I. IDENTIFYING INFORMATION

Course: EDU 614
Course Title: Advanced Educational Psychology
EPN: 22272147
Term: Fall I
Location: Online
Course Dates: 8/31, 10/23/2015
Course Days and Times: N/A
Prerequisites: Prerequisites: EDU 493

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor: Natalia Collings
Primary Phone Number: 989-774-1535
Secondary Phone Number: N/A
E-Mail Address: colli1ny@cmich.edu
Availability: I will answer e-mails within 24 hours

Academic Biography:
Natalia Collings
Ph.D. in Educational Psychology, 2006, MSU
Current Position: Associate Professor
Campus Address: EHS 469
Email: colli1ny@cmich.edu

Office hours:

- Mon: 9-10.30 AM
- Wed: 9-10.30 AM
- Also by appointment

Areas of Teaching:

- Educational psychology
- Educational assessment
- Educational technology

Selected Presentations and Publications:


Collings, N (2010). Can We Help College Students Make Better Use of Their Coursework by Understanding How it is Positioned in Their Culture and Language? A presentation at 2010 Lilly Conference on College Teaching and Learning, Traverse City, Michigan.


II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:
Title: N/A
Author: N/A
Edition: N/A
ISBN: N/A
Publisher: N/A
Required: N/A

Course Reserves: N/A

Required Materials: N/A

Recommended Materials: N/A
III. COURSE DESCRIPTION

Theories of learning and application to instruction. This course may be offered in an online or hybrid format.

IV. COURSE GOALS AND OBJECTIVES

Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as teachers whose practice is:

Conceptual and knowledge-driven: A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge.

Learner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

Reflective: A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

Candidate Performance Outcomes

Each professional education course, required or elective, is reflected in the unit assessment system. Candidates in programs of the Professional Education Unit are assessed using the six Candidate Performance Outcomes of the CLEAR Conceptual Framework. The listed course objectives are referenced to the six outcomes including:

S - Subject matter outcome – Candidates, through advanced study and research, will demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study at the graduate level.

Pe - Pedagogy outcome – Candidates, through advanced study and research, will demonstrate advanced knowledge of professional practice, and learner characteristics, sufficient to mentor or supervise others (e.g., student teachers, colleagues or staff).

A - Assessment outcome – Candidates, through advanced study and research, will model a comprehensive evaluation process based on assessments and reflection to improve learning and professional practices.

T - Technology outcome – Candidates, through advanced study and research, will integrate instructional technology throughout the professional practice.

D - Diversity outcome – Candidates, through advanced study and research, will model an understanding of diverse populations throughout the professional practice.

Pr - Professionalism outcome – Candidates, through advanced study and research, will demonstrate the dispositions and knowledge of the professional practice communities necessary to be successful in the field.

After successful completion of this course, the student will be able to:

1. Explain, analyze and evaluate their understanding of current educational theories and research in the context of various professional discussions of issues related to educational psychology. (C, LEA, R; S, Pe, A, T, D, Pr)

2. Analyze cases of teaching and learning and create recommendations for educational practice. (C, LEA, R; S, Pe, A, T, D, Pr)

3. Interpret the findings of research-based articles, analyze and evaluate these findings in terms of their validity, reliability and generalizability, and create implications for personal professional practice based on the above analysis and evaluation. (C, LEA, R; S, Pe, A, T, D, Pr)

V. METHODOLOGY

Each thematic unit of the course will be introduced with a video lecture by the instructor and supplemented with lecture notes, research articles for students to read, and sometimes a video to watch. The students will use this knowledge to respond to a realistic case of teaching and learning. In the beginning, the instructor will provide the cases, then students will write cases from their own practice and respond to each other cases.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

If you would like to get a head start on this class, please, watch the following video. We will start the class with discussing the topics of temperament, attachment, parenting practices. We will also start out with working with the cases of the children from the video.

Life at 7: Temperament (57 minutes)


This movie is a part of the series Life at 1, 3, 5 and 7: A Longitudinal Study in Childhood Development. The study followed 11 Australian kids, and this program focuses of 6 of them: Daniel, Haleema, Declan, Jara’na, Joshua and Sophia. It shows how each subject’s inherent temperament shapes his or her ability to succeed and deal with various pressures of life.
**Course Outline:**

Each thematic unit of the course will be introduced with a video lecture by the instructor and supplemented with lecture notes, research articles for students to read, and sometimes a video to watch. The students will use this knowledge to respond to a realistic case of teaching and learning. In the beginning, the instructor will provide the cases, then students will write cases from their own practice and respond to each other cases.

