

PSYCHOLOGY 3TT3: APPLIED EDUCATIONAL PSYCHOLOGY – FALL 2012

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Office Hours: By appointment

Class Meeting Time: Fridays, 11:30AM-2:30PM, PC 237

Course Description

What does it mean to be a scholarly instructor? How does research in pedagogy inform education practise? How do cognitive models help us understand how we effectively learn complex information? These are the types of issues we will explore in this course through theory, practice, and reflection. The theoretical elements are explored through journal readings and facilitated discussions. The practical elements of the course will also be explored through Workshops and Group Projects. The overall goal of this course is to bridge the two aspects of educational psychology – theory and practice –through discussions on how to test and implement theory in the classroom.

Evaluation Summary

Participation	10%
Journal Reading Discussion Facilitation	20%
Tutorial Preview Project	20%
TED-Ed Talk	20%
Research Proposal	30%

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 appropriate 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 dishonesty and academic integrity, please read the Academic Integrity Policy: <http://www.mcmaster.ca/academicintegrity>

Evaluation breakdown:

Participation – 10%

Your active participation is integral to establishing a dynamic learning environment. For the 12 weeks of class, every 3 week period you will be assigned a grade out of 10 using the participation rubric. At the end of the semester, your top 3 of 4 period grades will be counted to calculate your final participation grade.

Note that for a given period, if you attend 3 out of 3 classes but make little or no contribution to discussion, you cannot receive a grade higher than 4 out of 10 for that period.

Journal Reading Discussion Facilitation– 20%

Tutorial Preview Project – 20%

- Presentation: 5%
- Written Case Study: 10%
- Written report: 5%

TED-Ed Talk – 20%

- Peer Review of Slides: 5%
- Final Slides: 15%
- This evaluation is based on the slides submitted one week prior to your TED-Ed talk.

Research Proposal – 30%

- Letter of intent: 5%
- Research Proposal Report: 25%

Course Outline – Fall 2012

Week	Date	Topic	Tutorial Preview	Due in class
1	Sep 7	Introduction	Levels of Analysis	<ul style="list-style-type: none"> • Sign-ups • Read weekly articles “A, B”
2	Sep 14	Unit 1: PBL – Pedagogy	Research Methods 1,2	<ul style="list-style-type: none"> • Read weekly articles “C, D”
3	Sep 21	Unit 1: PBL – Applied Cognition	Classical Cond 1, 2	<ul style="list-style-type: none"> • Read weekly article “E” • Complete Peer Review for Ted Talk Slides (5%)
4	Sep 28	Unit 1: PBL – Contemporary 1	Instrumental Cond 1,2	<ul style="list-style-type: none"> • Read weekly article “F” • Submit slides to Faria for evaluation (15%)
5	Oct 5	TED-ED talks	Thanksgiving: No preview	<ul style="list-style-type: none"> • Read sample Research Proposal • TED-ED talk
6	Oct 12	Unit 2: Multimedia Instruction – Pedagogy - 5 min presentations of LOI	Problem Solving	<ul style="list-style-type: none"> • Read weekly article “G” • Letter of Intent (5%)
7	Oct 19	Unit 2: Multimedia Instruction – Applied Cognition	Categories & Concepts	<ul style="list-style-type: none"> • Read weekly article “H”
8	Oct 26	Unit 2: Contemporary 2	Attention	<ul style="list-style-type: none"> • Read weekly article “I”
9	Nov 2	Unit 3: Assessment Techniques – Pedagogy <i>MC Workshop</i>	Memory	<ul style="list-style-type: none"> • Read weekly article “J”
10	Nov 9	Unit 3: Assessment Techniques – Cognition <i>MC Workshop Cont’d</i>	Personality 1 & 2	<ul style="list-style-type: none"> • Read weekly article “K”
11	Nov 16	Unit 3: Contemporary 3	Forming Impressions	<ul style="list-style-type: none"> • Read weekly article “L”
12	Nov 23	Research Proposal Presentations	Influence of Others 1, 2	<ul style="list-style-type: none"> • Research Proposal Report (25%) • Final week for participation (5%)

List of Readings

Week	Date	Assigned Readings
1	Sep 7	<p>A) Paulson, D. R. (1999). Active learning and cooperative learning in the organic chemistry lecture class. <i>Journal of Chemical Education</i>, 76(8), 1136-1140.</p> <p>B) Wallace, D. S., West, S. W. C., Ware, A., & Dansereau, D. F. (1998). The effect of knowledge maps that incorporate Gestalt principles on learning. <i>The Journal of Experimental Education</i>, 67(1), 5-16.</p> <p><i>Optional Video:</i> http://tinyurl.com/44mkfmc</p> <p><i>Optional Reading:</i> Davis, B. . The first day of class.</p>
2	Sep 14	<p style="text-align: center;">Unit 1: PBL – Pedagogy</p> <p>C) Whitfield, C.F., Mauger, E.A., Zwicker, J., and Lehman, E.B. (2002). Differences between students in problem-based and lecture-based curricula measured by clerkship performance ratings at the beginning of the third year. <i>Teaching and Learning in Medicine</i>, 14(4), 211-217.</p> <p style="text-align: center;"><i>Workshop – Multimedia Presentation</i></p> <p>D) Atkinson, C., & Mayer, R.E. (2004). Five ways to reduce PowerPoint overload</p>
3	Sep 21	<p style="text-align: center;">Unit 1: PBL – Applied Cognition</p> <p>E) Schmidt, H. G. (1993). Foundations of problem-based learning: some explanatory notes. <i>Medical Education</i>, 27, 422-432.</p>
4	Sep 28	<p style="text-align: center;">Unit 1: Contemporary Issues</p> <p>F) Forward with Integrity – Student Experience</p>
5	Oct 5	<p style="text-align: center;">Ted-ED Presentations.</p>
6	Oct 12	<p style="text-align: center;">Unit 2: Multimedia Instruction – Pedagogy</p> <p>G) Bartlett, R. M., & Strough, J. (2003). Multimedia versus traditional course instruction in introductory social psychology. <i>Teaching of Psychology</i>, 30(4), 335-338.</p>
7	Oct 19	<p style="text-align: center;">Unit 2: Multimedia Instruction – Applied Cognition</p> <p>H) Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. <i>Educational Psychologist</i>, 38(1), 43-52.</p>
8	Oct 26	<p style="text-align: center;">Unit 2: Contemporary Issues</p> <p>I) Forward with Integrity – Community Engagement</p>
9	Nov 2	<p style="text-align: center;">Unit 3: Assessment Techniques – Pedagogy</p> <p style="text-align: center;"><i>Workshop – Assessment Techniques</i></p> <p>J) McConnell, D. A., Steer, D. N., & Owens, K. D. (2003). Assessment and active learning strategies for introductory geology courses. <i>Journal of Geoscience Education</i>, 51(2), 205-216.</p>
10	Nov 9	<p style="text-align: center;">Unit 3: Assessment Techniques – Applied Cognition</p> <p style="text-align: center;"><i>Workshop – Assessment Techniques Cont'd</i></p> <p>K) Roediger, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: taking memory tests improves long-term retention. <i>Psychological Science</i>, 17(3), 249-255.</p>
11	Nov 16	<p style="text-align: center;">Unit 3: Contemporary Issues</p> <p>L) Forward with Integrity – Internalization</p>