

## CEPD 4101-E03: Educational Psychology, Fall/2017

<b>Class Meeting Time/Location</b>	100 % Online	<b>Online Hours</b>	1:00-4:00 pm Friday
<b>Instructor</b>	Li Cao, PhD	<b>Telephone</b>	678-839-6118 678-839-6558
<b>Office Location</b>	Rm 147 Education Annex	<b>westga email</b>	lcao@westga.edu
<b>Office Hours</b>	1:00-4:00 pm, Tue. & Thur.	<b>Skype or Google+ username</b>	(If applicable)

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwqonline.westga.edu/online-student-guide.php">http://uwqonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help (M-F:8 AM – 5 PM)</b> <a href="http://uwqonline.westga.edu/students.php">http://uwqonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu">http://libguides.westga.edu</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (INTASC,

NBPTS) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## COURSE INFORMATION

### Course Description

An introduction to psychological theories and principles applied to the classroom. The course will include aspects of learning, motivation, classroom management, and assessment. Emphasis will be placed on developmentally designed instruction for all students.

**Prerequisites:** Admission to Teacher Education.

### Required Text(s)

Ormrod, J. E. (2014). *Educational psychology: Developing learners* (8th ed.). Upper Saddle River, NJ: Pearson.

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

### Course References:

Anderman, E. M., & Anderman, L. H. (2013). *Classroom motivation* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.

Anderson, J. R. (2015). *Cognitive psychology and its implications* (8<sup>th</sup> ed.). New York: Worth Publishers.

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2013). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, Abridged edition*. Upper Saddle River, NJ: Pearson.

Antonetti, J. V., & Garver, J. R. (2015). *17,000 Classroom Visits Can't Be Wrong: Strategies That Engage Students, Promote Active Learning, and Boost Achievement*, Kindle Edition. Alexandria, VA: ASCD Publications.

Case, R. (1993). Theories of learning and theories of development. *Educational Psychologist*, 28(3), 219-233.

Corno, L. (2008). On teaching adoptively. *Educational Psychologist*, 43(3), 161-173.

Cushman, K. (2005). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press.

Cushman, K., & Rogers, L. (2009). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. New York: The New Press.

Boekaerts, M. (1995). Self-regulated learning: Bridging the gap between metacognitive and metamotivation theories. *Educational Psychologist*, 30(4), 195-200.

- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (2nd ed.), Alexandria, VA: ASCD Publications.
- Eby, J., Herrell, A., & Jordan, M. (2010). *Teaching in K-12 schools: A reflective action approach* (5th ed.). Boston: Allyn & Bacon.
- Flanagan, C. (1993). Gender, achievement, and African-American students' perceptions of their school experience. *Educational Psychologist*, 28(4), 357-378.
- Gindis, B. (1995). The social/cultural implication of disability: Vygotsky's paradigm for special education. *Educational Psychologist*, 30(2), 77-81.
- Guskey, T. R. (1990). Cooperative mastery learning strategies. *The Elementary School Journal*, 91(1), 33-42.
- Hallam, S., & Ireson, J. (2007). Secondary school pupils' satisfaction with their ability grouping placements. *British Educational Research Journal*, 33(1), 27-45.  
doi:10.1080/01411920601104342
- Kagan, S. (2013). *Kagan Cooperative Learning Structures* (MiniBook). San Clemente, CA: Kagan Publishing.
- Leon-Guerrero, R., Chris Matsumoto, C., & Jamie Martin, J. (2011). *Show ME the Data!: Data-Based Instructional Decisions Made Simple and Easy*. Lenexa, KS: Autism Asperger Publishing Co, US.
- Maehler, C., & Schuchardt, K. (2011). Working memory in children with learning disabilities: Rethinking the criterion of discrepancy. *International Journal of Disability, Development and Education*, 58(1), 5-17.
- Mager, R. F. (2005). *Preparing instructional objectives* (revised ed.). Mumbai: Jaico Publishing House.
- Mayer, R.E. (1996). Learners as information processors: Legacies and limitations of educational psychology's second metaphor. *Educational Psychologist*, 31(3/4), 151-161.
- Moran, A. (1991). What can learning styles research learn from cognitive psychology? *Educational Psychology*, 11(3/4), 239-245.
- Popham, W. J. (2013). *Classroom assessment: What teachers need to know* (7th ed.). Upper Saddle River, NJ: Pearson.
- Purdie, N., Hattie, J., & Douglas, G. (1996). Student conceptions of learning and their use of self-regulated learning strategies: A cross-cultural comparison. *Journal of Educational Psychology*, 88(1), 87-100.
- Shuell, T. J. (1996a). Teaching and learning in a classroom context. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 726-764). New York: Simon & Schuster Macmillan.
- Shuell, T.J. (1996b). The role of educational psychology in the preparation of teachers. *Educational Psychologist*, 31(1), 5-14.
- Thoonen, E., Slegers, P., Peetsma, T., & Oort, F. (2011). Can teachers motivate students to learn? *Educational Studies*, 37, 345-360.
- Weinstein, C., Romano, M., & Mignano, A. (2010). *Elementary classroom management: Lessons from research and practice* (5th ed.). New York: McGraw-Hill.
- Willis, J. (Ed.). (2009). *Constructivist instructional design (C-ID): Foundations, models, and examples*. Charlotte, NC: Information Age Publishing.
- Worthy, J. (2010). Only the names have been changed: Ability grouping revisited. *The Urban Review*, 42(4), 271-295.

