

## **Psychology 3TT3: Applied Educational Psychology- Fall 2016**

**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 to 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)	25%
TED-Ed Talk	20%
MCQ Synthesis Project	15%

### **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 – 10%

our 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.

Evaluating Participation	8 – 10	Excellent	Consistently exemplifies all three elements of participation	Element	Description
	5-7	Satisfactory	Occasionally exemplifies some elements of participation	Knowledge	Demonstrates knowledge of course material
	1 – 4	Poor	Rarely exemplifies elements of participation	Insightfulness	Demonstrates insightful and critical thinking
	0	Absent	Does not attend tutorial	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 – 85%

Project	Description	Value
<b>Tutorial Preview</b> Presentation: 10% Slides and notes: 10% Report: 5%	<ul style="list-style-type: none"> <li>- In pairs, create tutorial slides with notes for a module in 1X03</li> <li>- Lead tutorial preview</li> <li>- Write a report based on feedback</li> </ul>	<b>25%</b>
<b>Op-Ed</b> Proposal: 3% Rough draft: 7% Final draft: 15%	<ul style="list-style-type: none"> <li>- Research a topic in educational psychology</li> <li>- Present findings as an op-ed</li> </ul>	<b>25%</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 a 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: 3% Final questions: 12%	<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> </ul>	<b>15%</b>

## Course Outline

Date	To have completed for class:	Lecture	Workshop/ Article Discussion
Sept 7	Read the syllabus Read paper 1	Introduction to the course and Educational Psychology	Read and critique paper 2 as a class, discuss paper 1, sign up for projects
Sept 14		Instructional Strategies for TAs	Building tangible skills for facilitating a classroom
Sept 21	Read paper 3 & 4 Ideas for Op-Ed	Research in Educational Psychology	Discussion on writing an op-ed, discuss papers 3 & 4
Sept 28	Read paper 5 <b>Op-Ed Proposal</b>	Multimedia Presentations & MECE	Summarize a week of PSYCH 1X03 in MECE slideshow, discuss paper 5
Oct 5	Read paper 6 Watch Dan Robinson Talk (EdCog 2013 videos at <a href="http://www.edcog.mcmaster.ca">www.edcog.mcmaster.ca</a> )	Myths in Educational Psych	Discuss paper 6 (Op-Ed proposal returned)
Oct 12	Reading Week		
Oct 19	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 papers 7 & 8
Oct 26	Read papers 9 & 10 <b>TED-Ed Slides Rough Draft</b>	Using Technology in Teaching	Development of TED-Ed slides based on peer and TA feedback, discuss papers 9 & 10 (rough draft of Op-Ed returned)
Nov 2	Read papers 11 & 12 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 TED-Ed slides returned)
Nov 9	Read paper 13 <b>MC Questions Rough Draft</b>	Active Teaching and Learning	Peer edits of MC questions, discuss paper 13
Nov 16	Read paper 14 <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 23	Read paper 15 <b>TED-Ed Slides Final</b>	What makes a Good Speaker? (TED talk about nothing)	Feedback on 3TT3 and 1X03, discuss paper 15
Nov 30	TED-Ed Conference		

## Summary of Important Dates

Date	Item	Completed
September 28	Op-Ed proposal	
October 5	Ted-Ed proposal paragraph (optional, see rubric)	
October 19	Op-Ed rough draft	
October 26	TED-Ed rough draft of slides	
November 2	Op-Ed final draft	
November 9	MC Questions rough draft for peer editing	
November 16	MC Questions final draft	
November 23	Final TED slides	
November 30	TED-Ed Conference	

## List of Readings

1	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> .
2	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.
3	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</i> , 2(1), 1-12. doi:10.1037/stl0000050
4	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> .
5	Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. <i>Educational Psychologist</i> , 38(1), 43–52.
6	Kirschner, P. A., & van Merriënboer, J. J. (2013). Do learners really know best? Urban legends in education. <i>Educational Psychologist</i> , 48(3), 169–183.
7	Dunlosky, J. (2013). Strengthening the student toolbox: Study strategies to boost learning. <i>American Educator</i> , 37(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</i> , 56–64.
9	Mazur, E. (2009). Farewell, lecture. <i>Science</i> , 323(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</i> , 76(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</i> , 23(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</i> , 111(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</i> , 56(3), 818–826.
15	Menzel, K. E., & Carrell, L. J. (1994). The relationship between preparation and performance in public speaking. <i>Communication Education</i> , 43(1), 17–26.