

## Psychology 3TT3: Applied Educational Psychology- Fall 2017

**Course Instructor:** Dr. Joe Kim                      kimjoe@mcmaster.ca  
**Teaching Assistant:** Amy Pachai                      pachaiaa@mcmaster.ca

**Office Hours:** By appointment

**Class Meeting Time:** Wednesdays 9:30-11:30AM; Fridays 10:30AM-11:30AM, PC 237

### Course Description

This seminar course will help you develop professional skills to become a scholarly teacher. We will apply principles of cognitive science and the scholarship of teaching and learning to generate viable solutions for the academic challenges facing the twenty-first century learner.

### Evaluation Summary

Class Participation	10%
Weekly Quizzes	5%
Tutorial Preview Project	25%
Opinion Editorial (Op-Ed)	20%
TED-Ed Talk	20%
MCQ Synthesis Project	20%

### Missed Work

If you miss a class period, assignment, or an exam due to illness, personal circumstances, or late registration, it is your responsibility to notify the instructor and to submit suitable documentation (e.g., note from physician) to the appropriate Faculty/Program office.

### Academic Integrity

As a student, you are expected to behave honestly and ethically in all of your academics. According to McMaster University's Academic Integrity Policy, you are engaging in academic dishonesty if you "knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage" (Academic Integrity Policy, p. 6). This behaviour can result in serious consequences, such as a grade of zero on an assignment, loss of credit with a notation on the transcript that reads "Grade of F assigned for academic dishonesty," and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. The following are just three forms of academic dishonesty:

1. Plagiarism.
2. Improper collaboration.
3. Copying or using unauthorized aids in tests and examinations.

For more information on academic integrity, please read the Academic Integrity Policy: <http://www.mcmaster.ca/academicintegrity>

## Evaluation Breakdown

### **Class Participation – 15%**

Your active involvement is integral to establishing a dynamic learning environment. Opportunities to participate will include discussions, workshops, and article critiques. Every three weeks, the course TA will assess your in-class participation and assign a grade out of 10 using the MacIntroPsych rubric.

8 – 10	Excellent	Consistently exemplifies all three elements of participation
5 – 7	Satisfactory	Occasionally exemplifies some elements of participation
1 – 4	Poor	Rarely exemplifies elements of participation
0	Absent	Does not attend tutorial

Element	Description
Knowledge	Demonstrates knowledge of course material
Insightfulness	Demonstrates insightful and critical thinking
Synergy	Demonstrates positive and constructive interactions

### **Weekly Quizzes – 5%**

Your knowledge of the Psych 1X03 course material is an important part of being an effective TA. Every Friday during tutorial preview, there will be a brief multiple-choice quiz on the module being discussed that week. You will be allowed to drop one quiz. The breakdown for this mark is below.

Total quiz score	Grade
25-30 out of 30 correct	5%
19-24 out of 30 correct	4%
13-18 out of 30 correct	3%
7-12 out of 30 correct	2%
0-6 out of 30 correct	0%

### **Projects – 80%**

Project	Description	Value
<b>Tutorial Preview</b> Presentation: 10% Slides and notes: 10% Report: 5%	<ul style="list-style-type: none"> <li>- In small groups, create tutorial slides with notes for a module in 1X03</li> <li>- Lead tutorial preview</li> <li>- Write a report based on student feedback</li> </ul>	<b>25%</b>
<b>Op-Ed</b> Proposal: 3% Rough draft: 6% Final draft: 11%	<ul style="list-style-type: none"> <li>- Research a topic in educational psychology</li> <li>- Present findings as an op-ed</li> </ul>	<b>20%</b>
<b>Ted-Ed Talk</b> Rough slides: 8% Final slides: 12%	<ul style="list-style-type: none"> <li>- Prepare a 5-7 minute presentation on any topic in psychology</li> <li>- Present at the end of term Ted-Ed conference</li> </ul>	<b>20%</b>
<b>MCQ Synthesis</b> Peer edits: 4% Final questions: 16%	<ul style="list-style-type: none"> <li>- In pairs, create 5 recall and 5 application questions for a given module in Psych 1XX3</li> <li>- Peer edit another group's questions</li> <li>- Create a lab activity surrounding a bottleneck concept</li> </ul>	<b>20%</b>

