

PSYC220 - Educational Psychology

(Cross-listed as EDUC220PSYC220)

Tuesdays & Thursdays

9:40-11:10am in ArtCom 202

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Humanities 100; office hours by appointment

Course Description

This course is designed to provide students with an introduction to theory and research in educational psychology. Topics will include learning theory and K-12 learner characteristics as well as the concepts of intelligence, creativity, and motivation. Students will also explore issues related to assessments and evaluations, models of teaching and learning, as well as historical, societal, environmental, and systemic issues impacting learning from early childhood through young adulthood.

Course Objectives

As a result of taking this course, students will:

- Become familiar with prominent theories of human development, intelligence, motivation, learning and understanding the role each plays in influencing educational processes and outcomes
- Examine student characteristics as well as environmental, historic, and systemic challenges that impact student learning and performance
- Gain knowledge of instructional approaches and strategies as well as assessment methods that can be used in support of student growth and learning
- Deepen their understanding of societal, structural, and environmental contexts that exist and influence educational systems and goals
- Learn ways in which they may apply concepts of educational psychology to their future work with children and adolescents

Course Texts

hooks, b. (2003). *Teaching community: A pedagogy of hope*. Routledge.

hooks, b. (1994). *Teaching to transgress. Education as the practice of freedom*. Routledge.

Kumashiro, K. (2015). *Against common sense. Teaching and learning toward social justice*. 3rd Ed., Routledge.

Kumashiro, K. (2002). *Troubling education. Queer activism and antioppressive pedagogy*. RoutledgeFalmer.

Toshalis, E. (2016). *Make me! Understanding and engaging student resistance in school*. Harvard Educational Press.

Willingham, D. T. (2021). *Why don't students like school?* 2nd Ed., Jossey-Bass.

Woolfolk, A. & Usher, E. L. (2023). *Educational Psychology*, 15th Ed., Pearson.

Please purchase/source Toshalis' book and Woolfolk & Usher's textbook.

All other texts will be provided via Moodle.

COURSE ASSIGNMENTS

- *Class Participation & Attendance (15%)*

Points for student engagement will be assigned throughout the semester. If you are proactive about attending class, sharing, participating during in-person discussions, and minimizing class distractions, you can expect to earn all points for engagement.

- *Reflection Assignments #1 & #2 (20%)*

Twice this semester, you will be asked to complete a brief 2-3 page, double-spaced reflection on an assigned topic that will be posted in Moodle.

- *Learning Observation & Analysis Paper (25%)*

For this assignment, you will observe, describe, and analyze an episode of learning from either a behavioral, cognitive, or developmental perspective. The episode of learning may be one that you experience or one that you observe at some point during this semester. The episode of learning may have been successful or not and may include yourself and/or any other learner(s) from ages 5-21. Regardless of setting and participants, your analysis should provide convincing evidence of at least one developmental or learning theory that was either observed or that could have been implemented if none were observed as present in the learning experience. Please include details regarding the learner, the learning environment, what was to be learned, and whether or not learning was observed as taking place as well as how the learning environment was organized and how the learner was observed to be feeling. Your observations, details, and theoretical analysis should be presented in a 4-6 page, double-spaced paper. Please include any relevant class discussions and readings (properly cited using APA 7th Ed.) as well as observations and personal experiences as well as at least 2 non-course external sources (properly cited using APA 7th Ed.).

- *Final Exam (20%)*

An in-class final exam containing multiple choice questions and short answer prompts will take place during our last scheduled class. The exam will include content from the course lectures, discussions, and readings. Guest speaker/student presentation content will not be included in the final exam.

- *Presentation (20%)*

During the last few class meetings, students will be responsible for selecting a topic related to advocacy in educational psychology (i.e. pick a topic for which to “speak up” for the needs of students and their families and/or for the quality of educational services. You may choose to expand on a topic covered in the course or you may choose to focus on an issue related to K-12 education that was not discussed in class. Your presentation can be structured as a professional development opportunity or you can opt to “teach” the class from the perspective of a mock teacher introducing the subject to a group of students. Each presentation will require a printed hand-out or online resource sheet that will be shared with your peers so that they can add the information to their personal resource kit (using proper APA 7th Ed. citations). Presentations can be done individually or in groups of 2-3 students. Solo presentations should run about 10 minutes while group presentations should plan to present for roughly 25 minutes total.

Grading Scale

Class Attendance & Participation	15 points
Reflection Assignments #1 & #2 (10 points each)	20 points
Observation Project & Paper	25 points
Final Exam	20 points
Presentation	<u>20 points</u>
Total	100 points

COURSE SCHEDULE, READINGS & DUE DATES

subject to change - all assignments are due via Moodle by 11:59pm CT

Week	Topic	Readings	Assignments Due
<i>Week 1</i> (Jan 22)	Syllabus & Intro to Educational Psychology	Woolfolk & Usher Ch. 1 Willingham Ch. 1	
<i>Week 2</i> (Jan 27 & 29)	Cognitive Development & Learning I	Woolfolk & Usher Chs. 2, 3	
<i>Week 3</i> (Feb 3 & 5)	Cognitive Development & Learning II	Woolfolk & Usher Chs. 7, 8	
<i>Week 4</i> (Feb 10) <i>NO CLASS FEB 12</i>	Language Development	Woolfolk & Usher Ch. 6 Kumashiro Pgs 72-75 (ACS)	Reaction Paper #1 due Feb 15
<i>Week 5</i> (Feb 17 & 19)	Socio-emotional Development Moral, Racial & Cultural Development	Woolfolk & Usher Ch. 4 Kumashiro Ch. 2 (TE) hooks Ch. 3 (TT) hooks Ch. 3 (TC)	
<i>Week 6</i> (Feb 24) <i>NO CLASS FEB 26</i>	Gender & Sexual Identity Development	Dillon et al. article Hall et al. article Patton et al. article	Presentation topic/details due to instructor via email by March 1

