

Arden Miller, Ph.D.

Professor of Psychology

Hill Hall 213C

Office Phone 836-4160

On-Campus Office Hours

Wednesday 1:00 – 3:00 pm

Thursday 9:00 – 11:00 am

Online Office Hours

Monday 9:00-10:00 pm

Wednesday 2:00-4:00 pm

PSY 710: Psychology of Education

Course purpose

The course focuses on the scientific study of human behavior in domains that are relevant to education; with coverage of research methods, learning, development, social behavior, motivation, assessment, and classroom management.

Course expectations

I have found that some students have lower expectations for the demands of a web course. Like a conventional class, you are expected to engage in 45 hours of lecture, discussion and quizzes through the course in addition to outside of class time for reading the text, completing projects, and studying for tests. I set the same achievement expectations for my web course as I would for any regular class. Lectures, discussions, and the quiz alone should average about 3 hours per unit. Reading the text, projects, and studying for the test will require additional time.

Some people who have done poorly in the class fared poorly because they assumed they could adequately listen to lectures while caring for children and doing household chores. The videos require your attention and note taking just like any traditional class.

Resource requirements

- High speed internet access
- Computer system with up to date virus protection.
- While Macintosh systems are generally adequate, support for these systems is limited and your responsibility.
- Windows Media Player & Flash Player (free downloads)
- Microsoft Word and Excel or other software that reads and creates compatible files (freeware available at openoffice.org)
- Attend the Final exam **on campus** (see schedule for time and location)

This semester, the proctoring center has extended new initiatives to provide flexibility in on and off campus test proctoring. If the arrangements described in the syllabus are problematic for you, you will be able to arrange proctoring at a variety of times at on-campus and off-campus testing sites. Go to the proctoring center, <http://outreach.missouristate.edu/proctorexamsforstudents.htm>, for more details. When the appointment for the final has been arranged, I will send the proctor the password for the final exam.

Note: You must bring a picture ID and a pencil with you to the final.

Note: The technology required for this course can cause problems. Plan for alternatives (e.g., library computers), make backup copies of you work, and prepare well ahead of schedule. Don't leave projects until the last few days.

	<p>Take responsibility! For example, if a failed connection to the internet causes you to miss the discussion one week, that would have little effect. But if connection problems cause you to miss several, that would adversely affect your participation grade.</p>	
<p>Grading</p> <p>Grades will be assigned using the following standards: A, 92; A-, 90; B+, 87; B, 82; B-, 80; C+, 78; C, 72; C-, 70; D+, 68, D, 62; D-, 60; F <60.</p>	<p>70%</p>	<p>You will receive up to 21 scores. The top 17 scores will be averaged and account for 70% of your grade. See schedule for due dates.</p>
		<p>Online Quizzes (12): Each unit will have a timed (25 minute) 20 point quiz. Questions are based upon the unit objectives. The quizzes are open book, but are long enough that those who are poorly prepared will have difficulty completing the quiz in the allotted time. Flash tutorials have been added in some units to help with concepts that are most likely to cost students points on the quiz and the final.</p>
		<p>Projects (2 x 2 =4): Complete two (see projects tab). Each project will count as two scores. Late projects result in the deduction of one half letter grade per weekday. The title of your project must include your name, e.g., Jones_lib_res.rtf. Otherwise, points will be deducted. Follow directions carefully!</p>
<p>30%</p>	<p>Participation (5) : I will be reviewing discussion threads and making comments. For five randomly selected units, I will generate participation grades. Below and on the discussion board you will see more information on effective discussion. In the section on "Grading", the method for scoring participation is described. Participation credit is earned up to the unit deadline. Insufficient participation not only adversely affects the participation grade, but also results in poor quiz and test performance.</p> <p>Final Exam: This is a comprehensive exam. Attendance at the final exam is required unless alternate test taking arrangements have been made. The test will include a comprehensive review of all material covered in the course. You must bring a picture ID and a pencil to the exam. This test is not open book so students who are performance/test oriented will struggle with the final after having been able to use their book and notes on quizzes. The students who are learning oriented will shine on the final exam. Final exam scores are curved.</p>	

