

PSYCHOLOGICAL FOUNDATIONS OF LEARNING

56:300:500

Course Overview:

This course examines child and adolescent development and focuses on developmental stages, learner motivation, student interests, creating a healthy learning climate, language development, and individual differences. (NJPST 1, 2, 3)

Course Learning Goals:

Upon completion of the course, students will be able to:

1. Explain the characteristics and components of human developmental stages
2. Demonstrate an awareness of the differences in the social and academic development of young people
3. Demonstrate an awareness of the distinct approaches to learning and motivation
4. Describe the factors which contribute to learner development and how instructional strategies can be used to promote learning

Textbook:

Ormrod, J.E. (2014) Educational Psychology, Developing Learners, 8th Edition. Pearson
ISBN: 978-0-13-297442-4

Older and newer editions and electronic editions are acceptable, just be sure to find the appropriate topics

Accommodations: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>.

For more information: <https://success.camden.rutgers.edu/disability-services>

Plagiarism Statement:

Please be aware of the content reflected in the following website: <http://academicintegrity.rutgers.edu/>

Course Policies:

Participation – your participation is essential for the success of this course and to your learning. All of us in the course depend on you to participate in online discussions, provide feedback to your peers, share your experiences, and so on. You are expected to participate in a variety of ways throughout the semester and this will be reflected in your participation grade. You will be expected to log in to our site at least once a week to access your assignments and participate in assignments as they are due

Technology - In order to make the most of your online learning experience, it is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Even though technology can fail, you are still required to submit all assignments on time. **Technical glitches are not excuses for late work**. I encourage you to:

- Aim to complete all assignments one day early.
- Be sure your computer is in good working order BEFORE the course begins.
- Be sure to arrange access to a 2nd computer for backup purposes.

- Test any websites or open documents assigned as soon as you receive the assignment.
- Create back-up copies of your work.
- Double-check work. Make sure assignments are uploaded and posts are submitted.

Assignment Submission & Grading Policy - Assignments are due as indicated in the weekly modules set up in Canvas. You are responsible for knowing all due dates. Unless arrangements are made in advance of the due date, **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Please note that you will be responsible for any weekly information that is posted on Canvas. If I need to communicate any urgent information and/or class changes to you, I will also follow these postings with an email. If an assignment or request is sent to me directly, I will send a reply to you that acknowledges that I have received it. If you do not receive an email acknowledgement from me, do NOT assume that I have received your assignment! It is your responsibility to retain email proof of acknowledgement, so please do not delete any messages from me that indicate I have received your coursework.

Online Etiquette - Please remember that communicating online should not be any different from when you communicate in a face-to-face class. All communications should be courteous and professional. Although some of your assignments do allow for more informal conversations, please refrain from using Internet slang, abbreviations, and acronyms.

Please contact the instructor immediately if you are experiencing difficulty with accessing assignments or with the Canvas site. For technical Canvas questions/concerns, please make use of the help desk/help line.

The following percentage scale will be used to assign final course letter grades:

| | | | | | |
|----|---|--------|---|---|-------|
| A | = | 90-100 | C | = | 70-76 |
| B+ | = | 87-89 | | | |
| B | = | 80-86 | F | = | 0-69 |
| C+ | = | 77-79 | | | |

Module One –

- **Participation – 13%** - this includes timely and thoughtful participation in all discussion boards, case studies, and other electronic discussions and activities. See rubric below.
- **Concept Map – 15%** - see description below
- **Test – 10%**

Module Two –

- **Participation – 14%** - this includes timely and thoughtful participation in all discussion boards, case studies, and other electronic discussions and activities. See rubric below.
- **Test – 10%**

Module Three –

- **Participation – 13%** - this includes timely and thoughtful participation in all discussion boards, case studies, and other electronic discussions and activities. See rubric below.
- **What does it mean to learn? – 15%** - see description below
- **Test – 10%**

The Rutgers University Certification Program seeks to prepare pre-service professionals who are proficient in communication. Grades in our professional preparation courses will reflect both mastery of content and the ability to convey the content in standard English. Students should be aware that considerations related to mechanics of the written

word such as spelling, grammar, and organization, as well as style and usage will play a significant role in the determination of their grades on all assignments

Participation Rubric (40% - between all three modules) – chart pasted below. Components include all of the chapter activities listed in the units.

