

## **Psychology 2620A**

### **Introduction to Educational Psychology**

#### **School of Behavioural and Social Sciences**

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

#### **General Information**

Course #: PSY2620A  
Section #: 530  
Term: Fall  
Year: 2022  
Delivery: In-person  
Course Day and Time: Monday 8:30-11:30am  
Course Location: BR 136

#### **Instructor Information**

Name: Elizabeth Kelly  
E-mail: [ekelly6@uwo.ca](mailto:ekelly6@uwo.ca) (include course #PSY2620A in subject line)  
Telephone number: N/A  
Office location: TBA  
Office hours: Monday 11:30am-12:30pm

#### **Course Description**

Survey of psychological research and theory in terms of their implications for educational practice. Topics will include learning, motivation, development, problem-solving, individual differences, teacher effectiveness, and assessment.

Antirequisite(s): Psychology 2610F/G.

Prerequisite(s): At least 60% in a 1000 level Psychology course.

Extra Information: 3 lecture hours, 0.5 course.

## Required Course Materials

- Textbook -- Woolfolk, A., Winne, P. H., & Perry, N. E. (2020). *Educational psychology* (7<sup>th</sup> Canadian ed.). Don Mills, ON: Pearson Canada Inc.
  - Available in eText or print format options.
  - Can be purchased directly from the publisher's website or from the university bookstore.
- Other course information and materials, such as announcements, lecture slides, and grades, as well as detailed instructions for participation activities, assignments, and the group research project presentation, are posted on OWL.

## Learning Outcomes

After successful completion of this course, students will be able to:

- Compare major theories of child development and their implications for education
- Discuss how differing learning styles and abilities influence progress in school
- Propose effective strategies for developing both "expert students" and "expert teachers"
- Describe factors that increase or decrease students' motivation and achievement
- Understand and critique how learning outcomes are and can be measured

## Brescia Competencies

Course content, classes, and evaluation components help students to develop all the Brescia competencies at level two. Lectures and textbook readings provide students with knowledge of content material necessary to develop skills through class discussions and exercises, and to succeed on exams (*critical thinking*). Participation activities guide students regularly in the utilization of weekly topics to reflect on (*valuing*) and improve their own personal learning (*self-awareness & development*). Assignments allow students to apply their knowledge by proposing research strategies and developing teaching plans (*problem solving*). Research projects (*inquiry & analysis*) on current controversial issues (*social awareness & engagement*) facilitate opportunities for students to work in groups on presentations (*communication*).

For description of Brescia Competencies see: [https://brescia.uwo.ca/about/competency\\_based\\_learning/index.php](https://brescia.uwo.ca/about/competency_based_learning/index.php).

## Teaching Methodology and Expectations of Students

Though the primary instructional approach for this course is lecture, discussions and exercises are incorporated as much as possible to every class. Course material (beyond what is covered in textbook readings) is always included and slides provided are outlines only. Thus, nothing can replace attending class regularly. Students are expected to take responsibility for their own learning by reading textbook chapters before class, completing evaluative components on schedule, and contributing to class teaching in various ways throughout the term.

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## Evaluation

Course grades are based on marks received for three exams, six participation activities, two assignments, and a group research project presentation.

### Exams

The course is divided into three sections and there is an exam after each section. Exams 1 and 2 have been tentatively scheduled during regular class time. Exam 3 will be held during the December examination period (date, time, and place to be announced once scheduled by the university registrar). Exams consist of multiple choice and short answer questions based on information provided in the textbook as well as material covered in the lectures. Exams are not cumulative. Exams are written on printed paper question booklets and scantron forms. All exams are closed book - no texts, notes, calculators, electronic dictionaries, or aids of any type are allowed. Each exam is 2-hours in length.

### Participation Activities and Assignments

Participation activities and assignments are designed to motivate engagement with material on an on-going basis and are focused on the application of course content to one's own educational life experiences. More information about participation activities and assignments is provided in a separate instruction document posted on OWL.

**Participation activities** follow the textbook reading schedule. Participation activities require consideration of a specific chapter topic in depth usually via an interactive hands-on task and writing of short report (1 page). Participation activities are posted on OWL weekly and due the following week. Participation activities are assessed for completion of requirements.

**Assignments** require reflection on an overarching theme across a longer time frame and submission of a lengthier written product (2 pages). Assignment requirements are intended to highlight the dual identity of educational psychologists as both researchers who produce empirically based evidence (Assignment #1), and practitioners who apply theories and findings to teaching (Assignment #2). Assignment #1 is posted on OWL at the beginning of the term and Assignment #2 is posted on OWL before the reading week holiday.