## Course Outline

Date	To have completed for class:	Lecture	Workshop
Sept 6	Read the syllabus	Introduction to the course & Transferrable Skills for TAs	Sign up for projects, building tangible skills for facilitating a classroom
Sept 13	Read paper 1	Multimedia Presentations & MECE	Discuss paper 1, MECE workshop
Sept 20	Read papers 2 & 3 Ideas for Op-Ed	Research in Educational Psychology	Discussion on writing an op-ed, discuss paper 2 & 3
Sept 27	Read papers 4 & 5 <b>Op-Ed Proposal</b>	Discussion of Educational Psychology	Discuss paper 4, read and critique paper 5 as a class
Oct 4	Read paper 6 Watch Dan Robinson Talk (EdCog 2013 videos at <a href="http://www.edcog.mcmaster.ca">www.edcog.mcmaster.ca</a> ) <b>PNB Talk Proposal (optional)</b>	Myths in Educational Psych	Discuss paper 6 (Op-Ed proposal returned)
Oct 11	Reading Week		
Oct 18	Read papers 7 & 8 <b>Op-Ed Rough Draft</b>	Student Learning: Studying, Desirable Difficulties & Testing	What would you tell your first year self: Tips to improve studying, discuss paper 7 & 8
Oct 25	Read papers 9 & 10 <b>PNB Talk Slides Rough Draft</b>	Using Technology in Teaching	Development of PNB Talk slides based on peer and TA feedback, discuss paper 9 & 10 (rough draft of Op-Ed returned)
Nov 1	Read papers 10 and 11 Write 2 MC questions from this week's 1X03 module <b>Op-Ed Final</b>	MC Questions as an effective Testing Tool	Critique your 2 MC questions, brainstorm tips for students on how to do MC questions effectively, discuss papers 11 & 12 (rough draft of PNB Talk slides returned)
Nov 8	Read paper 12 <b>MC Questions Rough Draft</b>	Active Teaching and Learning	Peer edits of MC questions, discuss paper 13
Nov 15	Read paper 13 <b>MC Questions Final</b>	Blended Learning and the Future of Education	Discussion: Is there such thing as a 21 <sup>st</sup> century student? Does blended learning work?, discuss paper 14
Nov 22	Read paper 14 <b>PNB Talk Slides Final</b>	What makes a Good Speaker? (TED talk about nothing)	Feedback on 3TT3 and 1X03, discuss paper 15
Nov 29	PNB Talks		

## Summary of Important Dates

Date	Item	Completed
September 27	Op-Ed proposal	
October 4	PNB Talk proposal paragraph (optional, see rubric)	
October 18	Op-Ed rough draft	
October 25	PNB Talk rough draft of slides	
November 1	Op-Ed final draft	
November 8	MC Questions rough draft	
November 15	MC Questions final draft	
November 22	Final PNB Talk slides	
November 29	PNB Talks Conference	

## List of Readings

1	Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. <i>Educational Psychologist, 38</i> (1), 43–52.
2	Wilson-Doenges, G., Troisi, J. D., & Bartsch, R. A. (2016). Exemplars of the gold standard in SoTL for psychology. <i>Scholarship of Teaching and Learning in Psychology, 2</i> (1), 1–12. doi:10.1037/stl0000050
3	Schlueter, J. (2016, June 7). Higher Ed’s Biggest Gamble [Editorial]. <i>Inside Higher Education</i> . Retrieved August 18, 2016, from <a href="https://www.insidehighered.com/views/2016/06/07/can-colleges-truly-teach-critical-thinking-skills-essay">https://www.insidehighered.com/views/2016/06/07/can-colleges-truly-teach-critical-thinking-skills-essay</a> .
4	Garlikov, R. (2006). The Socratic method: Teaching by asking instead of by telling. <i>Website</i> , <a href="http://www.garlikov.com/Soc_Meth.html">http://www.garlikov.com/Soc_Meth.html</a> .
5	Paulson, D. R. (1999). Active Learning and Cooperative Learning in the Organic Chemistry Lecture Class. <i>Journal of Chemical Education, 76</i> (8), 1136–1140.
6	Kirschner, P. A., & van Merriënboer, J. J. (2013). Do learners really know best? Urban legends in education. <i>Educational Psychologist, 48</i> (3), 169–183.
7	Dunlosky, J. (2013). Strengthening the student toolbox: Study strategies to boost learning. <i>American Educator, 37</i> (3), 12–21.
8	Bjork, E. L., & Bjork, R. A. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. <i>Psychology and the Real World: Essays Illustrating Fundamental Contributions to Society, 56–64</i> .
9	Mazur, E. (2009). Farewell, lecture. <i>Science, 323</i> (5910), 50–51.
10	Lasry, N., Mazur, E., & Watkins, J. (2008). Peer instruction: From Harvard to the two-year college. <i>American Journal of Physics, 76</i> (11), 1066–1069.
11	DiBattista, D. (2011). Getting the most out of multiple-choice questions.
12	Little, J. L., Bjork, E. L., Bjork, R. A., & Angello, G. (2012). Multiple-choice tests exonerated, at least of some charges fostering test-induced learning and avoiding test-induced forgetting. <i>Psychological Science, 23</i> (11), 1337–1344.
13	Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. <i>Proceedings of the National Academy of Sciences, 111</i> (23), 8410–8415.
14	López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students’ perceptions and their relation to outcomes. <i>Computers &amp; Education, 56</i> (3), 818–826.
15	Menzel, K. E., & Carrell, L. J. (1994). The relationship between preparation and performance in public speaking. <i>Communication Education, 43</i> (1), 17–26.