



## Special Topics in Educational Psychology

Psychology 3695G, section 530

Dr. John Mitchell

### CALENDAR DESCRIPTION

This course will cover selected topics of current interest in Educational Psychology. Both research and theory in this field will be discussed, and their implications for educational practice. The course will build upon topics covered in the introductory course (261F/G or 262a/b), such as learning, development, teaching styles, and effectiveness and assessment.

**Prerequisite(s):** [Psychology 2610F/G](#) or [Psychology 2620A/B](#), and registration in third or fourth year of Psychology program or special permission of Department.

### COURSE INFORMATION

**Instructor:** Dr. John Mitchell

**Office:** BR 126

**E-mail:** [jbmitche@uwo.ca](mailto:jbmitche@uwo.ca)

**Tele:** Ext. 28363 or 28116

**Office Hours:** Mondays, 2:30 – 3:30, and by appointment.

Due to administration commitments I may have to reschedule my office hours some weeks. If this happens, I will announce in class and will post an announcement on our course OWL site.

**Classes:** Tuesdays 2:30 – 5:30, BR 14

**Textbook:** There is no textbook for this course; readings or links to readings will be posted on the course OWL site.

**Course OWL Site:** The course website has a copy of the course outline, contact information, announcements, readings and/or links to readings, reading summaries, etc. You will also be able to access your course marks from our website.

### LEARNING OUTCOMES

By the end of this course, students will be able to (Brescia Competency):

- Understand the assumptions, methods and applications of educational research (Inquiry and Analysis)
- Discuss how personal characteristics such as learning styles and abilities influence educational success (Communication, Social Awareness and Engagement)

- Present and discuss research on a focused topic within the field of educational psychology (Communication, Critical Thinking, Inquiry and Analysis)
- Formulate and support an argument in the field of educational psychology in a written scholarly essay (Communication, Critical Thinking, Inquiry and Analysis)
- Summarize and evaluate research findings (Critical Thinking)

## **DESCRIPTION OF CLASSES**

Each of the weekly class meetings will be led by two students enrolled in the course, by the course instructor, or by a guest. The typical organization of a class will be that the Seminar Leader will present a summary of a topic and present primary research on that topic (more details below). The Seminar Leader will then lead the discussion centred on the topic and supporting articles. These are meant as discussion sessions, not formal presentations. Most weeks we will cover two topics. The two topics covered during any one class do not have to be related, but if the two Seminar Leaders want to consult and coordinate their sessions that could be especially effective. The Seminar Leader will lead and facilitate the discussion, but participation by everyone in the class is expected. For class members to be able to participate actively in the discussion it is important that everyone reads the articles for that week.

During student-led classes, there will be two discussions. We will meet at 2:30, the first Seminar Leader will present their summary of the topic under discussion, we will discuss the topic and article(s), and then we will have a break. After the break, a second topic will be covered by a new Seminar Leader. Additional details are provided, below.

### **Seminar Leadership:**

The seminar leader will pick a topic of interest to them to summarize and present to the class. The presentation will involve a general background to the area and will then focus on presenting the results of one or a few journal articles on the topic. This presentation should last about 30 minutes. After presentation of the topic and journal article(s), the Seminar Leader will lead discussion on the assigned articles. The seminar can take the form just described (presentation followed by discussion) or the presentation and discussion can be intermingled; organize your session in the way that you feel will be most effective and that you are the most comfortable with. The topic of your seminar can be the same as the topic that you address in your essay or you can deal with different topics in each. In selecting your seminar topic, you should choose a topic because it is of interest to you. All students should discuss their seminar topic with me to make sure that there is sufficient literature to support your seminar and that the topic is appropriate. I am happy to discuss possible topics with you and to make suggestions if that will be helpful.

Each student will have the opportunity to be Seminar Leader on two occasions. Seminar Leadership is worth 30% of the course mark; 15% for each time you act as Seminar Leader. A detailed marking rubric for Seminar Leadership will be posted to our OWL site.

Readings for your seminar must be sent to me no later than 4:00 pm Wednesday the week before your seminar. Articles or web links that I receive by 4:00 pm Wednesday will be available to the class by Thursday evening. For example, if you are Seminar Leader on Tuesday March 6<sup>th</sup>, I must have the articles (or link) no later than 4:00 pm Wednesday February 28<sup>th</sup> so that the articles can be

made available to the class beginning the evening of Thursday March 1<sup>st</sup>. This is to allow everyone sufficient time to read and think about the assigned readings. There will be a 2 mark penalty (out of the Seminar Leadership 25 marks) for each day that the assigned readings are late, with penalty imposed as of 4:00 pm (i.e., after 4 pm Wednesday there is a 2 mark penalty, after 4:00 pm Thursday there is an additional 2 mark penalty for a total of a 4 mark penalty, and so on).

### **Participation:**

Active participation in the class is important for you to gain the benefits of our small, interactive class. The marking scheme for participation is:

- 0: made no comments or comments are limited and do not make a meaningful contribution to the discussion (comments such as “yes”, “what she said”, “I agree”);
- 1: comments are general and go beyond a simple “yes” or “I agree” but do not add new information, critically evaluate any information, or move the discussion forward;
- 2: made a constructive contribution to the discussion or answered a question and included specific information or made a substantive point.

