is not a requirement. You are also welcome to show additional videos to your group, but you will have to bring a laptop of tablet for this.
* At the conclusion of the groups, each leader will provide a brief (2-3 min.) share out about his/her group to the class. This should include a brief summary of the topic (e.g., “Our topic was… We read about… We discussed…”) and anything notable discussed (e.g., ideas raised, disagreements that arose, conclusions drawn).
* Discussion leadership is worth 20% of your grade (including the sign-up requirements). If you don’t lead a discussion this will reduce your leadership grade and paper grade to zero (except in extenuating circumstances).

***Sample Discussion Topics:***

|  |  |
| --- | --- |
| * Head start programs
 | * Cooperative learning
 |
| * [Restorative justice model of discipline](https://www.edutopia.org/blog/restorative-justice-resources-matt-davis)
 | * School discipline
 |
| * Western vs. East Asian values on education
 | * Tracking
 |
| * English Language Learners
 | * Homeschooling
 |
| * Teacher preparedness/qualifications
 | * Culturally relevant pedagogy
 |
| * Accountability and standardized testing
 | * Technology and learning
 |
| * Charter schools
 | * Homework policies
 |
| * Inclusion (mainstreaming)
 | * Twice Exceptionality
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***Discussion Leader Reflection Paper:***

Discussion leaders will write a reflection paper critically exploring the topic discussed. The paper should provide an overview of the group’s discussion for the day, including questions raised, conclusions that the group came to, disagreements that arose, novel ideas discussed, new information and concepts you learned, and anything else of note. You may also write about why you chose this topic specifically (e.g., if it has personal relevance to you), and whether it was a rewarding experience. This paper should be between 2-4 pages, is due on ***Wed. Dec. 13th***, and is worth 15% of your final grade.

**Book Club & Reaction Paper:**

Educational psychologists use a problem-solving approach to apply knowledge and theory from psychology to education. To gain a more in-depth understanding of the core psychological components of truly effective pedagogy, students will read a book written by a scholar or researcher in the field of educational psychology. To complete this assignment, after reading the book students will participate in a group “Book Club” discussion and write a brief reaction paper. You will choose from 3 books listed below. Selections are due on **Sept. 27th** (worth 5 points). We will break up into groups to discuss them on “Book Club” day, **Oct. 9th**. Sign-ups will be done via a Google Doc (posted under Collaborations on Canvas). The paper is due the week following book club, on. Guidelines for the paper will be posted on Canvas (under Assignments). Participation in book club is worth 5% of your grade. The reaction paper is due on **Oct. 16th** and is worth 15% of your final grade.

***Book Club Options:***

Lavoie, R. (2008). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. Simon and Schuster.

Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. Houghton Mifflin Harcourt.

Willingham, D. T. (2021). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. John Wiley & Sons.

**Movie Review:**

In 1989, Dr. Rick LaVoie ran a workshop for educators, parents and therapists that allowed them to experience the frustration, anxiety, and tension faced by children with learning disabilities in the classroom setting. The workshop was entitled, “How Difficult Can This Be? The F.A.T. City Workshop.” It was filmed and is available on [YouTube](https://youtu.be/Q3UNdbxk3xs). For this assignment you are expected to watch the video and write a brief (3-5 page) reaction paper. The paper is due on **Nov. 13th** and is worth 15% of your final grade.

***Reference***:

Lavoie, R.  (Writer), Rosen, P. (Producer). (1989). *How difficult can this be? The F.A.T. City Workshop*. [Motion Picture]. United States.

**EdTech Essay:**

Digital technologies strive to increase productivity and efficiency. They have had a powerful impact on the educational system (Haleem et al., 2022). “EdTech” (education + technology) refers to implementation of digital technologies (hardware and software) designed to enhance teacher-led learning in classrooms and improve educational outcomes. The effective use of digital learning tools (such as smartboards, videos, virtual classrooms, and others) in classrooms can increase student engagement, create more inclusive learning environments, foster collaboration, and facilitate personalized learning. It also helps students build essential 21st-century skills. Yet EdTech has its challenges, particularly when it comes to implementation and use. Use of digital technology in education is only a tool, and any given tool’s effectiveness lies in what educators do with it.

For this essay, imagine you were a classroom teacher. Choose one form of EdTech and discuss a novel way in which you would approach its implementation and use. What made you choose this technology? What do you envision as the potential advantages/benefits and drawbacks? How would you measure the impact of this tool on your students (i.e., evidence of learning)? What are your thoughts about the future of EdTech? This essay is due **Nov. 27th** and will be worth 15% of your final grade.

*Helpful Resources:*

* Video of teacher describing the use of digital technology in differentiating instruction: [Pearson DI with Tech](http://mediaplayer.pearsoncmg.com/_blue-top_640x360_ccv2/ab/streaming/myeducationlab/edwards/differentiating_instruction_with_technology_V2_iPad.mp4)
* Haleem, A., Javaid, M., Qadri, MA, & Suman, R. (2022). [Understanding the role of digital technologies in education: A review](https://www.sciencedirect.com/science/article/pii/S2666412722000137). *Sustainable Operations and Computers, 3*, 275-285.

