EDHD 460 0101: Educational Psychology  
Spring 2017, Tue & Thu, 11-12:15, Benjamin 2119

Instructor: Min Wang, Professor, Dept. of Human Development and Quantitative Methodology.  
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E-mail: minwang@umd.edu  
Office hour: One hour after class or appointment via email

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Email: asingh8@umd.edu  
Office hour: After class (for one hour) or appointment via email


Description and Objectives:  
EDHD 460 focuses on the psychological principles underlying development, learning, thinking, teaching, and motivation in educational settings. This course covers the theories, research, and assessment of these concepts and their application in schools.

From this course, students will be able to:

a. Understand, compare, critique, and apply key theories of learning and development  
b. Understand, synthesize, and apply key concepts and principals in development, learning, cognition, and motivation  
c. Identify, understand, and use individual differences and contextual factors to promote student learning  
d. Analyze and develop classroom instructional strategies that apply principles of educational psychology to promote student learning

Course Format:  
This course will be taught in combination of lectures, in-class or on-line group discussion/activities.

Requirements and Evaluation:
1. Complete required readings every class and participate in class (20 points)  
   Students are required to complete readings every week and participate in class. I will provide a sign-in sheet every class for your signature of attendance. Any student who needs to leave the class earlier than the end time should seek my permission.

2. Create 5 concept maps on different topics (10 points each, total 50 points, see the outline for due dates)  
   Concept maps are an excellent method to help you clarify and organize your own understanding/thoughts of how course materials are connected to each other. The purpose of this assignment is to help you review the materials for different topics covered. You will be asked to select about 25 key concepts from each of the designated topics. Create a map or web using MS Word or other programs to demonstrate how you consider these concepts to be related to each other. Together with your concept map, you are asked to submit a key that provides a definition of each concept using your own words and an example that has not been used in class. Remember to keep your definitions
and examples concise (5 sentences maximum, typed). See the due date for each concept map in the Table of outline of topics at the end of this syllabus. The five concept maps cover all of the topics throughout the course.

- 10 points will be given for each map.
- Any incorrect definition or example will receive a deduction of 0.5 points.
- A concept map without examples will only receive 5 points.
- 5 points will be deducted for any hand-written map or definition sheet.
- 3 points will be deducted for any late submission within one week past the due date.
  After one week, no points will be given.

3. **Search online for 5 video clips on different topics** (10 points each, 50 points in total, see outline for due dates) (TASC5; TASC10)

   Students will be paired up for internet search for 5 video clips on different topics The paired students should discuss with each other and agree on the choice of the selection of the clips. For due dates please see the outline at the end of this syllabus. The link of the selected video clip along with a brief explanation (180-200 words) per group should be posted on the course ELMS/Canvas under the ‘Discussions section’ by midnight (12 AM) prior to the next class. Please include both names of the members of your group.

   Each pair together will be responsible for presenting on **one** of the 5 clips to the whole class. The presentation along with the video should not exceed 5 minutes (Video: 2 mins. / Explanation: 3 mins.). Please show only the relevant part of the video or trim the video. The specific date of each pair’s presentation will be decided in class.

   Students will be graded on the following areas:
   - The clarity of the explanation (5 points).
   - Please note that this is a group presentation and both students must present.
   - The relatedness of the video clip to the content of the class materials and explanation posted online (5 points).
   - 5 points will be deducted for any explanation shorter than the minimum number of words.
   - 3 points will be deducted for any late submission within one week past the due date. After one week, no points will be given.

5. **Two tests** (200 points, MSGE)

   There are two closed-book Tests for this class. Both Test 1 and Test 2 will consist of multiple-choice items and short answer questions (100 points each).

6. **Case study** (100 points, MSGE) (EC6; TASC2; TACS4)

   Students will be expected to conduct a case study on one of the aspects on Educational Psychology covered in the course. The aim of this study is to help you develop your professional skills to better understand a student and apply the concepts and principles we have learned in class to a real student’s life. In order to successfully design and complete the study, intellectual efforts are required. The following three steps are what you need to do:

   1) Select a student that you would like to better understand, and choose one aspect/topic covered in the class on which you would like to study him or her. The student can be a student of yours, a friend, a student in the neighborhood, a niece/nephew, etc. The age range can be from kindergarten to college.

   2) Collect data on the student you are going to study. Methods for collecting data can be observation, interview, experiment, or questionnaire.

   There will be three components to this project. You should complete the following three components:
1) **Project proposal** (20 points): Students will be required to submit a short proposal for the case study first. The proposal should outline the student you are going to study, and how you plan to go about studying the student. The goal of the proposal is to help you plan for the study, think through the ideas and ways for you to study the student. I will hand out a proposal guideline.
   a. About 3 pages, typed, double-spaced.
   b. Please see the schedule table for the due date.

