COE VISION STATEMENT

We develop educational leaders who create tomorrow's opportunities.

COE MISSION STATEMENT

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 605: Educational Psychology Applied to Learning

Semester/Year (dates or format)

Instructor Information

Instructor:

Office:

Phone / eMail:

Office Hours:

General Course Information

Course Format: (e.g., In-Person: On Site Only or Online)

Days/Times: (e.g., Wednesdays 1:05 p.m. – 3:35 p.m.)

Credit Hours: 3

Course Prerequisites

Graduate Standing

Course Description

This course will survey some of major issues in the psychology of education. Among the topics considered will be memory and the nature of the information processing system, behavioral and environmental approaches to learning, the relationship between learning theory and instructional design, the development of cognition, motivation and its influence on learning, and the adjustment of instruction based on individual differences among learners. Throughout the course a balance will be maintained between theory and practice; the emphasis will be on an understanding of psychological theory as it relates to educational practice.

Student Learning Expectations / Outcome for this Course

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

Educational Research

- Evaluate sample educational research projects using criteria provided through the readings and concepts from appropriate theories of learning and motivation.

Note: *While it is the intention of this syllabus to capture necessary aspects of this course, I reserve the right to amend and/or add necessary information as we progress through the semester.*

Learning Theory

- Analyze the learning processes associated with behavioral learning theory.
- Analyze structures of social-cognitive learning theory.
- Analyze the structures and processes of the information processing system.
- Apply concepts from information-processing theory to explain higher-order cognitive processes such as learning, metacognition and problem solving.
- Evaluate behavioral, social-cognitive, and information-processing theories of learning.
- Evaluate commonly occurring learning situations in terms of key concepts from behavioral, social-cognitive and information-processing theories of learning.

Motivational Theory

- Analyze student characteristics, including expectancy, value, goal orientation, needs, self-efficacy, emotions, and attributions as they affect the motivation to learn.

Development

- Evaluate key theories of cognitive development, and describe the strengths and limitations of each theory.

Individual Differences

- Synthesize the effects of individual differences, such prior knowledge, general mental ability, cognitive style and learning style on student learning.

Instructional Applications

- Evaluate instructional methods and designs using concepts from behavioral, social-cognitive, and information-processing theories of learning.
- Analyze how environmental factors interact with students' characteristics to affect motivation to learn.
- Apply key concepts from assessment to the creation and evaluation of measures of learning.

Textbook and Required Materials

Schunk, D. S. (most recent edition). *Learning theories.* Englewood Cliffs, NJ: Merrill (Prentice-Hall).

-OR-

Ormrod, J. E. (most recent edition). *Human learning*. Upper Saddle River, NJ: Pearson.

Assessment of Student Learning Outcomes

Specific reading assignments associated with each class topic are detailed in the attached Sequence of Topics and Assignments. Reading should be done prior to related class discussion. You may note that not all of the text has been listed. Take advantage of the resources available to you!

Directions for EPS 605 TaskStream Signature Assignment

The signature assignment for EPS 605 requires that you read a scenario and respond to short essay questions that are intended to assess your understanding of key concepts learned throughout this class. In that sense, it is a cumulative assessment of your understanding of key ideas from EPS 605. In completing this assignment, please follow these guidelines.

1. This is an open-note, open-book and untimed assignment.
2. This assignment is intended to be completed by each student without help from others. It is an independent assessment of your knowledge.
3. Each question identifies a concept or concepts from this course that must be used in interpreting those questions. Please make sure that you use the identified concepts in framing your answer. You should define the identified concept or concepts and then describe how it applies to the part of the scenario identified in the question.
4. A reasonable way to format your response is to provide numbered responses to the assignment questions. You do not need to copy the question into your response.
5. The intended resources for this assignment are the text and supporting materials for this class. It is not necessary to use sources in addition to those. However, if you use additional sources, please provide a reference to those sources in APA format. If you cite text from the course materials, please provide a minimal reference citation in the form of, "According to page ____ of the text (article title, etc.)… It is not necessary to provide a reference list at the end of your paper for course materials.
6. All students should submit the signature assignment through the link provided in the course web site. In addition, students who are in the following programs at Northern Arizona University need to submit a second copy of the assignment to TaskStream: teacher certification programs, Masters in Curriculum and Instruction, Masters in Educational Administration, Masters in Counseling and Ed.S. in School Psychology programs and the Doctoral program in School Psychology. Students in the Human Relations program and non-College of Education programs at Northern Arizona University do not need to submit their assignment to TaskStream. If you are uncertain whether you need to submit your assignment to TaskStream, contact the instructor.

