

**Dewar College of Education & Human Services
Valdosta State University
Department of Psychology, Counseling, & Family Therapy**

**PSYC3130
Educational Psychology for Teachers of Adults
3 Semester Hours
Online**

Guiding Principles (DEPOSITS)

**(Adapted from the Georgia Systemic Teacher Education Program
Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS (Additional readings, as assigned)

Merriam, S. B., & Bierema, L.L. (2014). *Adult learning. Linking theory and practice*. San Francisco, CA: Jossey-Bass. Available at the VSU bookstore and online: http://www.amazon.com/Adult-Learning-Linking-Theory-Practice/dp/111813057X/ref=sr_1_1?ie=UTF8&qid=1452105127&sr=8-1&keywords=adult+learning \$34.73 for a new hardcover, e-book also available.

COURSE DESCRIPTION

Prerequisite: PSYC 2500 or acceptance to the TTIE degree program in the College of Education. This course will explore the nature of adult learning and teaching. Educational and psychological theories, models, and instructional

strategies will be discussed and applied to adult learning in various contexts. Other topics of discussion will include human lifespan and development, self-directed learning, job training, motivation, critical thinking, cognitive functioning, and technology as it related to learning.

COLLEGE OF EDUCATION & HUMAN SERVICES CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

APA STANDARDS

Goal 2 – Scientific Inquiry and Critical thinking: The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy

Goal 4 – Communication: Students should demonstrate competence in writing and in oral and interpersonal communication skills.

- 4.1 Demonstrate effective writing for different purposes

COURSE OBJECTIVES (CO)

Students will be able to:

1. Name and discuss the major categories of variables that have been studied in educational psychology in an attempt to address the differential nature of adult learning. Additionally, students will be able to arrange these

- variables to form a personal model of the teaching/learning process. (Standards II, III, IV, & V)
2. Define learning and compare and contrast the factors that behavioral, cognitive, social cognitive, and developmental theorists believe influence the learning process, giving specific examples of how these principles could be used in the adult and vocational education. (Standards II, III, IV, & V)
 3. Name and discuss the major components and techniques of classroom planning, management, instruction, and assessment that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences among adult students. (Standards II, III, IV, & V)

METHODS OF INSTRUCTION

- Online 100%
- Lecture
- Discussion
- Experiential Activities

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A. Quizzes (20%)

For each topic, there will be a short, multiple-choice quiz given to assess your understanding of the general concepts from the text. I recommend that you take the quiz before starting the discussion; however, the discussion posts are a collaborative effort and should not be completed at the last minute for the maximum benefit. Each quiz can only be taken one time, but the lowest grade will be dropped at the end of the semester. All quizzes are due by midnight on the due date. No late quizzes will be accepted.

B. Informal Learning Log (20%)

At the beginning of the semester, you will pick a topic that you are currently or plan to learn about on your own. This does not have to be an academic topic and should be separate from your other classes. Starting in the second week of the semester, you will write a short reflection about your learning experience each week, which will include links to any videos, readings, or social media posts. In addition, you will be asked to apply concepts from readings and discussions to your own learning. I will provide a model for you. This activity is designed to point out the obvious: that adults learn every day, on their own, informally, outside of school and work. All learning logs are due by midnight on the due date. Late logs will receive an automatic penalty per day late. Computer issues cannot be permitted as an excuse for late assignments.

C. Learning Modules with Discussion Posting/Leading (30%)

In each Module, you will be assigned chapters and discussion questions or an activity to coincide with your readings. Each week one or more

classmates will be assigned to lead the discussion. Leading a discussion may include posing new questions, responding to classmates, as well as bringing in new relevant material to share (e.g., videos, texts, etc.). All discussion postings or activities are due by midnight on the due date. Late postings receive an automatic penalty per day late. Computer issues cannot be permitted as an excuse for late assignments.

D. Essay Exams (30%)

There will be three take-home essay “exams” scheduled during the semester. The “exams” will consist of several questions over the material from the text and the online class discussions in a variety of formats. Late postings receive an automatic penalty per day late. Computer issues cannot be permitted as an excuse for late assignments.

Essay #1: This essay serves as a midterm exam. In your own words, I would like for you to explain what you have learned and how you anticipate applying the concepts to your future career/life. More specific information will be available on BlazeView.

Essay #2: This essay will not be a traditional essay. Instead, you will be asked to design a lesson for adults on a topic of your choosing. Instead of answering essay questions, you will be completing a template lesson plan and turning in a PowerPoint or format (e.g., Prezi, Voicethread, etc.). Although you can start working on this essay from the beginning of the course, the final version will not be due until finals week. More specific information will be available on BlazeView.

COURSE EVALUATION

Grades are based on total points from the quizzes (20%), informal learning log (20%), discussion postings/activities (30%) and the essay exams (30%) and assigned as follows:

A (90-100%)

B (80-89%)

C (70-79%)

D (60-69%)

F (0-59%)

ATTENDANCE POLICY

University Attendance Policy from the VSU Catalog:

“The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination... It is recognized that class attendance is essentially a matter between students and their instructors.

Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance

requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course." In an online course, absences are perceived as non-participation.

PROFESSIONALISM

Email Policy:

All emails will be written in a manner expected of a college student (e.g., free of writing errors, correct spelling, etc.). Do not use abbreviations like when texting. You will consider any email you send to me as a professional correspondence. Emails should always include a proper salutation and a proper closure followed by your name.

When you send me an email, please identify the course in which you are enrolled and include a brief statement indicating your question, comment, or concern. An appropriate subject line of your email might be: PSYC3130: Course Question. I have a lot of students and do not want to search for the class you are writing about. Please allow **24-48 hours** for me to properly respond to your email; however, I will try my best to respond as soon as possible. Please keep in mind that the email policy is specifically addressed in this course because it will encourage you to get in the habit of utilizing proper email etiquette. Proper email etiquette is important because you want to convey a positive, educated, image that future employers, professors, and others will notice.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

"Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

By taking this course, you agree that all required course work might be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

ACCESSIBILITY STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

| APA Goal | BA/BS Psychology Degree Outcomes | Activity | Assessment |
|---|---|--|---|
| <p>Goal 2: Scientific Inquiry and Critical thinking</p> <p>The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.</p> | 2.1 Use scientific reasoning to interpret psychological phenomena | Students read a variety of research sources and discuss them in group discussions. | The instructor uses appropriate grading criteria to evaluate students' work (rubric). Grades on discussion board posts. |
| | 2.2 Demonstrate psychology information literacy | Students synthesize research information in written responses. | Grades on midterm and final exams. |
| <p>Goal 4: Communication</p> <p>Students should demonstrate competence in writing and in oral and interpersonal communication skills.</p> | 4.1 Demonstrate effective writing for different purposes | APA style writing in all written responses. | Grades on midterm and final exams. |