2) **Power point presentation** (30 points): You will be required to present the case study so that you can share experience with each other and learn from each other. Details for the format of this presentation will be outlined when the presentation date approaches.

3) **Final report** (30 points): Students will be required to submit a final written report of their study.
   a. The report should be 6-8 pages (not including references or appendices), typed, double-spaced.
   c. The final report will be graded based upon the following scale:
      - Format (spelling/grammar/editing): 10 points
      - Clarity and organization: 10 points
      - Scholarship and creativity: 10 points
      - Content and accuracy: 10 points

Please note that students are encouraged to start the case study early and work on it steadily throughout the course.

**Total points earned:**

- (97%) 388 – 400 --- A+
- (93%) 372 – 387 --- A
- (90%) 360 – 371 --- A-
- (87%) 348 – 359 --- B+
- (83%) 332 – 347 --- B
- (80%) 320 – 331 --- B-
- (77%) 308 – 319 --- C+
- (73%) 292 – 307 --- C
- (70%) 280 – 291 --- C-

Please see the University's website for undergraduate course-related policies at [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html).

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.studenthonor council.umd.edu/whatis.html](http://www.studenthonor council.umd.edu/whatis.html). This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else’s work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.
Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for the semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Missed single class due to illness: Once during a semester, a student’s self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student’s absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.
### Tentative Outline of Topics*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Parts and Clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan26</td>
<td>I. Course Introduction</td>
<td>Cluster 1</td>
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<td></td>
<td>II. Students</td>
<td>Part 1</td>
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<tr>
<td>Jan31/Feb2</td>
<td>a. Cognitive Development I</td>
<td>Cluster 2</td>
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<tr>
<td>Feb7/Feb9</td>
<td>b. Cognitive Development II</td>
<td>Cluster 2</td>
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<tr>
<td></td>
<td>Video clip 1 -Cognitive development due 6th night 12am</td>
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<tr>
<td>Feb14/Feb16</td>
<td>c. Learner Differences I</td>
<td>Cluster 4</td>
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<td></td>
<td>Concept map 1 -Cognitive development due 14th, in class</td>
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<tr>
<td>Feb21/Feb23</td>
<td>d. Learner Differences II</td>
<td>Cluster 4</td>
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<tr>
<td></td>
<td>Video clip 2 –Learner difference due 20th night 12am</td>
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<tr>
<td>Feb28/Mar2</td>
<td>e. Language Development &amp; Diversity I</td>
<td>Cluster 5</td>
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<tr>
<td></td>
<td>Concept map 2 -Learner Differences due 28th, in class</td>
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<tr>
<td>Mar7/Mar9</td>
<td>f. Language Development &amp; Diversity II</td>
<td>Cluster 5</td>
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<td>Video clip 3 –Language development &amp; Diversity due 6th night 12am</td>
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<tr>
<td>Mar14</td>
<td>No class-Prepare for Test 1</td>
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<td></td>
<td>Concept map 3 -Language Development and Diversity due 14th 5pm in mailbox</td>
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<tr>
<td>Mar16</td>
<td>Test 1</td>
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<td>Mar21/Mar23</td>
<td>Spring Break!</td>
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<tr>
<td>Mar28/Mar30</td>
<td>III: Learning and Motivation</td>
<td>Part II</td>
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<td>a. Behavioral View of Learning</td>
<td>Cluster 7</td>
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<td></td>
<td>b. Cognitive View of Learning</td>
<td>Cluster 8</td>
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<td>Apr4/Apr6</td>
<td>c. Complex Cognitive Processes</td>
<td>Cluster 9</td>
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<td>Video clip 4 -Behavior, cognitive views due 3rd night 12am</td>
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<td>Apr11/Apr13</td>
<td>d. Social Cognitive View and Motivation</td>
<td>Clusters 11</td>
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<tr>
<td></td>
<td>Concept Map 4–Behavioral, cognitive view and complex processes Due 11th in class</td>
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</tbody>
</table>
Apr18/Apr20  e. Motivation in Learning and Teaching  Cluster 12
No Class Apr 20: prepare for Case study proposal

Video clip 5 -Social cognitive and motivation due 17th night 12am

IV: Teaching and Assessment  Part III
Apr25/Apr27  e. Creating Learning Environment  Cluster 13
f. Teaching and Assessment  Cluster 15

Case study proposal due 25th, in class

Concept Map 5 -Social cognitive view, motivation, motivation in learning due 25th, in class

May2/May4  Case study power point presentations (I, II)
May9  Case study power point presentations (III)
May11  Test 2
TBA**  Final report of case study due to mailbox

* This schedule is flexible depending on students’ interest and other timing factors.

** I will let you know as soon as I have this information.