Testing Procedures

Both examinations will consist of a series of multiple choice, short answer, and/or short essay questions. The examination will be administered in class.

Course Paper

In addition to the two examinations, each student is expected to write a course research paper addressing a topic of relevance to the course. Topics must be approved in advance. Papers should be 7-10 pages, double spaced, and should provide a summary of research related to the topic (multiple references), synthesize across the research sources, identify any weaknesses or gaps in the research summarized, and present conclusions about the topic that are grounded in the research reviewed. As a research paper, this is not intended as a forum for personal opinion. Papers should be written in APA style and include a list of research references cited.

Expectations for Written Work

Any formal papers submitted in this course should be word processed and double spaced. Papers are expected to meet the technical standards (spelling, grammar, etc.) appropriate to NAU graduate students.

Academic Honesty

Any work submitted for this course should represent the student's own thinking. Any work that is in whole or in part plagiarized will be considered an act of cheating and will be dealt with severely. **It should be noted that plagiarism includes not only copying directly from others, but also borrowing ideas, materials, or organization without crediting the source.** Please note that academic dishonesty includes facilitating acts of dishonesty by others, and **submitting work that has been previously used without proper clearance**.

Grading System

Exam 1	100 points
Exam 2	100 points
Signature Assignment	100 points
Course Paper	100 points
Total	400 points

Final grades for the course will be based on the total number of points earned during the semester. Grades will be assigned on the following basis:

Students are strongly encouraged to keep track of where they stand in the course, and to seek help if they are having difficulty. Expressing ignorance of the grading scale is no excuse for poor performance or lack of planning.

A =360 – 400 points

B = 320 – 359 points

C = 280 – 319 points

D = 240 – 279 points

F = Fewer than 240 points

Course Outline / Schedule

Date	Sequence of Topics	Assignments
1	Introductions, Syllabus, Chapter 2: Learning and the Brain	
2	Chapter 3: Behaviorism and Classical Conditioning	
3	Chapter 4: Instrumental Conditioning	
4	Chapter 4: Instrumental Conditioning Chapter 5: Applications of Instrumental Conditioning	
5	Chapter 6: Social Cognitive Theory	
6	**Exam 1**	
7	Chapter 7: Introduction to Cognition & Memory	
8	Chapter 8: Long-Term Memory I: Storage	
9	Chapter 9: Long-Term Memory II: The Nature of Knowledge Chapter 10: Long-Term Memory III: Retrieval and Forgetting	
10	**Exam 2**	
11	Chapter 11: Developmental Perspectives on Cognition	
12	Chapter 12: Metacognition, Self-Regulation, Learning, & Study Strategies	
13	Chapter 13: Transfer & Problem Solving	
14	Chapter 15: Motivation & Affect	
15	Chapter 16: Cognitive Factors in Motivation	**Literature Review**
16	**Final Signature Assignment Due**	

Northern Arizona University: Policy Statements

In the event there is a need to evacuate the building if the fire alarm is sounded, students are to leave in an orderly fashion. If the fire alarm is sounded during an examination, students are to leave their exam face down on the desk and exit the building.

IMPORTANT LINKS

All students are expected to review and be familiar with the information contained at each of the following links as well as those identified in the NAU Policy Statements.

ACADEMIC POLICES (INCLUDING ATTENDANCE AND ACADEMIC INTEGRITY)
http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm

STATEMENT ON PLAGIARISM AND CHEATING
http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm

STUDENT HANDBOOK
http://www4.nau.edu/stulife/StudentHandbook/TableofContents.htm

STUDENT CODE OF CONDUCT www.nau.edu/~stulife/code

The following link will take you to the NAU Policy Statements, which contains the Safe Environment Policy, Students with Disabilities, Institutional Review Board, Academic Integrity, Academic Contact Hour Policy, and Sensitive Course Materials.

http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.