## Approaches to Instruction

This course will be delivered entirely online using UWG's CourseDen system, other Internet resources, and printed materials. Various pedagogical methods will be used for this course, including (but not limited to) static and narrated PowerPoint presentations, pre-recorded lectures, online videos, class discussions, quiz, and research project. All assignments and evaluation criteria upon which grades will be based are described in detail below.

Required readings and assignment due dates are included in the Course Schedule at the end of this document. *A complete list of reading assignments and supplemental learning activities for each unit is provided as part of the corresponding learning module on CourseDen.*

This course will be delivered entirely (100%) online. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Visual/Audio/video Instruction	2250 minutes (37.5 hours)
Class Discussions	720 minutes (12 hours)
Other Activities and Assignments	3780 minutes (63 hours)

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

## Course Objectives and Learning Outcomes

Students will:

1. define educational psychology and explain its significance for teaching and learning (Slavin, 2008; Shuell, 1996a, 1996b)  
(Knowledgeable; Reflective; Proactive; Inquisitive INTASC 1, 2);
2. compare and contrast behavioral theories of learning and discuss their implications for teaching and learning (Gentile, 1997; Slavin, 2008; Shuell, 1996a)  
(Lifelong Learners; Knowledgeable; Reflective; INTASC 2, 4);
3. compare and contrast cognitive theories of learning and discuss the implications of each for teaching and learning (Case, 1993; Mayer, 1996; Moran, 1991; Shuell, 1988; Solso, 1995)  
(Lifelong Learners; Knowledgeable; Reflective; INTASC 1, 2, 4);
4. identify strategies for encouraging the achievement of all students, focusing especially on multicultural diversity and students with special needs (Flanagan, 1993; Gindis, 1995; Goodman, 1994; Guskey, 1990; Purdie, Hattie, & Douglas, 1996; Shuell, 1988)  
(Adaptive; Culturally Sensitive; INTASC 3, 4);
5. identify effective classroom management strategies (Anderson et al., 2000; Gentile, 1997; Slavin, 2008; Shuell, 1996a)  
(Decision Makers; Adaptive; Knowledgeable; Reflective; INTASC 1);

6. compare and contrast theories of motivation and discuss their implications for teaching and learning (Anderman & Anderman, 2009; Boekaerts, 1995; Gentile, 1997; Slavin, 2008) (Knowledgeable; Reflective; INTASC 3, 4, 5); and

7. compare and contrast methods of assessment and develop skill in the interpretation of standardized test scores (Gentile, 1997; Slavin, 2008; Shuell, 1996a, 1996b) (Adaptive; Culturally Sensitive; Knowledgeable; Reflective; INTASC 8).

## Assignments and Evaluation Procedures

### Attendance and Class Participation:

Students are expected to demonstrate professional attitude and behaviors throughout the course. They are expected to attend every class, read the assigned material before class, actively participate in class activities, follow instruction, provide and accept feedback constructively, persist at assigned tasks, be respectful and courteous to others, and actively contribute to success of the class.

