Course Objectives
In this course, we will focus on learning and teaching through three lenses: cognitive, social and personal development. Some, but not all, of the questions we will consider are: Why do some children do better than others in school? How is children’s thinking both quantitatively and qualitatively different than adults? What is the nature of memory? How do children relate to peers and adults and how does that change as they develop? What role does culture play in learning? What are different types of motivation and how can one influence motivation? What is the nature of inquiry-based learning among different disciplines and how effective is it?

Specifically, by the end of this course, my expectation is that each of you will be able to:

- Apply theories and research from educational psychology to understand the cognitive, social, and personal development of students in the classroom (Sessions 1-15).
- Compare and contrast cognitive-developmental and sociocultural perspectives on learning and development and analyze the utility of each perspective in solving endemic problems of education (Sessions 2-5).
- Clearly and succinctly explain to a lay audience common misconceptions about learning and principles of educational psychology (Sessions 3, 5, 10-11, 12-15).
- Identify the psychological principles that lay behind common school-level interventions and reforms and analyze their portrayal in the popular press (Sessions 10, 11, possibly 12-15).
- Use psychological principles as a means to better understand needs of students from diverse backgrounds, including English language learners, traditionally underrepresented groups, students with learning disabilities and other special needs (Sessions 5-8, 13).
- Develop strategies to promote motivation and engagement in learning, both your own and that of others (Sessions 3-4, 7-8, 12-15).

Course Structure
I am delighted to teach this course and support your learning and professional development. Understanding each others’ perspectives as well as those of the authors we read is a central tenet of my teaching philosophy, so class time is structured as much as possible on focused discussions and participation in learning activities. As this course traditionally attracts students from many different backgrounds, experiences, and programs at UM, it is essential to listen generously and carefully to others, asking questions to help you and others understand each others’ perspectives as well as that of that authors we read.
Office Hours
I encourage you to meet with me throughout the course or to discuss issues we are not able to cover in class. I will hold office hours on Mondays and Tuesdays from 12-1pm and by appointment. Please provide at least 24 hours advance request by email for appointments (Also note that I typically do not answer email on weekends). My office is located in the Combined Program in Education and Psychology (CPEP) Suite, Suite C (see map from Session #1 slides). You do not need to have a specific question to come to office hours: I can ask plenty of questions and would love to hear about your experience in your program, class, or just discuss education!

Readings
All readings will be provided via PDF. You are not required to purchase any books for this course. See References list for a sampling of texts used in this course.

Course Web Site
A web page has been created for our class on CTools. You should be familiar with the following tabs: “Announcements” “Forums,” “Resources,” and “Assignments.”

Course Requirements and Evaluation
Your final grade will be based on the percentage of points you’ve earned relative to the maximum points possible (100).

Percentages will be translated into letter grades using the following system (all grades will be rounded up to the nearest ones, e.g., 92.5 =93):

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% – 100%</td>
<td>A+</td>
</tr>
<tr>
<td>93% – 97%</td>
<td>A</td>
</tr>
<tr>
<td>90% – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87%-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83%-86%</td>
<td>B</td>
</tr>
<tr>
<td>80%-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77%-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73%-76%</td>
<td>C</td>
</tr>
<tr>
<td>70%-72%</td>
<td>C-</td>
</tr>
</tbody>
</table>

Course assignments are designed to encourage you to think about the course material in a meaningful and reflective manner. The emphasis will be on the understanding and mastery of the central ideas in the field of educational psychology and their implications for learning.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response paper #1 (Two drafts): The truth about learning and learning styles</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Response paper #2: Student choice</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Final response #3: Student choice</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Partner/Group project</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance &amp; Participation (in-class and online)</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

Response Paper #1 (25 pts/25%): You will submit a rough and final draft (15 and 10 points, respectively) of a letter to a friend, parent, or colleague who is concerned that their child’s learning style is not being accommodated in his/her classroom. Your letter will address these concerns using principles of learning directed to an audience unfamiliar with educational psychology. You will have in-class opportunities to confer with peers about the content and format of your letter and will receive feedback from me on the first draft.
Response Paper #2 and Response Paper #3 (30 pts/30%): Similar to Response Paper #1, these papers will ask you to engage critically in explaining, analyzing and applying topics in educational psychology. Choices of topics will be distributed prior to the final due date (see calendar). Rough drafts will not be reviewed, but you may see me in office hours with specific questions.