## Group Research Project Presentation

Students take part in a group research project presentation that permits an opportunity for collaboration with peers on a current debate topic. Students work in groups to present the material on a controversial issue discussed in a chapter of the textbook and to give a brief overview of the results of an internet research strategy investigating opposing sides of the question. Presentations are scheduled throughout the term on the day the controversial issue is set as part of the assigned textbook chapter reading. Each group must turn in a paper copy to the instructor and an electronic copy to OWL of key references consulted (annotated bibliography) as well as all presentation slides the day their topic is scheduled. More information about the group research project presentation is provided in a separate instruction document posted on OWL.

## Evaluation Summary

Evaluation Component	Weight
Exam 1	25%
Exam 2	30%
Exam 3	30%
Participation Activities (1% X 6)	6%
Assignments (2% X 2)	4%
Group Research Project Presentation	5%

## Academic Accommodation

For course components worth 10% or more of the total course grade (i.e., **exams**) and those requiring collaboration with class members (i.e., **group research project presentation**), please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. Students who miss an exam must submit documentation directly to their academic advisor to be granted approval for academic consideration and contact the instructor to register for the make-up exam ASAP. Students who do not contribute to group research project preparation and attend the presentation cannot receive the group grade.

For course components worth 2% or less of the total course grade (i.e., **participation activities and assignments**) academic accommodation is not normally considered. Note however that evaluation of these course components is structured such that students can occasionally not submit or submit late for partial marks (late penalty = 0.5%), and still do very well. Late participation activities and assignments must be submitted before the last day of classes for the term. Students are responsible for managing their own time and advised to plan well in advance to ensure they can complete as many of these evaluative components as necessary to meet their individual learning goals.

**Exams cannot be re-written, evaluative components cannot be re-weighted, nor can extra bonus work be provided.**

## Course Content / Schedule

Course structure follows the textbook chapter sequence. Textbook chapters 5, 6, and 9 are not included as required reading in the course. Topics are covered in the order listed on the schedule. Any changes are announced ASAP on OWL. Lecture slides are posted, and evaluative components (participation activities or assignments) are due for submission, weekly on OWL Monday morning at 12:00am before the associated class.

Date	Topic	Textbook	Evaluation	Presentation
Sept. 12	Overview and Introduction	Ch. 1		
Sept. 19	Cognitive, Physical, and Social Development	Ch. 2 & 3	Participation #1	Group 1
Sept. 26	Individual Differences and Diversity Issues	Ch. 4	Participation #2	Group 2
Oct. 3	<b>Exam 1 (Ch. 1, 2, 3, &amp; 4)</b>			
Oct. 10	<i>Thanksgiving Holiday (no class)</i>			
Oct. 17	Behavioural Views of Learning	Ch. 7	Participation #3	Group 3
Oct. 24	Cognitive and Constructivist Views of Learning	Ch. 8 & 10	Participation #4	Group 4
Oct. 31	<i>Fall Reading Week</i>			
Nov. 7	Social Cognitive Views of Learning	Ch. 11	Assignment #1	Group 5
Nov. 14	<b>Exam 2 (Ch. 7, 8, 10, &amp; 11)</b>			
Nov. 21	Motivation in Learning and Teaching	Ch. 12	Participation #5	Group 6
Nov. 28	Learning Environments and Instructional Strategies	Ch. 13 & 14	Participation #6	Group 7
Dec. 5	Assessment, Grading, and Testing	Ch. 15	Assignment #2	
TBA	<b>Exam 3 (Ch. 12, 13, 14, &amp; 15)</b>			

## 2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_135](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135)

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_10](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10)).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

#### Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf);
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of

deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor ([https://brescia.uwo.ca/enrolment\\_services/academic\\_advising/book\\_an\\_appointment.php](https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php)). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

## 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.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

**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 and warranted.

It is important to note that the Academic 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 ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page\\_64](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64)).

## 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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.

### **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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

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.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written Special Permission from the 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/>. Students can access supports through Brescia's



Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

## **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 obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, [https://brescia.uwo.ca/student\\_life/health\\_and\\_wellness/index.php](https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

## **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 [https://brescia.uwo.ca/safe\\_campus/sexual\\_violence/index.php](https://brescia.uwo.ca/safe_campus/sexual_violence/index.php).

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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.

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