



Special Topics in Educational Psychology
Psychology 3695G.530
School of Behavioural and Social Sciences
Brescia Psych

General Information

Course #: 3695G
Section #: 530
Term: Winter
Year: 2019-20
Course Day and Time: Mondays 8:30 – 11:30
Course Location: MSJ 14

Instructor Information

Name: John Mitchell
E-mail: jbmitche@uwo.ca
Tele: 28116
Office hours: Tuesdays 9:00 – 10:00 am, Thursdays 3:00 – 4:00 pm, by appointment
Office: MSJ 123

Special Topics in Educational Psychology

We will define Educational Psychology broadly, as the study of human learning and the personal, social and cultural factors that effect human learning.

Course Description

This course will cover selected topics of current interest in Educational Psychology. Both research and theory in this field will be discussed, and their implications for educational practice. The course will build upon topics covered in the introductory course (261F/G or 262a/b), such as learning, development, teaching styles and effectiveness, and assessment.

Prerequisite(s): [Psychology 2610F/G](#) or [Psychology 2620A/B](#), and registration in third or fourth year of Psychology program or special permission of Department.

Required Course Materials

Course reading will be posted on or linked to the course OWL site.

Learning Outcomes

1. Understand the assumptions, methods and applications of educational research (Inquiry and Analysis)
2. Discuss how personal characteristics such as learning styles and abilities influence educational success (Communication, Self Awareness and Development, Social Awareness and Engagement)
3. Present and discuss research on a focused topic within the field of educational psychology (Communication, Critical Thinking, Inquiry and Analysis)
4. Formulate and support an argument in the field of educational psychology in a written scholarly essay (Communication, Critical Thinking, Inquiry and Analysis)
5. Summarize and evaluate research findings (Critical Thinking)

Brescia Competencies

1. Inquiry and Analysis: The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events. Level 3
2. Communication: The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media. Level 3
3. Social Awareness and Engagement: The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies. Level 3
4. Self Awareness and Development: The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students can recognize their values and their impact on others and make a commitment to personal growth. Level 3
5. Critical Thinking: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion. Level 3

Teaching Methodology and Expectations of Students

I will lead classes for the first 3 weeks of the term. Beginning on week 4 or 5, the structure of most classes is that there will be discussion of two or three topics with the discussions led by students, by the course instructor, or by a guest. The typical organization of a class will be that the Seminar Leader will present a brief summary of one or two primary research articles on a topic (more details below) and then lead the discussion centred on the topic and articles. These are meant as discussion sessions, not formal presentations. Most weeks we will cover two topics. The two topics covered during any one class do not have to be related, but if the two Seminar Leaders want to consult and coordinate their sessions that could be especially effective. The Seminar Leader will lead and facilitate the discussion, but participation by everyone in the class is expected. For class members to be able to participate actively in the discussion it is important that everyone reads the articles for

that week. After the two discussions for the week have completed, the course instructor will present background information for the topics to be covered the following week.

The structure of a typical class will be:

First hour: Student-led discussion of a topic focused on one or two primary sources;

Second hour: Student-led discussion of a topic focused on one or two primary sources;

Third hour: Depending on the topics under discussion this will either be a third student-led discussion of a topic focused on one or two primary sources, or the course instructor will provide general background about the topic(s) for the next class. Given the range of topics that we may address the third hour of the class is intended to provide some general background and context for the articles assigned for the following week.

We will define Educational Psychology broadly. We are not restricted to the study of North American elementary and high schools. We will include topics important to the study of human learning and the personal, social and cultural factors that effect human learning.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Seminar Leadership:

The Seminar Leader will pick a topic of interest to them. Although general background will normally be presented during the previous class, the Seminar Leader may want to highlight any general background that is of particular importance, provide additional background, or provide additional information relevant to the topic. The Seminar Leader will then present one or a two journal articles on their topic focusing on the results and conclusions of that research. This is not intended to be a formal presentation; the expectation is that students will have read the article(s) under discussion and this is intended to present questions, raise issues with the methodology and highlight especially meaningful results and conclusions.

The Seminar Leader will lead discussion on the assigned article(s). The seminar can take the form just described (presentation of important aspects of the article(s) and background followed by discussion) or the presentation and discussion can be intermingled; organize your session in the way that you feel will be most effective and that you are the most comfortable with.

In selecting your seminar topic, you should choose a topic because it is of interest to you. All students should discuss their seminar topic with me to make sure that there is sufficient literature to support your seminar and that the topic is appropriate.

Each student will have the opportunity to be Seminar Leader on two occasions. Seminar Leadership is worth 30% of the course mark; 15% for each time you act as Seminar Leader. A detailed marking rubric for Seminar Leadership will be posted to our OWL site.

The article(s) for your seminar must be sent to me **no later** than 4:00 pm Tuesday the week before your seminar. Articles or web links that I receive by 4:00 pm Tuesday will be available to the class by Wednesday afternoon. For example, if you are Seminar Leader on Monday March 6th, I must have the articles (or link) no later than 4:00 pm Tuesday February 28th so that the articles can be made available to the class beginning the afternoon of Wednesday March 1st. This is to allow everyone sufficient time to read the article(s). There will be a 1 mark penalty (out of 15) for each day that the assigned readings are late, with penalty imposed as of 4:00 pm Tuesday (i.e., after 4 pm Tuesday there is a 1 mark penalty, after 4:00 pm Wednesday there is an additional 1 mark penalty, and so on).

Participation:

Active participation in the class is important for you to gain the benefits of a small, interactive class. The marking scheme for participation is:

- 0: made no comments or comments are limited and do not make a meaningful contribution to the discussion (comments such as “yes”, “what she said”, “I agree”);
- 1: comments are general and go beyond a simple “yes” or “I agree” but do not add new information, critically evaluate any information, or move the discussion forward;
- 2: made a constructive contribution to the discussion or answered a question and included specific information or made a substantive point.