(Objective #1)

### Quizzes: (Three Tests, Top Two Performances Count -- 50 + 50 = 100 points)

Quizzes help you check your understanding of course information and show you if you are building the appropriate foundation for later classes. You are required to take three quizzes over the semester. Each quiz consists of 25 multiple choice questions and is worth of 50 points. You are allowed to drop the lowest quiz score of the three quizzes. Quiz 1 covers chapter 1, 2, and 6. Quiz 2 covers chapter 7, 9, and 13. Quiz 3 covers chapter 10, 11, 12, and 14. Quiz will be timed and delivered online. You may use class notes and readings during the exam. However, you must complete the exam yourself – without the help or other students or individuals. *If an emergency arises the day of a test please contact the instructor or Educational Technology and Foundations Department office at 678-839-6558 as soon as possible.*

(Objective #1, 2, 3, 4, 5, 6, 7)

### Comprehensive Exam: (100 points)

The comprehensive exam will be given during the last week of class. The exam will consist of 50 multiple-choice items covering information discussed in class or provided in your text and readings over the semester.

(Objective #1, 2, 3, 4, 5, 6, 7)

### METACOG CHECKS (10 x 10 = 100 points)

Starting on Module 2 and continuing throughout the course, you will be asked to complete ten short “Metacog Check activities” at the selected modules. The purpose of the activity is to help you check understanding of the course content, to prompt you to distribute your study throughout the course, and for you to reflect on your study habits.

Each Metacog Check will ask a couple questions related to your study habits and also five multiple-choice items along with confidence judgments. The items will come from topics recently covered in class and in our textbook. Each activity will be worth a total of 10 points

for multiple choice questions and your response to the open-ended questions. Metacog Check 1 will be used as practice and no grade point will be attached to this practice activity.

Metacog Check x folder is located at the lower part of each Module/Class. Metacog check activities will be carried out online via Qualtrics on the designated date of the corresponding module/class. Please click the provided weblink to access each Metacog Check activity and follow the on-screen instructions. When you completed Metacog Check activity, you need to copy your performance score page from Qualtrics and paste it to the corresponding Metacog Check X Assignment dropbox on CourseDen. This will confirm your completion of Metacog Check activity and allow registration of your grade of the Metacog Check X activity.

(Objective #1, 2, 3, 4, 5, 6, 7)

### **TUTORING SYSTEM PROJECT (20 + 15 + 100 = 135 points)**

This is the biggest assignment of the class. Your task is to develop a Web-based tutoring system, i.e., a practical and hands-on training tool/module on a topic of your interest in learning, teaching, or motivation. This project-based assignment provides an opportunity for you to identify an area of importance, develop an action plan, and bring about the required changes. The purpose is to apply the concepts that you learned from this course to train your target group to learn a practical skill/strategy to improve learning, teaching, or motivation.

You need to formulate a team of four classmates to develop this project. This team approach is to facilitate collaboration, cross inspiration, and interdependence through these steps:

**Step 1, Start Early:** You need to read the instructions, rubrics, and review the sample TS projects. You can find these documents in Module 14 on CourseDen. After getting an overview of the TS project, you need to reach out to classmates and sign yourself up to a group of four by Aug. 27. You can find the group sign up webpage at Communication > Groups on CourseDen.

**Step 2, Plan Early (20 points):** You need to follow the TS Planning Rubric and work with your group on TS Planning. Your TS Group Planning and Member Contribution Sheet are due Sep. 24. You are to continuously develop your TS draft based on the feedback on your TS Planning.

**Step 3, Peer Feedback (5 + 10 points):** You need to submit your draft TS project both on the TS Peer Critique Discussion folder and TS Draft Dropbox for peer feedback by Nov. 15. You are required to use Final TS Rubric and provide specific and constructive feedback on at least two TS draft projects developed by other teams by Nov. 18.

**Step 4, Review and Revise (100 points):** You need to use the feedback to revise your draft TS into the final TS Project. Each study needs to submit his/her own copy of the Final TS Project by Nov. 29. Late submission (after 11:59 pm on Nov. 29) will incur a 5-point deduction from the grade each day that it is late.

(Objective #1, 2, 3, 4, 5, 6, 7)

### **Participation in Research:**

In order to pass this course you must pass the research component. You have two options for the participation. The first option is to participate in a research project to promote classroom learning and instruction. This process will help you understand research and develop critical thinking skills in your prospective teaching profession. The second option is to write a critique of three recent (published after 2012) peer reviewed research articles on a particular topic of your interest in educational psychology. If you choose the second option, you will simply not participate in the research project. However, if you choose the second option, please let me know by the second class Monday Aug. 14, 2017.