**GRADING**

**General Guidelines for Writing Assignments:**

Writing assignments are due in class on the assigned dates. Point deductions for late papers will be calculated as follows: -5 for papers turned in 1-2 days late; -10 for papers turned in 3-6 days late; Papers turned in more than one week past the due date will not be graded (your score will be reduced to 0). To maximize points for written assignments:

* Turn the paper in on time.
* Write in a clear, organized manner. Avoid grammatical and spelling errors.
* Include introductory and concluding paragraphs.
* Include all required elements in the paper.
* Keep to the assigned page and formatting requirements (i.e., double spaced, 12 font, regular page margins).
* Follow APA style (use *Publication Manual - Seventh Edition* as your guide). Information on APA formatting can be found on the [Purdue Online Writing Lab](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

**Course grade:**

In general, a grade of “C” indicates adequate mastery of the material and merely competent written and oral presentation; a “B” shows additional effort, with full understanding of the research and concepts, and clear and well-produced written work; and an “A” is reserved for those students producing superior work, which includes a full comprehension of materials accompanied by thoughtful, well-written papers that go beyond the assignment and exceptional class participation.

***Final grades will be computed as follows***:

* Discussion Groups (50%)
	+ Sign up and Topic Choice (by 9/25): 2%
	+ Submission of two resources (by 10/02): 3%
	+ Discussion Group Participation Sign ups (due 10/11): 5 points (on reflection paper)
	+ Discussion Group Participation Reflections (due one week after each group): 15%
	+ Discussion Leadership: 15%
	+ Discussion Leader Reaction Paper (due 12/13): 15%
* Book Club & Review Paper (due 10/16): 20%
	+ Sign-ups (by 9/27): 5 points
	+ Reaction paper (due 10/16): 95 points
* “F.A.T. City” Movie Review (due 11/13): 15%

***The following grading scale is used:***

A+: 98-100; A: 94-97.9; A-: 90-93.9; B+: 86-89.9; B: 82-85.9; B-: 79-81.9; C+: 76-78.9; C: 72-75.9; C-: 66-71.9; D: 60-65.9; F: 59.9 and below.

Once your final grade has been assigned there will be no changes made except in the case of clerical error. Incompletes will not be given to students who are not passing the course (except in extenuating circumstances, with the approval of your advisor and class dean).

**GENERAL INFORMATION**

**Honor Code:**

The instructor values The Columbia University Honor Code for the integrity it fosters. All assignments in this class are to be completed in accordance with the Columbia College Honor Code, as specified in the [Columbia University Guide to Academic Integrity](https://www.college.columbia.edu/academics/integrity). Barnard College students commit themselves to the Honor Code upon registering for a Columbia course.

**Academic Accommodations:**

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please contact the Columbia Office of Disability Services (DS). I​​f you are a student with a documented disability and require academic accommodations in this course, you must register with Disability Services for assistance. If you are already registered with DS, please contact me to discuss your accommodations for this course.

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**TENATATIVE CLASS SCHEDULE:**

***Please note:*** *This schedule is meant to be fluid. My goal is to explore content areas that are consistent with class interest in depth, so changes in the schedule of class topics will reflect this. Please refer to the calendar on Canvas for the most up-to-date schedule.*

***\*\*\*ANY CHANGES TO THE SYLLABUS WILL BE POSTED ON CANVAS \*\*\****

| **DATE** | **TOPIC & *ASSIGNMENTS*** | **TEXTBOOK READING** |
| --- | --- | --- |
| 9/06 | Class introduction |  |
| 9/11 | Introduction to Educational Psychology | Chap. 1 |
| 9/13 | Research Methods | Chap. 1 |
| 9/18, 20 | Cognitive Development | Chap. 2 |
| 9/25 | Personality Development*\* Discussion leader date & topic sign ups due*  | Chap. 3 |
| 9/27 | Social Development*\* Sign-ups for book club due* | Chap. 3 |
| 10/02 | Cognition & Memory*\* Discussion group resources due* | Chap. 6 |
| 10/04 | Metacognition (Remote Class)  | Chap. 7 |
| 10/09 | ***Book Club*** | N/A |
| 10/11 | Problem Solving*\* Sign-ups for discussion group participation due* | Chap. 7 |
| 10/16 | Behavioral Learning Theory*\* Book review paper due* | Chap. 7 |
| 10/18 | ***Discussion Day 1*** | N/A |
| 10/23 | Special Education, Pt. 1 | Chap. 5 |
| 10/25 | Special Education, Pt. 2*\* 1st discussion group reflection due* | Chap. 5 |
| 10/30 | ***Discussion Day 2*** | N/A |
| 11/01 | Individual Differences | Chap. 9 |
| *11/06* | *FALL BREAK* | *N/A* |
| 11/08 | Social Learning Theory*\* 2nd discussion group reflection due* | Chap. 10 |
| 11/13 | ***Discussion Day 3****\* Movie reflection paper due* | N/A |
| 11/15 | Motivation & Affect | Chap. 11 |
| 11/20 | Classroom Strategies*\* 3rd discussion group reflection due* | Chap. 12 |
| *11/22* | *THANKSGIVING BREAK*  | *N/A* |
| 11/27 | ***Discussion Day 4*** | N/A |
| 11/29 | Creating a Productive Learning Environment | Chap. 13 |
| 12/04 | Assessment*\* 4th discussion group reflection due* | Chap. 14 |
| 12/06 | ***Discussion Day 5*** | N/A |
| 12/11 | Class wrap-up*\* Final discussion group reflection due* | N/A |
| *12/13* | *\*Discussion Leadership Reflection Paper Due*  | *N/A* |

