

Mary Baldwin University
PSYC 232WA: EDUCATIONAL PSYCHOLOGY
Online Tutorial
Spring 2022

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Required Text:

Woolfolk, Anita. (2017). *Educational Psychology*. 13th Edition. Pearson.
ISBN-13: 978-0-13-432452-4

Course Description:

This course is designed to provide you with current knowledge of foundational areas within educational psychology, learning development, motivation, teaching, and assessment. Emerging trends within the field and society that affects student learning such as student diversity, inclusion of students with special learning needs, education and neuroscience, educational policy, and technology will also be examined.

Course Requirements:

1. Students taking this class should **Contact** me (by e-mail) during the first week of the semester. The first contact will serve as an introduction to the course and the requirements.
2. Every week students will be required to respond to **Discussion Questions** relating to that week's reading material. Discussion questions will be provided at the beginning of the semester through Canvas. Responses to the discussion questions should be typewritten and no longer than two pages in length. Submissions should occur at least every two weeks so you do not fall behind. (Worth a total of **20% of the final grade**). The first set of questions are due on **1/14**.
3. **"Design Your Own Classroom" Project Paper** – This assignment allows you to provides an opportunity to integrate information presented throughout the semester.

Students will be required to provide a finished product that gives me a detailed glimpse into your future classroom as you address various areas. While you may not have all of the specific ideas in place in terms of how to address the areas to

follow, I am looking for comprehension and knowledge of some of the best practices in each of the areas below and how you plan to integrate and apply them to your unique situations.

To begin this process, I recommend developing an outline based on the guidelines listed below. You can also submit at least one draft of your paper before the final paper is completed to receive feedback. Your paper should be approximately 5- 6 pages in length (double-spaced). You can utilize your text as your primary source of information and utilize other resources (e.g., journals, books, etc.) as needed (no more than 3). However, additional sources are not required. This assignment will be worth **20% of your final grade.** Detailed information on this project will be provided at a later date during the semester.

Note: For those students who are not pursuing a teaching degree and will not be in a classroom setting upon degree completion, you can opt to complete a research paper in lieu of the above on a topic related to educational psychology. **However, topic approval must be obtained from the professor before you begin. The research paper will be required to include at least 5 references.**

4. **Exams** – There will be 3 exams (Exam 1, Exam 2, Final) during the course of the semester. All exams will be open book and will consist of multiple-choice, short-answer, and essay questions. Both the exams and final are worth **20% each of the final grade.**

Honor Code:

Students are expected to abide by the Mary Baldwin University honor code and conduct themselves accordingly. Any form of plagiarism, cheating, or dishonesty will be reported to the Dean.

Late Policy:

Without prior notification and a valid excuse, late assignments are subject to being marked down a letter grade for every week they are late. Keeping your instructor informed is critically important!!

Extension Policy:

At the student's request, extensions may be granted to those who have not completed all the coursework by the MBU declared deadline for the given semester. However, students must have completed at least half of the required work in a good faith effort and/or have extenuating circumstances in order to be approved for an ET.

E-mail Activation:

All MBU students are required to activate their MBU issued e-mail accounts. These accounts will be the primary source for communication from the instructor and are thus crucial for your success in this course.

Source Documentation and Group Work:

When students reference an outside source in their written work they will be required to state the author's name(s) and year of publication. Reference pages are only required with the Research paper.

With the exception of exams, students are permitted to help one another on their written assignments. Each student must complete his or her assignments individually (e.g., you cannot collaborate on a paper) but peer support and review is often helpful and strongly encouraged.

Accessibility Information

Accessibility Services: Any student with documented accessibility needs who feels they may need academic accommodations while taking this course, should first contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or Accessibility@marybaldwin.edu.

The Academic Resource Center: The ARC is your one-stop-shop for writing, math, and all other subject and studentship tutoring. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through TutorTrac (tutortrac.marybaldwin.edu). For more information, contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or ARC@marybaldwin.edu.

Course Schedule:

<u>Dates</u>	<u>Reading Assignment</u>	<u>Written Assignments Due</u>
Week 1 (ends 1/7)	Cluster 1 – Learning, Teaching, & Educational Psychology	
Week 2 (ends 1/14)	Cluster 2 – Cognitive Development	Discussion Questions for Clusters 1 & 2
Week 3 (ends 1/21)	Cluster 3 – The Self, Social, & Moral Development	DQs Cluster 3
Week 4 (ends 1/28)	Cluster 4 – Learner Difference & Learning Needs	DQs Clusters 4
Week 5 (ends 2/4)	Cluster 5 – Lang. Development, Lang. Diversity & Immigrant Education Cluster 6- Culture & Diversity	DQs Clusters 5 & 6
Week 6 (ends 2/11)	EXAM 1	

Week 7
(ends 2/18)

Cluster 7 – Behavioral Views of Learning
Cluster 8 – Cognitive Views of Learning

DQs Clusters 7 & 8

Week 8
(ends 2/25)

Cluster 9 – Complex Cognitive Processes
Cluster 10 – The Learning Sciences &
Constructivism

DQs Clusters 9 & 10

Week 9
(ends 3/4)

Cluster 11 – Social Cognitive Views of
Learning & Motivation

DQs Cluster 11

****SPRING BREAK****

Week 10
(ends 3/18)

EXAM 2

Week 11
(ends 3/25)

Cluster 12 – Motivation in Learning &
Teaching

DQs Cluster 12

Week 12
(ends 4/1)

Cluster 13 – Creating Learning
Environments
Cluster 14 – Teaching Every Student

Week 13
(ends 4/8)

Cluster 15 – Classroom Assessment,
Grading, & Standardized
Testing

DQs Cluster 13/14/15

Week 14
(ends 4/15)

FINAL EXAM
“DESIGN YOUR OWN CLASSROOM” Project Paper/Research Paper
Due

April 18 – FINAL DUE DATE for ALL WORK or to request an ET.