(Objective #1, 2, 3, 4, 5, 6, 7)

Option 1 Research Study: Students will be asked to fill in a few survey questionnaires online at different times over the semester. Students will need to complete the survey questions to meet the course requirement. The availability, participation links, and deadlines of each survey will be announced as the semester proceeds.

Option 2 Research Critiques: The critique paper should be typed, double-spaced, and 6 page long. The paper critiques three data-based research articles in the Journal of Educational Psychology published after 2012. The journal can be found at the UWG library website. The format of the critique paper should follow the American Psychological Association (APA) Publication Manual (6th. ed.) style. The critique paper is due by the second last class meeting and will be graded on a satisfactory or unsatisfactory basis. You must attach a copy of the journal article with your critique paper if you choose the second option. Your critique paper consists of two parts:

- 1) Review of Articles (3 pages)
  1. Purpose of study, competing hypotheses;
  2. Description of the experiment(s);
  3. Results of experiment(s);
  4. Conclusions; implications for theory/practice
- 2) Analysis of the Articles (3 pages)
  5. Discuss the quality of the article from your viewpoint;
  6. Discuss theoretical implications of findings with respect to class topics;
  7. Discuss instructional implications of findings from your viewpoint

### Evaluation Procedures & Grading Scale:

Assignment	Point	Range	Grading Scale
Self-Introduction	(1 × 5) = 5 points	409-455	A = 90 - 100%
OOPS Discussion	(1 × 15) = 15 points	364-408	B = 80 - 89%
3 Quizzes (50 points each, drop 1)	(50 + 50) = 100 points	318-363	C = 70 - 79%,
Comprehensive final (can't drop)	(1 × 100) = 100 points	273-318	D = 60 - 69%
Metacog Checks	(10 × 10) = 100 points	0-272	F = below 60%
Tutorial System Planning	(1 × 20) = 20 points		
TS Project Peer Critique	(5 + 10) = 15 points		
TS Final Project	(1 × 100) = 100 points		
Research Participation	(5 + 5) = 10 Bonus points	Satisfactory or	Dissatisfactory
Course Evaluation	(1 × 5) = 5 Bonus points		
TK20		1 - 4 point rubric	

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Each semester, university policies are updated as federal, state, university, and accreditation standards change. Please review the information found in the Common Language for Course Syllabi documentation at:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

### **PROFESSIONALISM**

An important part of the EDUC courses is to begin to understand what a professional knows and how a professional acts. Professional behaviors or dispositions are expected in EDUC classes. Report any changes in your schedule or life that will impact your participation in class or with your group. Communicate. When interacting with others, be sure to follow online etiquette. Remember, your posts are visible to others so think before you type!

### **ASSIGNMENTS**

All assignments and field observations are posted on CourseDen with complete instructions. All assignments are due by midnight on Sunday of each week unless otherwise specified. Assignments must be completed in the required format and be free of spelling, typographical, and mechanical errors. Assignments should be typed using 11 point Arial font. Each edge of the page should have a one-inch margin. Assignments should be submitted electronically through CourseDen, as indicated in the assignment description. The professor reserves the right to return any assignments that lack professional quality for reworking or to reject the assignment. No make-up tests will be available and late assignments will not be accepted without prior permission from the professor. When submitting assignments online, be sure you receive verification that the submission was successful. You are responsible for successful submission of the assignment through CourseDen; assignments submitted as email attachments will not be accepted unless given prior approval.

Variations in the class schedule may require changes in exam or assignment dates, but any changes will be clearly communicated to students.



No extra credit will be offered unless specified in the course syllabus. Work completed for another class, including field observation hours, is not acceptable for this class.

### **AMERICAN DISABILITY ACT AND SPECIAL NEEDS**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services must contact the instructor by the end of the second week of the term so that appropriate accommodations may be arranged.

### **UNIVERSITY ACTIVITIES**

Any student involved in athletics or other university activities that conflict with class meetings or activities must provide evidence of those conflicts no more than the second week of the semester, and alternate arrangements will be made at that time. Conflicts that are not communicated until later in the semester may not be approved. It is the student's responsibility to be aware of conflicts at the beginning of the semester, to communicate that information to the professor, and to complete any assignments prior to the absence.