Partner Group Project (30 points/30%): With partner(s) of your choosing, you will choose a topic in educational psychology and construct a learning experience around this topic for the class. Your learning experience must reflect integration of the principles of learning we have discussed in class. Opportunities will be given in class to explore possible topics, work with a variety of your colleagues and work on your learning experience.

Attendance & Participation (20 points/20%):
Class will begin on “Michigan time” at 4:10 PM. Typically there will be a warm-up activity that you can begin independently. Each session you will have required readings (see course calendar). Please bring the readings to class every day and be prepared to discuss the assigned readings, to ask questions, and to listen and learn from each other. It is important to note that participation can include more than just stating already-well-formed viewpoints: asking questions, clarifying, or summarizing are also helpful. Remember the “Step Up, Step Down” rule of thumb: some may need to push themselves to speak up more often; others may need to step down and let others have the floor.

B. CTools Discussions & Reflections on Readings (20 points, 2 points each): In order to get the most out of the course reading and make connections across the weeks, each week* you will either participate in a CTools discussion of a specific topic from the readings OR submit a brief 2-4 paragraph reading reflection to CTools. You are responsible for ensuring that your post is successfully posted online.

Readings: Each week, you will participate in an online discussion of a specific topic in the readings on the CTools “Forum” OR a submit a reflection. One of these times you will be a discussion starter by posting an interesting question based on the readings OR a discussion closer, synthesizing the class’s current thinking on the topic.
- Discussion starters must post a fruitful question for discussion by 11:59pm Monday.
- Discussion participants will post responses to the question and others’ comments by noon Thursday.
  - Approximately 5 participants per thread
- Discussion closers post a synthesis of the discussion and areas for future thinking between before 5pm Friday.

* see Course Calendar, some weeks there are no discussions or reflections required

Reflections: The weeks you choose not participate in a CTools discussion, you will submit a reflection on the reading to CTools “Forums: Reflections” by Thursday at noon. If you like, you can use one free pass any week of your choosing with no reflection or discussion post due..

Your posts will be evaluated on the quality, not the quantity, of your contribution. You must engage critically with some portion of the text, for example, backing up opinions with evidence
from the text and analyzing personal experiences in light of the reading. For online discussions, building off others’ ideas is essential.

**General Course Policies**

**Excused absences:** Per University policy, students will be excused from class to participate in activities in which they represent the University with appropriate documentation. If you need to miss a class for activities or extenuating circumstances (i.e., religious holiday, illness, family emergency), you must contact me as soon as possible (before class when possible) and provide documentation to have this be an excused absence. For excused absences, I encourage you to meet with me in office hours and propose assignments or activities to review the missed material and recoup missed participation points.

**Late Assignments:** Late assignments will result in 10% reduction of your grade each day that it is late (Saturday and Sunday are counted as one day each). Everyone is entitled to turn in one assignment up to 24 hours after the deadline without penalty, provided you request the extension via email before its original due date. If you are having trouble meeting other deadlines, extensions may be granted on a case-by-case basis, provided you communicate with me at least 24 hours before the deadline.

**Email communication:** I am happy to answer any and all questions or comments over email. Please allow 24 hours for a response during the week. I typically will not respond to emails during the weekend. This may require planning ahead for questions related to assignments.

**Technology Policy:** No cell phone use during class time. As it is important to bring readings to class each week, laptops or tablets may be used in class for the purposes of accessing readings.

**Academic Integrity and Plagiarism:** Because neither teaching nor learning is an exclusively individual endeavor, we will provide structured opportunities for you to talk with your peers and me about assignments. However, you must write your own papers using your own ideas. If you have any questions regarding what constitutes academic dishonesty or plagiarism please visit the library services site on academic integrity:  
http://www.lib.umich.edu/acadintegrity/students/index.htm.