Infographic/Concept Map (15%) – An Infographic or concept map is a visual illustration of the relationship between concepts and ideas. The maps are often represented with images, and the concepts within the images are linked by words or phrases that explain the connection between the ideas. The purpose of the map is to help individuals organize and structure their thoughts (paraphrased from inspiration.com). Your task is to create an infographic/concept map for your chosen (from my list) topic. The map should fit on one page. After you create your map, you will upload it to Voicethread and you will narrate what is drawn to verbally explain the images and connections – i.e. you will explain your graphics and the topic chosen. The rubric for the assignment is below and on the site and a sample can be found in the Voicethread tab. If you've never used Voicethread before, you will need to register first. Please note that Chrome or Mozilla seem to be the browsers that best support Voicethread. On Canvas, I will post a list of the topics you may choose from.

RUBRIC:

- Map fits on one page
- Contains both graphics and text
- Uploaded to Voice Thread
- Narration no more than 5 minutes
- Narration describes the graphics and further elaborates on the text provided
- Narration provides a verbal explanation of the chosen topic
- Minimum of three sources used (site your images AND information)
- Sources cited (on second page)

What Does it Mean to Learn? (15%) -

We've gone through many psychological principles of development and learning throughout this semester. This activity is meant to tie it all together - it will be a look at how one learns and how as future teachers, you can teach your students some techniques to help them to know themselves and to learn more effectively. You yourself might also pick up some techniques through this activity!

1. Watch the learning module videos. They are taken from the Learning Center on campus - they are used by them to help undergraduate students who are struggling with college-level work. You can ignore the speaker's directions to post on the discussion boards and open the google forms, etc. Even though the modules were written for undergraduate students on academic probation and some of the language in the videos is geared toward them, I think there is a lot of worth in them for ALL students. I think you will learn something yourself, and as a teacher, I hope that you will turnkey what you learn to your students.

The total video content is about 60 minutes for all parts.

2. Write a reflective paper regarding what you learned. Amy, the speaker, says a few times that "no one really teaches us how to learn". The overall theme of your paper should address this issue and identify how you will remedy it as a future teacher. In doing so, you should address the following:

- Using what you learned in this activity, how will you become a better student yourself (cite three examples)?
- How will you teach these techniques to your future students (cite three examples)?
- How will you help yourself and your students to work toward a growth mindset?

There is not a page requirement for this assignment, but be sure to be thorough. Clearly define your points and support them with specific and detailed examples. Use this assignment to grow as both a learner yourself, and as a future teacher.

RUBRIC:

Correct spelling and punctuation in all sections of project Directions for all parts of the project followed
 Full and complete answers to the posed questions Detailed examples used to support ideals

Participation Rubric:

| Criterion: | Excellent | Good | Fair | Poor |
|---|---|--|---|---|
| Interaction / Participation in Discussions | Always a willing participant, responds frequently to questions, routinely volunteers point of view but does not dominate discussion | Often a willing participant, responds occasionally to questions; occasionally volunteers point of view | Rarely a willing participant; rarely able to respond to questions; rarely volunteers point of view | Never a willing participant; never able to respond to questions; never volunteers point of view |
| Interaction / Participation in learning activities | Always an active participant, thoughtfully completes electronic assignments – wikis and online discussions | Often an active and willing participant, completes some electronic assignments with some specificity | Rarely a willing participant, completes few electronic assignments | Never a willing participant, does not complete electronic assignments |
| Integration of course readings and outside learning materials | Often cites from readings and/or experiences; uses readings/experiences to support points | Occasionally cites from readings/ experiences; sometimes uses readings/ experiences to support points | Rarely able to cite from readings/ experiences; rarely uses readings/ experiences to support points | Unable to cite from readings/experiences; cannot use readings/experiences to support points |
| Preparation | Always prepared for class with assignments and required class materials | Almost always prepared for class with assignments and required class materials | Usually prepared for class with assignments and required class materials | Rarely prepared for class with assignments and required class materials |