***Additional Readings***

Beilock, S. L., Gunderson, E. A., Ramirez, G., & Levine, S. C. (2010). [Female teachers’ math anxiety affects girls’ math achievement](http://http.www.spatiallearning.org/publications_pdfs/PNAS-2010.pdf). *Proceedings of the National Academy of Sciences*, *107*(5), 1860-1863.

Duque, E., Gairal, R., Molina, S., & Roca, E. (2020). [How the psychology of education contributes to research with a social impact on the education of students with special needs: the case of successful educational actions](https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00439/full). *Frontiers in Psychology*, *11*, 439.

Dynarski, S. (2017).[*Why American schools are even more unequal than we thought*](https://nyti.ms/2jLyFjM). NY Times, Aug. 12, 2016.

Foley, A. E., Herts, J. B., Borgonovi, F., Guerriero, S., Levine, S. C., & Beilock, S. L. (2017). [The Math Anxiety-Performance Link: A Global Phenomenon](http://journals.sagepub.com.ezproxy.cul.columbia.edu/doi/abs/10.1177/0963721416672463). *Current Directions in Psychological Science*, *26*(1), 52-58.

Geary, D. C., Hoard, M. K., Nugent, L., & Ünal, Z. E. (2023). [Sex differences in developmental pathways to mathematical competence](https://psycnet.apa.org/record/2022-75236-001). *Journal of Educational Psychology, 115*, 212–228.

Hirsh-Pasek, K., Zosh, J. M., Golinkoff, R. M., Gray, J. H., Robb, M. B., & Kaufman, J. (2015). [Putting education in “educational” apps: Lessons from the science of learning](https://journals.sagepub.com/doi/pdf/10.1177/1529100615569721?casa_token=-a7oCmEvECUAAAAA:4lZySsOGOJMSXgCyJ29o-7dBVm2ag9vdCALyH_142XDCw3ufCm6_e25FCrpsk2FL9WTeZyBZbawU).

*Psychological Science in the Public Interest*, *16*(1), 3-34.

Klass, P. (2015). [*The merits of reading real books to your children*](https://nyti.ms/2kTRhlz)*.* NY Times, Aug. 8, 2016.

Lavoie, R. (2007). [Motivating the child with Attention-Deficit Disorder](http://www.thehelpgroup.org/assets/Fri-1B-2-B-Lavoie-Motivation-Breakthroughs-Motivating-the-Child.pdf). *The Motivation Breakthrough*.

Morell, M., Yang, J. S., Gladstone, J. R., Turci Faust, L., Ponnock, A. R., Lim, H. J., & Wigfield, A. (2021). [Grit: The long and short of it](https://www.apa.org/pubs/journals/features/edu-edu0000594.pdf). *Journal of Educational Psychology*, *113*(5), 1038.

Ramirez, G., Shaw, S. T., & Maloney, E. A. (2018). [Math anxiety: Past research, promising interventions, and a new interpretation framework](https://www.researchgate.net/profile/Stacy-Shaw-2/publication/324468493_Math_Anxiety_Past_Research_Promising_Interventions_and_a_New_Interpretation_Framework/links/5ca81b33a6fdcca26d013948/Math-Anxiety-Past-Research-Promising-Interventions-and-a-New-Interpretation-Framework.pdf). *Educational Psychologist*, *53*(3), 145-164.

Spencer, K. (2017). [*A new kind of classroom: No grades, no failing, no hurry.*](https://nyti.ms/2uMjzPW) NY Times, Aug. 11, 2017.

Tenenbaum, H. R., Winstone, N. E., Leman, P. J., & Avery, R. E. (2020). [How effective is peer interaction in facilitating learning? A meta-analysis](https://www.apa.org/pubs/journals/features/edu-edu0000436.pdf). *Journal of Educational Psychology*, *112*(7), 1303.