**Special Accommodations**

Please email me or come to office hours within the first two weeks of class if you have any special circumstances that might affect your attendance, participation and/or comfort in class (e.g., a certified disability, involvement in religious observances, or special familial or other responsibilities). I will treat any information you provide as private and confidential.

**Helpful Resources**

- **Sweetland Writing Center:** 1139 Angell Hall 764-0429 www.lsa.umich.edu/swc
- **Services for Students with Disabilities:** G664 Haven Hall 763-3000
- **Counseling and Psychological Services:** 3100 Michigan Union 764-8312

Though unlikely, these policies and the calendar below may change slightly. If that happens, I will notify you as soon as possible and post a new version to CTools.

**Selected Bibliography**

All readings will be provided electronically. This (partial) list is for your reference only.


## EDUC 606 Winter 2014 Course Calendar

*Note: This is a tentative schedule. Check CTools for changes.*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Readings due for this class (in suggested order of reading)</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.9</td>
<td>Introductions Intro to Development and Learning</td>
<td>none</td>
<td>Student information sheet (completed in class)</td>
</tr>
</tbody>
</table>
| 2       | 1.16 | Foundations of Learning and Development: Jean Piaget and Lev Vygotsky | 1. Ormrod, excerpts from Ch. 5, pp. 136-146, 148-149  
2. Vygotsky on Piaget (1932). Section II only (optional: Section I for summary of Piaget’s early work)  
4. Willingham (2009) Chapter 3 | Reading reflection or CTools discussion |
| 3       | 1.23 | Piaget’s Legacy: Cognitive perspectives on learning | Learning Styles (for paper):  
1. Willingham_2009_LST  
2. Curry (1990)  
Cognition:  
4. Darling-Hammond (2005) excerpt | *rough draft of Response Paper#1 due* (CTools and bring hard copy to class) |
3. Avery & Meyer (2012) | Reading reflection or CTools discussion |
| 5       | 2.6  | Culturally Responsive Teaching & Development of Racial Awareness | 1. Bronson & Merryman (2009), Ch. 3 “Why White Parents Don’t Talk About Race”  
2. Ladson-Billings (1994)  
3. Bigler & Wright (2014) | Reading reflection or CTools discussion  
*Friday 2/7: Final draft of Response Paper #1 due (CTools)* |
| 6       | 2.13 | Behaviorism and Motivation Part 1: Personal and School level factors | 1. Ormrod, Ch. 3 pp. 56-70, 83-97  
3. Eccles (1993) | Reading reflection or CTools discussion |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2.20</td>
<td>Personal and Social Development and special needs: Focus on Autism * IEP simulation *</td>
<td>1. Does inclusion work? 2. Specific reading based on role in simulation</td>
<td>Reading reflection or CTools discussion</td>
</tr>
<tr>
<td>9</td>
<td>3.13</td>
<td>Spring Break NO CLASS</td>
<td>Find &amp; summarize research or popular press article on assigned intervention</td>
<td>Bring articles and notes to class</td>
</tr>
<tr>
<td>10</td>
<td>3.20</td>
<td>Educational psychology in action: School-based interventions * Peer teaching activity *</td>
<td>Assigned Intervention reading + research/popular press article</td>
<td>Reading reflection or CTools discussion</td>
</tr>
<tr>
<td>11</td>
<td>3.27</td>
<td>Learning to teach and Expertise * participation in Grand Rounds (GR) project 4-6pm *</td>
<td>1. Lortie (1974) 2. Ericsson (2006) 3. Competencies for The GR project</td>
<td>Reading reflection or CTools discussion</td>
</tr>
<tr>
<td>13</td>
<td>4.10</td>
<td>Intelligence + Group presentation work time</td>
<td>1. Willingham, Ch. 8</td>
<td>Reading reflection or CTools discussion</td>
</tr>
<tr>
<td>14</td>
<td>4.17</td>
<td>Student choice Topic + Group presentations</td>
<td>TBD</td>
<td>Reading reflection or CTools discussion Final response paper distributed, due 4/28*</td>
</tr>
</tbody>
</table>