Participation marks will be evaluated on a class-by-class basis and accumulated across the course to a maximum of 20 marks. For classes when we have two Seminar Leaders and two topics under discussion each is considered separately for participation marks. That is, for classes when we have two topics with two Seminar Leaders, you can gain 2 participation marks for topic one and the discussion led by Seminar Leader one, and 2 participation marks for the second topic and the discussion led by Seminar Leader two. Classes when we have a single presentation or topic (typically the sessions led by the course instructor), there is a maximum of 2 participation marks for that class. Note that this means you cannot remain silent for 10 weeks and then provide 10 comments during the final class and expect to accumulate all of your participation marks in that one class.

Reading Response:

You need to submit a Reading Response to one sets of assigned readings. Your Reading Response should include a brief summary of the main conclusions of the article and an evaluation of how well they are supported by evidence. The Reading Response is worth 10% of the course mark. It is up to you to pick which of the topics you use for your Reading Response other than you cannot do a response if you are Seminar Leader for that topic.

A Reading Response should be at least 500 words. With standard 2.54 cm margins, a 12 point font and double spacing, 500 words is approximately 1 ½ pages. Remember to include a reference list (the reference list is not counted in word length). In most cases the reference list will include only the

article(s) assigned for that discussion. Format, including reference citations, should follow APA guidelines.

Reading Responses are to be submitted online, via the Assignments page of our course OWL site. Reading Responses are due at or before the start of the class during which we are discussing the articles and will not be accepted after we have discussed the article(s) in class. That is, there are **no late submissions**. There are Reading Responses for at least 20 different topics so having missed the deadline to submit a Reading Response you will have other topics and dates from which you can choose up to the last seminar discussion class.

Peer Review and Draft Essay:

On March 23rd we will spend the class time discussing peer review, differences between reviewing and editing, and considerations when reviewing scholarly work. Students will then spend time reviewing and providing feedback on each others' draft essays. This is intended to provide experience with academic and scholarly review, to provide feedback to students on ways that they can improve their essays, and to practice giving and receiving feedback.

Each student will review and comment on at least two draft essays. You will need to bring to class two printed copies of your draft essay. Note that this means that you must have started your essay early enough to have a reasonable draft ready by March 23.

The draft essay is worth 5 marks. To receive marks, your draft essay must be at least 5 pages long (not counting references), have introductory and concluding paragraphs, and include citations. A detailed rubric for how these marks will be assigned will be posted on the course OWL site.

Participation in Peer Reviewing is worth 5% of the course mark. A rubric for how these marks will be assigned will be posted on the course OWL site.

Essay:

Students are required to prepare and submit an original, thematic, scholarly essay on a topic in Educational Psychology. Each essay must be at least 2,000 words, excluding reference list. You should use a 12 point font, minimum 2.54 cm (1 inch) margins and either space and half or double spacing. With 12 point Times New Roman font, 2,000 words is approximately 7 pages double spaced. Format, including reference citations, must follow APA guidelines.

You **must** include references to scholarly sources. Note that general and non-peer reviewed sources (e.g., Wikipedia, general websites, magazine articles) are not scholarly sources. Textbooks can be a useful source of general background information and a source of references but are **not** scholarly sources. You need to use scholarly sources and that means peer-reviewed academic journals.

Your essay must be submitted by 8:30 am Monday March 30; that is, before the start of our last class. There is a 2 mark (out of 30) per day **late penalty** for essays submitted after the start of class on the due date. Note that an essay submitted after 8:30 am on the due date will be counted as 1 day late and the late penalty will be applied; as of 8:30 am Tuesday March 31 it is considered 2 days late and an additional 1 mark late penalty will be applied, and so on.

The topic of your essay can be the same as one of the topics that you covered when you were Seminar Leader, but it does not have to be. In selecting your essay topic, you should choose a topic because it is of interest to *you*. You do not have to discuss your essay topic with me, but I encourage you to do so to make sure that it is appropriate for this course and that there is sufficient scholarly work to support your essay.

You will submit your essay online, using the Assignments page of our course OWL site. All essays are entered into an electronic database for electronic checking for plagiarism.

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Participation	20	All classes	1, 2, 3, 5	2, 3, 4, 5
Seminar Leadership (2 x 15%)	30	See above	3, 5	1, 2, 3, 4, 5
Reading Response	10	See above	1, 3, 5	1, 2, 5
Peer Review	5	Mar. 23	1, 3,	3, 4, 5
Draft Essay	5	Mar. 23	1, 2, 3, 4, 5	1, 2, 5
Final Essay	30	Mar. 30	1, 2, 3, 4, 5,	1, 2, 5

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Course Content

Topics for the first set of classes are given below. For most of our class meetings, the Seminar Leader will choose the topic and the reading(s). These are listed in the Weekly Organizer as “Seminar Discussions”. A list of topics and dates will be posted once we have finalized the Seminar Discussion topics.

Weekly Organizer:

Class	Date	Description
1	Jan. 6	Opening Class, Discussion of Topics
2	13	Discussion of Topics; Learning Styles
3	20	Outcomes Based Education; Current Trends in Education
4	27	Seminar Discussions
5	Feb. 3	Seminar Discussions
6	10	Seminar Discussions
	17	<i>Reading Week</i>
7	24	Seminar Discussions
8	Mar. 2	Seminar Discussions
9	9	Seminar Discussions
10	16	Seminar Discussions
11	23	Peer Review and Review of Draft Essays
12	30	Last Class: Summing Up; Essays due

2019-20 BRESCHIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;

4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been

obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