### **STUDENT EMAIL POLICY**

University of West Georgia students are provided a MyUWG email account, which is the only official means of communication between the University and student. Please direct all email communications with the professor through Course Den email. Only emergencies should be communicated through the university email account. Emails must be professional in appearance and in quality. Emails should identify the purpose of the email in the subject line. Emails should contain an identifying salutation (that is, Dr. Jenkins), should be professional in format and tone, and should include identifying information (i.e. student name, id#, course and section). Remember, you're not texting you are delivering a professional communication!

### **STUDENT TECHNOLOGY NEEDS**

Because this class is online, each student is responsible for having access to hardware and software that will enable full access to class materials and resources. Students are encouraged

to take advantage of the hardware support and free software provided through their technology fees. Failure of hardware or software is not an acceptable excuse for missed assignments or exams. Plan in advance for power failures, internet interruptions, etc. See Online Support information above.

### **Additional Support Information**

#### **Center for Academic Success**

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is [cas@westga.edu](mailto:cas@westga.edu).

#### **UWG Cares**

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

#### **Student Services**

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

### **Communication Rules**

**Communication Rules:** Since multiple sections of this course is offered, please send communications regarding this class via D2L CourseDen. This would help with the context of your communication and speed up response time.

#### **Network Etiquette**

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

## Expected Response Times

*Dr. Cao believes in the importance of timely communication. He will make every attempt to respond to your email and/or question within 24 hours, and return major assignments within 7-10 days, except during traveling for UWG and professional conferences.*

## Class Schedule Information

A tentative weekly class outline appears below. You must complete and submit all class activities, assignments, tests, and project by the specified deadline. Online class requires more self-discipline and self-regulation. You need to be careful not to fall behind the class schedule.

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN ON COURSEDEN, COURSEDEN TAKES PRECEDENCE!**

Module/Date	Lessons to Complete	Class Activities & Assignments	Due
M0, Aug. 9-12	Getting Started	Overview of the course	
		Self-Introduction	Aug. 11
		OOPS Discussion	Aug. 12
M1, Aug. 14-19	Unit 1: Ch. 1 Teaching & Ed Psych.		
M2, Aug. 20-26	Unit 1: Ch. 2 Cognitive Development	Metacog check 1-Practic	Aug. 27
	<b>Formulate your Tutorial Project</b>		<b>Aug. 27</b>
M3, Aug. 28-Sep.	Unit 2: Ch. 6 Learning & Cognition	Metacog check 2	Sep. 3
M4, Sep. 4-9	Unit 2: Ch. 6 Learning & Cognition	Metacog check 3	Sep. 10
M5, Sep. 11-16	Unit 2: Ch. 7 Complex Cognitive	Metacog check 4	Sep. 17
	<b>Quiz 1</b>		
M6, Sep. 18-23	Unit 2: Ch. 7 Complex Cognitive	Metacog check 4-ex	Sep. 24
	<b>Planning for Your Tutorial System</b>		<b>Sep. 24</b>
M7, Sep. 25-30	Unit 2: Ch. 9 Behaviorist Theory	Metacog check 5	Oct. 1
Oct. 5-6	<b>Fall Break</b>	<b>No Class</b>	
M8, Oct. 2-7	Unit 2: Ch. 13 Creating Lrn	Metacog check 6	Oct. 8
	<b>Quiz 2</b>		<b>Oct. 8</b>
M9, Oct. 9-14	Unit 2: Ch. 10 Social Cognitive View	Metacog check 7	Oct. 15
M10, Oct. 16-21	Unit 2: Ch. 11 Motivation & Affect	Metacog check 8	Oct. 22
M11, Oct. 23-28	<b>Unit 3: Ch. 12 Instructional Strategy</b>	Metacog check 9	Oct. 29
M12, Oct. 30-Nov.	Unit 3: Ch. 14 Classroom Assessment	Metacog check 10	Nov. 5
	<b>Quiz 3</b>		Nov. 5
M13, Nov. 6-11	Unit 3: Ch. 15 Summarizing		
M14, Nov. 13-18	<b>Unit 4: Putting it Together</b>		
	<b>Tutorial System Project Draft</b>		<b>Nov. 15</b>
	<b>Tutorial System Peer Critique</b>		<b>Nov. 18</b>
Nov. 20-25	<b>Thanksgiving Holidays</b>	<b>No Class</b>	
	Research Participation		Nov. 26
	<b>Final Tutorial System Project</b>		<b>Nov. 29</b>
<b>M15, Nov. 27-Dec.</b>	<b>Final Exam</b>		<b>Dec. 2</b>

**\*\*Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.