Participation marks will be evaluated on a class-by-class basis and accumulated across the course to a maximum of 20 marks. For classes when we have two Seminar Leaders and two topics under discussion each is considered separately for participation marks. That is, for classes when we have two topics with two Seminar Leaders, you can gain 2 participation marks for topic one and the discussion led by Seminar Leader one, and 2 participation marks for the second topic and the discussion led by Seminar Leader two. Classes when we have a single presentation or topic (typically the sessions led by the course instructor), there is a maximum of 2 participation marks for that class. Note that this means you cannot remain silent for 12 weeks and then provide 10 comments during the final class and expect to accumulate all of your participation marks in that one class.

### **Reading Responses:**

You need to submit a Reading Response to two sets of assigned readings. Your Reading Responses need to include a brief summary of the main points of the article and an evaluation of how well the main points are supported by evidence. Each Reading Response is worth 10% of the course mark. It is up to you to pick which of the topics you use for your Reading Responses other than you cannot do a reading response if you are Seminar Leader for that topic.

Reading Responses are due at or before the start of the class during which we are discussing that reading. **Late penalty:** Reading Responses submitted *after the start of class* will be counted as late and a late penalty applied. Please note that if you arrive late for class and submit your reading response when you arrive late, the late penalty will be applied. The late penalty is 1 mark out of 10 for each day late, counted from 2:30 Tuesday.

Reading Responses should be 700 to 900 words. With standard 2.54 cm margins, a 12 point font and double spacing 900 words is approximately 2 pages. That is, your Reading Responses should be 1½ to 2 pages in length. Remember to include a reference list. Reference list is not counted in word length of the Reading Response.

You need to submit a printed version of your Reading Response for marking and submit an electronic version to Turnitin.com through our course OWL site. Your Reading Response will not be marked unless you also submit it to Turnitin.com.

### **Peer Review and Draft Essay:**

On March 27<sup>th</sup> we will spend the class time discussing peer review, considerations when reviewing scholarly work, and differences between reviewing and editing. Students will then spend class time reviewing and providing feedback on each others' draft essays. This is intended to provide experience with academic and scholarly review and to also provide feedback to students on ways that they can improve their essays.

Each student will review and comment on at least two draft essays. You will need to bring to class two printed copies of your draft essay. Note that this means that you must have started your essay early enough to have a reasonable draft by March 27.

### **Essay:**

Students are required to prepare and submit an original, thematic, scholarly essay on a topic in education. Each essay must be at least 2,250 words, excluding reference list and other end notes. Essays should be printed using a 12 point font, minimum 2.54 cm (1 inch) margins and should be double spaced. With a 12 point font such as Times New Roman, 2,250 words is approximately 7 pages double spaced. Format, including reference citations, should follow APA guidelines.

You **must** include references to academic and scholarly sources, most importantly to research articles published in academic journals. Note that references to general and non-peer reviewed sources (e.g., Wikipedia, general websites) are not considered scholarly references. Textbooks can be a useful source of general background information and a source of references. However, you need to use primary sources and that means academic journals.

Your essay must be submitted on or before 2:30 pm Tuesday April 10; that is, at or before the start of our last class. There is a 1 mark out of 25 (4%) per day **late penalty** for essays submitted after the start of class on the due date. Note that an essay submitted after 2:30 pm on the due date will be counted as late and the late penalty will be applied.

The topic of your essay can be the same as one of the topics that you covered when you were Seminar Leader but it does not have to be. In selecting your essay topic you should choose a topic because it is of interest to *you*. You need to discuss your essay topic with me to make sure that it is appropriate for this course and that there is sufficient scholarly work to support your essay.

You need to submit a printed copy of your essay and a copy of your essay to Turnitin. All essays are entered into an electronic database for electronic checking for plagiarism. You will not receive a mark for your essay unless it is also submitted to Turnitin.com. Instructions for submitting your essay to Turnitin will be posted on the course website and announced in class. Note that you need to submit both a printed copy for evaluation and a copy to Turnitin; I will not print electronically submitted essays and use that printout as your essay submission.

**Evaluation Summary:**

Participation	20
Seminar Leadership	30
Reading Responses (2 x 10%)	20
Draft Essay	5
<u>Final Essay</u>	<u>25</u>
Total	100

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The policies governing requests for academic accommodation are outlined in the Academic Policies and Regulations section included at the end of the course outline. Please note that all requests for academic accommodation for course components worth 10% or more of the course grade **must** be made through an Academic Advisor. Supporting documentation is required in all cases.

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**CLASS SCHEDULE**

<i>Date</i>	<i>Topic</i>
Jan. 9	Opening Class
16	Learning Styles; Discussion of Topics
23	Outcomes-Based Education
30	Topic to be Determined
Feb. 6, 13	Seminar Presentations and Discussions
<i>Feb. 20</i>	<i>Reading Week</i>
Feb. 27	Guest
Mar. 6 - 20	Seminar Presentations and Discussions
Mar. 27	Peer Review of Draft Essays
Apr. 3	Seminar presentations and discussions
10	Last Class - Summing Up; Essay Due

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## 2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental\_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.