**Assignment Due Dates:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Thematic Unit</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Aug 31-Sept 6</td>
<td>Thematic unit 1: Temperament and attachment</td>
<td>Respond to a case of a child from the movie</td>
</tr>
<tr>
<td>Week 2: Sept 7-13</td>
<td>Thematic unit 2</td>
<td>Respond to a published case</td>
</tr>
<tr>
<td>Week 3: Sept 14-20</td>
<td>Thematic unit 3</td>
<td>Write and analyze your own case</td>
</tr>
<tr>
<td>Week 4: Sept 21-27</td>
<td>Thematic unit 4</td>
<td>Respond to a case of one of your peers</td>
</tr>
<tr>
<td>Week 5: Sept 28-Oct 4</td>
<td>Thematic unit 5</td>
<td>Respond to a case of one of your peers</td>
</tr>
<tr>
<td>Week 6: Oct 5-11</td>
<td>Thematic unit 6</td>
<td>Respond to a case of one of your peers</td>
</tr>
<tr>
<td>Week 7: Oct 12-18</td>
<td>Thematic unit 7</td>
<td>Respond to a case of one of your peers</td>
</tr>
<tr>
<td>Week 8: Oct 19-23</td>
<td>Reflecting on the course</td>
<td>Complete an assignment reflecting on the course</td>
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</tbody>
</table>

**Post-Class Assignment:**

None

**Student Involvement Hours:**

Please, plan on spending at least 6 hours on this class each week. Some weeks may require some extra time.

**VII. CRITERIA FOR EVALUATION**

**Evaluation Criteria:**

Evaluation criteria for all assignments will be clearly stated in the rubrics that the instructor will provide.

**Grading Scale:**

You will receive feedback for each assignment turned in. If you meet or exceed all criteria in the rubric for the assignment, the instructor will clearly state that your grade for the assignments is an A. Otherwise, the feedback will indicate the direction to strengthen your work and clearly ask for revisions. Once you submit the revisions, the above process will repeat until your work clearly meets all criteria stated in the rubric. This policy sets you up to fully meet all course objectives and complete the class with a grade of an A.

**Late Assignments:**
All assignments (except for last one) are due on Sundays at 11.59 PM. Instructor will start reviewing your work and providing feedback on Monday mornings. Please, plan to start working on the assignments as early in the week as possible. Feel free to ask questions and send me drafts for feedback throughout the week before deadline. Plan to discuss possibilities for extensions of deadlines with the instructor ahead of time.

**Make-ups and Rewrites:**
You will receive feedback for each assignment turned in. If you meet or exceed all criteria in the rubric for the assignment, the instructor will clearly state that your grade for the assignments is an A. Otherwise, the feedback will indicate the direction to strengthen your work and clearly ask for revisions. Once you submit the revisions, the above process will repeat until your work clearly meets all criteria stated in the rubric. This policy sets you up to fully meet all course objectives and complete the class with a grade of an A.

**VIII. EXPECTATIONS**

**Attendance and Participation:**
The students are expected to actively participate in the course, complete the assigned work and ask questions for understanding.

**Academic Integrity:**
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin ([https://bulletins.cmich.edu/](https://bulletins.cmich.edu/)).

**Student Rights and Responsibilities:**
Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at [https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx](https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx).

**IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

**Global Campus Library Services (GCLS)**
CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at [http://gcls.cmich.edu](http://gcls.cmich.edu) for more information.

**Reference librarian contact information:**
1. By phone: (800) 544-1452.
2. By email: gclsref@cmich.edu
3. By online form: [http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx](http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx)

**Documents on Demand office contact information:**
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: [https://illiad.cmich.edu/](https://illiad.cmich.edu/)

**Writing Center**
The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

**Mathematics Assistance Center**

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

**ADA**

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disability Services at (800) 950-1144, extension 3018 or email sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

**X. BIBLIOGRAPHY**

The course bibliography is currently being updated. Here is a course videography that the students are welcome to start exploring:


Heinz Dilemma - Kohlberg's stages of Moral Development (Interactive Animation) http://www.youtube.com/watch?v=5czp9S4u26M

Watch Lois Holzman, the director of East Side Institute, and one of the teachers trained by the institute talking about taking Vygotsky into practice: http://vimeo.com/6557498
Center Information

Student & Enrollment Services for CMU Online Courses
(800) 688-4268 or (989) 774-1129 or cmuonline@cmich.edu

Drop & Withdrawal Policy for Online Courses
http://global.cmich.edu/courses/drop-withdraw.aspx

Academic Calendar and
Credit/No Credit Deadlines for Online Courses
https://www.cmich.edu/global/calendar/Pages/default.aspx

Office of Information Technology Help Desk
https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Pre-Class Checklist for Online Courses
http://www.global.cmich.edu/cmuonline/checklist.aspx

Online Learning Resource Center
http://www.global.cmich.edu/cmuonline/about/

Certified Testing Center & Proctoring Information
https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx

Harassment and discrimination: You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy: With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE at (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/
CMU does not discriminate on the basis of sex in the education program or activity that it operates, including admission and employment, and is required by Title IX of the Education Amendments of 1972 not to discriminate in such a manner.

Inquiries about the application of Title IX can be made to CMU’s Title IX Coordinator, the US Department of Education’s Assistant Secretary, or both.

CMU’s Title IX Coordinator can be reached at:
Office: 103 E. Preston St.
Bovee University Center, suite 306
Mount Pleasant, MI 48858
Email: titleix@cmich.edu
Phone: 989-774-3253