<p>Unit Plan</p>	<p>Following the unit plan is likely to have a dramatic positive effect on your performance.</p> <ol style="list-style-type: none"> 1. Review the Unit Objectives. Organize the readings and lectures around these objectives, because they will be the basis for your discussions, quizzes and final exam. 2. Read the Unit Reading Assignment shown in the unit objectives, linking information to objectives. 3. View one online video for that unit. As you watch each video, pause to think of examples and questions. 4. After viewing a video, go to the Discussion Board to discuss objectives and discussion questions that were covered in that section of the lecture. Be thoughtful about objectives and contribute your examples. (It is best to intermingle viewing parts of the unit and discussion.) Spend extra discussion time on areas you find difficult or where you are required to interpret examples, since discussion will help you make sure you understand the concept. 5. Return to step 3; viewing the next video until all videos for the unit are complete. 6. Take advantage of the extra tutorials provided for the more difficult concepts. 7. Review discussion comments to be sure you have read all the information that is added, as well as summary and corrective comments I will post following the final day of the discussion. Note that discussion participation plus viewing of the video is the equivalent of class time, and these alone should average over 3 hours per unit. 8. Sign on to Virtual Office Hours for questions and clarification 9. Take the unit quiz prior to the unit deadline.
<p>Text</p>	<p>Woolfolk, A. (2010) Educational Psychology 11th edition</p>
<p>Online Videos</p>	<p>Online Videos appear in each unit in High Band Media Files and Real Player. Both of these formats will require a high speed connection for viewing, although the real media files work fine in modest quality broadband. You may download a compressed folder with all of the videos for one unit. In that way, you can download them to a flash drive (2GB or larger) when on campus, in a library, or a WIFI site.</p>

Discussion

In the discussion area, students should provide examples, ask questions, answer questions, and make clarifying statements to make sure that they and other students in the class adequately understand the concepts. Demonstrating the ability to recognize examples and apply all of the relevant terms is a sign of successful participation in discussion.

A Discussion is not the same as answering the objective. Several people in the past have used the words, "answering the objectives" with regards to the discussion. By answering the objective, you get very little credit. While it is useful for the first person to summarize an objective, the rest of the responses should include additions, corrections, questions, answers and examples. If you just repeat what the last guy said, you don't really get credit. Before you respond, you are to read the comments of others and react to it, not simply repeat the "answer". And remember, you do not have to respond to all of the objectives to score highly on the discussion (see grades for the grading method)

When a student makes a statement that is conspicuously wrong, and no one responds to correct it, you are not doing your part. A clear correction of an error earns a high category credit (see grading).

Also, when you reply, you should click reply when viewing the comment you are replying to. If you are replying to the objective, click reply with that objective in view. Change the subject line to fit the purpose of your response. If you are replying to another student's comment, click reply with that comment appearing. Too often it looks like a reply to a student comment when it should be linked to the objective or an earlier comment.

Some people write very long essays in the discussion. That is ok, but when it is just a description of what was said in the lecture or text, that student will get you the same category one tally as short statements often get. Remember, examples, questions, clarifying, and answering questions; these are what the discussion is about, and that is what earns the most points in the discussion.

Communicating with the Professor

Virtual Office Hours

The virtual office often the best forum for questions and answers from the professor. You may attend as many or as few office hours as you like. Your response will come immediately, and if the response is not entirely clear, you can immediately ask follow up questions. Students can even select a private mode to ask questions pertaining to their own work and grades.

The hours I am available for traditional and virtual office hours are listed in the "About Arden Miller" tab.

General Questions (FAQ)

One of the best ways to get answers to questions that others would be likely to ask is to go to the general questions forum in (FAQ tab). First, look to see if someone has already asked the same question. If you enter a question, use a good subject heading to make it easier for others to find the answer to the same question. These questions generally get a more rapid response than email

Email

Generally, I will respond to email within 48 hours on weekdays. When you have a question, check the Questions area on blackboard to see if your question has been answered. You can ask your question in the Questions area and others will be able to read it and the answer as well. If it centers around a more personal need, you can send private communications during virtual office hours or use email.

You should check your email daily during the week. If you use an email server other than bearmail (e.g., gmail or yahoo), you do so at your own risk. When I send mail from university lists, it goes to bearmail and I assume that you will receive it.

The subject line in mail you send me must start with PSY710: and the purpose of your email. If you allow your mailbox to be filled and thus miss an emailed announcement, you are still responsible for its content. You could lose points and your grade could be harmed. Empty your email box. Remember, items in your deleted items folder remain there unless you empty your deleted items folder.

Course Policies

Web Communication Concerns

At the outset, I would like to address a common concern in electronic text communications. Because we don't see the smiles, can't hear the tones, and don't witness it when we hurt someone's feelings, it is easy for text messaging to lead to maladaptive irritations. Remember to **assume the best** when you think there might be something negative in a communication. And when you write, stop to think and **be sensitive toward others**. If someone else is rude or insensitive, be mature and recognize that their rudeness will not help their participation grade. At the same time, if you have an argument over what is right, argue with enthusiasm and accept disagreement as part of the process. Consider reviewing these online references that discuss online writing and netiquette <http://www.albion.com/netiquette/>.

