

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3410 M 3.0: EDUCATIONAL PSYCHOLOGY**  
**Tuesday and Thursday / 11:30 am – 2:30 pm / Online via Zoom and eClass**  
**Summer 2 / 2021**

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**This is a remote course. The course involves synchronous small group discussions via Zoom, plus short presentations by the instructor and students. There is an expectation that all students will actively participate in online discussions.**

**Instructor and T.A. Information**

Instructor: Melody Wiseheart  
Office Hours: by appointment  
Email: melodywiseheart@gmail.com

<b>T.A.</b>	<b>Naomi Martinez Gutierrez</b>	<b>Marie Hooper</b>
<b>Email</b>	<a href="mailto:naomimg@yorku.ca">naomimg@yorku.ca</a>	<a href="mailto:mcauch@yorku.ca">mcauch@yorku.ca</a>
<b>Office Hours</b>	by appointment	by appointment

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 credits

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website: [eClass](#)**

All course materials will be available on the course eClass site. The site will be your central access point for course materials.

**Course Description**

This course is an introduction to learning science, which is scientific research on educational practices.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in educational psychology.
2. Articulate trends in educational psychology.
3. Express knowledge of educational psychology in written form.
4. Describe and explain limits to generalizability of research findings in educational psychology.

5. Demonstrate ability to relate information in educational psychology to own and others' life experiences.

### Specific Learning Objectives

Students will consider educational practice from three perspectives: teacher, student, and parent. Students will read scientific literature on a range of educational topics, and they will present scientific literature in language that can be understood by non-scientists (i.e., knowledge translation). Students will work as a team with other students, and they will convey educational psychology content to their peers. Students will evaluate their own performance, and their peers' performance.

### Required Text

- Weinstein, Y., Sumeracki, M., & Caviglioli, O. (2019). *Understanding How We Learn: A visual guide*. Routledge.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (due date)	Weighting
Provided desired presentation or book chapter topics	July 2	5%
Learning strategies from <i>Understanding How We Learn</i> , chapters 8–10	July 8	20%
Presentation or book chapter	August 2	50%
Evaluation of peers	August 8	10%
Small group performance, based on peers' evaluations	August 8	10%
Grade justification	August 10	5%
<b>Total</b>		<b>100%</b>

### Description of Assignments

Assignment descriptions are posted on eClass.

### Class Format and Attendance Policy

Students are required to attend synchronous sessions via Zoom. The course consists of a combination of presentations and small group discussion.

### Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#)

## Missed Tests/Midterm Exams/Late Assignment

There is an automatic grace period for students who need accommodations or have excused reasons for turning in an assignment late. Late penalties are listed on the grading rubric for each assignment; these penalties apply based on the grace period deadline. In rare instances where you have an excused reason for turning in an assignment after the grace period, please contact the instructor.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Summer 2021 Important Dates](#)

Event	SU	S1	S2
Last date to add a course without permission of instructor	23-May	14-May	02-Jul
Last date to add a course with permission of instructor	07-Jun	21-May	09-Jul
Last date to drop course without receiving a grade	09-Jul	07-Jun	23-Jul
Course Withdrawal Period (withdraw from course and receive a "W" on transcript – see Add and Drop Deadline Information below)	July 10-Aug. 10	June 8-June 21	July 24-Aug. 10

## Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

## Information on Plagiarism Detection

TurnItIn may be used for plagiarism detection.

## Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes.

## **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

## **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

## **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

## **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

## **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC 3410 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted

materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

### **Course Schedule**

**Day 1 (June 29):** Understanding How We Learn, chapters 1–2

*July 2:* Presentation or book chapter topic selection due (grace period until July 5)

**Day 2 (July 6):** Understanding How We Learn, chapters 3–4

*July 7:* Instructors will post presentation or book chapter topic assignments

*July 7:* Instructors will post small group membership lists

**Day 3 (July 8):** Class-wide discussion of the presentation or book chapter assignment; class-wide discussion of literature circles roles; small group planning session for the presentation or book chapter assignment

*July 8:* Review of Understanding How We Learn, chapters 8–10 due (grace period until July 12)

**Day 4 (July 13):** Understanding How We Learn, chapter 8; small group planning session for presentation or book chapter assignment

**Day 5 (July 15):** Understanding How We Learn, chapter 9; small group planning session for presentation or book chapter assignment

**Day 6 (July 20):** Understanding How We Learn, chapter 10; small group planning session for presentation or book chapter assignment

**Day 7 (July 22):** Understanding How We Learn, chapters 5–6; small group planning session for presentation or book chapter assignment

**Day 8 (July 27):** Understanding How We Learn, chapter 7; small group planning session for presentation or book chapter assignment

*July 28:* Presentation or book chapter due (grace period until August 2)

**Day 9 (July 29):** Understanding How We Learn, chapters 11–13; small group planning session for presentation or book chapter assignment

**Day 10 (August 3):** Student presentations (no readings today)

*August 4:* Evaluation of peers due (grace period until August 8)

**Day 11 (August 5):** Student presentations (no readings today)

**Day 12 (August 10):** Student presentations (no readings today)

*August 10:* Grade justification due (grace period until August 14)