

**Murray State University**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING**

**COURSE PREFIX: EDP**

**COURSE NUMBER: 675**

**CREDIT HOURS: 3**

**I. TITLE:** Advanced Educational Psychology

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A psychological perspective and research-based examination of the learner, the teacher, and the classroom interaction processes involved in effective educational processes.

**Prerequisite(s):** none

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards (KTS) and the Interstate Teacher Assessment and Support Consortium standards (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to

- A. refine and extend the understanding of theoretical principles and foundations of educational psychology providing the basis for effective teaching and learning (KTS 2, 3, 5/ InTASC 4);
- B. examine and reflect on contemporary issues in educational psychology (KTS 3, 7/ InTASC);
- C. apply the principles and research findings to the “real world” of the classroom climate which will enable more effective decision making and the adaptation of strategies for the needs of a varied student population (KTS 3, 4, 7/ InTASC 1,2,3);
- D. identify social, political, and economic forces and the dynamics of the impact of these forces on the teacher, the student, and the context of education (KTS 3, 10/ InTASC 4);
- E. articulate an appropriate knowledge base and the necessary attitudes of professionalism to enable the individual to be an advocate and to provide leadership for positive student development and effective teaching (KTS 2, 3, 10/ InTASC 4); and
- F. use the interviewing tool for studying contemporary issues in educational psychology (KTS 7).

**IV. CONTENT OUTLINE:**

- A. Foundations of educational psychology
- B. Achievement gap
- C. Constructivism
- D. Curriculum
- E. Diversity
- F. Educational neuroscience
- G. Effective teaching
- H. School reform
- I. Standards
- J. Teacher preparation

- K. Technology
- L. Theories of learning
- M. Interviewing as qualitative research

The theme of diversity and closing the achievement gap is addressed through a variety of discussion topics based on text material and other supplemental content. Topics are focused on the academic success of diverse student populations.

This course integrates the theme of educator as reflective decision maker. The candidate will integrate course readings, classroom discussion material, and individual research into a comprehensive research paper. The assignment demonstrates the candidate's ability to determine the most beneficial methods of working with a diverse population. The candidate will also reflect on their thoughts throughout the writing process.

## **V. INSTRUCTIONAL ACTIVITIES:**

This course utilizes the Canvas course management system. (<https://murraystate.instructure.com/login>). Students need their Murray State University ID and Password to log in. The course instructor will communicate with students via a variety of interactive tools including discussions, announcements, and email. Students in this course are required to log in Canvas regularly (at least once a week) to access the course content, to participate in class discussions or chats, and to complete course assignments.

Student learning requirements:

**Email Account:** An email account is mandatory for this course. Throughout the semester, course-related information will be distributed to the student's Murray State University email address (RacerMail). Students are expected to check their RacerMail regularly (at least once a week for course updates). Please note: Email is used primarily as a tool of communication in this course. All assignments in this course must be submitted to Canvas (Detailed "How to submit" instructions will be provided for each assignment).

**Internet Access:** Students in this course are required to have access to high-speed internet and a computer in order to have a successful experience in this online course. This course is not appropriate for a student who has no or limited (such as dial-up) internet access.

**File storage:** Students in the course are required to have a file storage/retrieval media (such as a computer hard disk, USB flash drive, memory card, or CD-RW) for the purpose of saving students' own work completed in this course. Students in this course are required to make backups regularly to safeguard their own data.

**Software:** Students in this course are required to have access to the following software in order to complete this course: Web browser (such as Firefox®, Internet Explorer®), Adobe Reader®, CutePDF Writer®, Microsoft Word®, Microsoft Excel®, and Microsoft PowerPoint® software. Please note: To download the free CutePDF Writer® and install it in your own computer, you may visit <http://www.cutepdf.com/>

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

- A. The student's professional workplace acts as the laboratory to explore course issues.
- B. Students will journal or utilize the discussion board across the semester with reflections from each lecture and class experience to develop a snapshot in time of the individual's approach, views and understanding of educational psychology topics.
- C. Discussions will be in class and/or online via Canvas. Participation is expected and required.
- D. Students will conduct semi-structured interviews.

**VII. TEXT(S) AND RESOURCES:**

- A. Abbeduto, L. & Symons, F. (2014). *Taking sides: Clashing views in educational psychology* (7th ed.). McGraw-Hill Education.
- B. Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.
- C. Other course reading materials will be provided by the instructor.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Students are expected to submit their work no later than the due date. Assignments turned in after the due date will result in a deduction of 50 percent of the assignment points per day the assignment is late. Even though an assignment turned in two days after the due date will result in a grade of zero, students are still required to complete the assignment. Failure to complete all the assignments and learning tasks before the last day of class will result in a letter grade of "incomplete." A student seeking to have an "incomplete" course grade changed must follow the established university regulation and policy. The grading system is as follows:

Interview assignments	20%
Research Project	15%
<u>Homework/ Discussion assignments</u>	<u>65%</u>
Total:	100%

Grading scale:

A = 90 – 100%      B = 80 – 89%      C = 70 – 79%      D = 60 – 69%      E = below  
60%

**Interview assignments**

In the interview assignments, students are expected to interview individuals (in person or by phone) who have experience in the targeted fields. Some interview questions will be provided. There will be 2 interview assignments for a total of up to 20% of the course grade.

**Research Project (RP)**

Based on a topic from the course, a research paper will be developed and will include: 1) background of the issue selected; 2) integrative literature review on the selected issue/topic based on your review of a minimum of ten relevant journal articles published within the past ten years from the online research databases of MSU library; 3) information from and correlation with the findings from your interview assignments; 4) personal reflection about what you learned from the research project. This body of this paper should be at least 10

pages in length. The research project will account for a total of up to 15% of the course grade.

### **Homework/ Discussion (HD) assignments**

Students are expected to respond to specific questions about content from the textbooks and to actively participate in class/group discussions. There will be 13 homework/ discussion assignments for a total of up to 65% of the course grade.

## **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. There will be no required face-to-face meetings for this web course. However, students will be expected to make weekly progress online.

## **X. ACADEMIC HONEST POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.

3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## **XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION:**

### **DISPOSITIONS OF A MURRAY STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES GRADUATE**

1. Inclusive – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
4. Caring – Demonstrates regard for the learning and wellbeing of every student.

5. Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
7. Leadership – Is an ethical change agent who acts to inspire classrooms, schools, districts, and communities

The instructor reserves the right to modify the format of this course as circumstances demand.