Academic Integrity Policy

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university student honor code, Student Academic Integrity Policies and Procedures, available at www.missouristate.edu/policy/academicintegritystudents.htm. You are also responsible for understanding and following any additional academic integrity policies specific to this class (as outlined by the instructor). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. If you are accused of violating this policy and are in the appeals process, you should continue participating in the class. **Any copying of test items is considered an academic integrity violation subject to the assignment of an XF grade. Under no circumstances may you ever print out or copy quiz or test items.** If you are caught attempting to gain unfair advantage on the tests (e.g., copying, stolen answers, using unauthorized materials, etc.), representing the work of others as your own, copying or misrepresenting the work on a project or discussion, copying tests or quizzes from the web, aiding others by allowing them to use your work, communicating information about specific test items, or lying in creating an excuse for late work or a missed test you will automatically receive a failing grade (XF) for the course. Unauthorized removal of a test from the testing room is considered an act of cheating. Note that the XF grade on a transcript designates that the F was assigned due to cheating.

<p>Disability Accommodation Policy</p>	<p>To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, http://psychology.missouristate.edu/ldc.</p>
<p>Non discrimination policy</p>	<p>Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/</p>
<p>Dropping Course</p>	<p>It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.</p>

Psychology 710 Course Schedule

Note these are deadlines, not recommended dates for finishing each requirement. You should stay well ahead of deadlines to give yourself flexibility when personal engagements may conflict with completion dates, when you feel the deadlines are too close together, or when you have computer problems. An engagement other than a health emergency or similar is not an acceptable excuse for extensions because you have the ability to work ahead. Thus, if your computer goes down two hours before the deadline, you have less than two hours to find another computer to take the quiz. **Stay ahead of deadlines by the margin of safety you need.**

Discussion deadline	Quiz Deadline	Unit discussion and quiz or activity
August 27	August 28	Unit 1: Scientific Study
September 3	September 4	Unit 2: Assessment, Grading, & Testing
September 10	September 11	Unit 3: Environmental Learning
September 18		Library Research Project
September 24	September 25	Unit 4: Cognitive Learning Theories
October 1	October 2	Unit 5: Social Cognitive Learning
October 7		Item Analysis Questions due
October 8	October 9	Unit 6: Cognitive Development
October 14		Item Analysis Project tests completed
October 15	October 16	Unit 7: Intelligence and Learner Differences
October 23		Item Analysis Report due
October 29	October 30	Unit 8: Personal and Emotional Dev.
November 5	November 6	Unit 9: Moral Development & Integrity
November 12	November 13	Unit 10: Motivation in Education
November 19	November 20	Unit 11. Managing the Classroom Environment
December 3	December 4	Unit 12. Construction and Instruction
December 5		Cognitive Development Interview project due
Saturday December 7 at 9:00-11:00 a.m.		Final exam on campus room TBA

*The deadline is the last day that discussion participation will count, even though the discussion option will continue to be available.. You should stay ahead of this schedule, and plan your video watching and participation to accommodate projects, test studying, and other activities. As mature students, it is your responsibility to plan your schedule with a pattern that will make you successful

MOSPE standards for students in teacher education	Course Objectives	MOSPE
	1. Learn the concepts and critical thinking skills associated with research and recognize the value of research to educators.	1N3
	2. Understand the usefulness of behavioral theories in managing behavior and explaining affective and reflexive responses.	2N6 2N3
	3. Conceptualize learning in cognitive terms and explain learning variations using cognitive theory	2N3
	4. Evaluate assessment instruments and apply testing concepts to the creation and evaluation of classroom tests.	7N1 7N2
	5. Recognize how individual differences associate with intelligence, sex, culture, and other factors exert an influence on how instruction impacts the student.	2N4 2N5 2N6 6N2
	6. Know the key landmarks that are linked to child and adolescent development, and understand the role of these developments in effective curriculum	2N1
	7. Recognize the individual differences and social factors affect moral action and aggressive behavior in students.	2N1
	8. Learn the various types of incentives that motivate students and recognize how cognitive development, self-regulation, and student experiences shape the student's motive to achieve.	2N2 5N1
	9. Have an accurate understanding of the relationship between self-esteem and behavior, and recognize how emotional development affects adolescent experience.	2N1
10. Develop perspectives on an effective classroom culture, and consider perspectives on styles that promote such a culture.	5N1 5N2 5N3	