<i>Week 7 - (March 3 & 5)</i>	Science of Learning/ Research Methodology Learning Differences & Challenges I	Woolfolk & Usher Chs. 5, 9, 10 Willingham Ch. 3	
<i>Week 8 (March 10 & 12)</i>	Learning Differences & Challenges II Teacher Efficacy & Student Mindset	Woolfolk & Usher Ch. 14 Toshalis Ch. 6	Reaction Paper #2 due March 15
<i>Week 9 (March 17 & 19)</i>	SPRING BREAK - NO CLASSES		
<i>Week 10 (March 26) NO CLASS March 24</i>	Resilience, Difficulty Conversations	Toshalis Chs. 4, 7, 9	
<i>Week 11 (Mar 31 & April 2)</i>	Grit, Motivation, Self-Regulation & Failure	Woolfolk & Usher Chs. 11, 12 Toshalis Chs. 5, 11	
<i>Week 12 (April 7 & 9)</i>	Educational Measurements & Assessments Creating Learning Environments	Woolfolk & Usher Chs. 13 & 15 Toshalis Chs. 12, 13	Observation Project Paper Due April 12
<i>Week 13 - (April 14 & 16)</i>	Active Learning Presentations		Presentations begin April 16
<i>Week 14 (April 21 & 23)</i>	Presentations		Presentations
<i>Week 15 (April 28) NO CLASS April 30</i>	Presentations		Presentations
<i>Week 16 (May 7 @ 8am)</i>	Final Exam		Final Exam

COURSE POLICIES

Accommodations

To ensure optimal learning conditions for all students, there may be instances where course design or classroom environment may need to be adapted or modified. If you are in need of accommodations for a disability, please contact the Disability Services Coordinator, Josie Hurka, at the Office of Student Affairs at 651-696-6974. All Accommodation Notifications shared with the instructor will be adhered to to the best of the instructor's ability.

Attendance

Class attendance is critical to the learning process. Class activities, including discussions and group work, may cover topics and ideas that are not found in texts and are important to understand. It is encouraged that, to the extent possible, you avoid missing class. Per the Educational Studies department policy, you are required to attend at least 85% of all classes to pass the course.

That said, I understand that there are times when illnesses or extenuating circumstances may prevent you from being physically present. If you are ill or physically unwell, please avoid attending class and seek medical attention/COVID testing if needed. If you have a communicable disease but are well enough and would like to attend class virtually, please let me know beforehand. I will do my best to accommodate your participation via Zoom.

If you will be absent from class, for either a planned or unplanned occurrence, it is your responsibility to:

- 1) Inform me via email of your absence before class
- 2) Follow up on what you have missed first with a classmate followed by me (if necessary) before the next class session. It is your responsibility to stay on track with course material.

Participation

Knowledge is socially constructed and as such, each student's participation is paramount to maximize collective learning and understanding. You are expected to attend each class, on time, and prepared by having read assigned materials and completed assignments. Active participation in class exercises, group learning experiences, and communication with your instructor is expected to take place regularly to the best of your ability. While not everyone may be comfortable speaking in class or participating in the same way, the course is designed to provide multiple ways in which students can interact with the course content, their peers, and the instructor. This may include small and large group discussions, student facilitation, presentations, and/or alternative reflections. Each of these are ways you can participate in class.

Late Work

Due dates, included in Moodle and on the course syllabus, should be adhered to. Should you require an extension, please communicate your request via email before the assignment due date. Assignments submitted after the posted due date, without prior written approval, may not receive feedback and may be subject to loss of point values.

Artificial Intelligence (AI)

AI tools, like all technology, can mediate our learning in myriad ways. Learning to use AI is an emerging skill for many which can be exciting and beneficial to educational growth. While I am supportive of your use of AI in this class in the service of your learning and meaning-making, I do not support or approve of any AI use that impedes learning or that is used without prior approval in place of your own effort and work product.

Please be aware of the following opportunities and limitations of AI:

- AI is a tool that you need to acknowledge using. Any ideas or language that is produced by AI must be cited, just like any other resource. AI citations must include the prompt you used to generate text. Failure to do so violates the academic integrity policy at Macalester College.
- Don't trust anything AI says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. AI works best for topics you understand. This includes conceptual frameworks and theories. Do not assume that AI responses are coming from the same epistemological frameworks that you seek to understand (we will talk more about this in class).
- If you provide superficial, generalized, or low-quality prompts, you will get superficial, generalized, or low-quality results. You will need to refine your prompts to get better outcomes. This will necessitate a deeper understanding of the material on your end.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

If you have any questions about your use of AI tools, please do not hesitate to let me know.

Diversity, Equity, and Inclusion Statement

I recognize that my values, identities, experiences and worldview play a role in the design and instruction of this class. I also acknowledge and recognize that theories and research in the fields of education and psychology are often developed by white individuals and/or those who hold Westernized values and beliefs. I have made every effort to be mindful in choosing resources and materials that are inclusive. I will make every attempt to be intentional in promoting equity, diversity, and inclusion throughout the semester. However, it is possible that there may be covert and overt biases in the materials we use in this class, the activities, assignments, and/or the discussions. I strongly value diverse perspectives and encourage you to voice your concerns to me if you recognize problems with anything pertaining to the class. If there is anything inequitable, exclusive, harmful, discriminatory, or biased presented, I commit to addressing this and doing my best to correct any harm done in the process.

I aim to create and maintain a classroom space of inclusiveness where diverse viewpoints and various identities are respected and valued. I ask all students to join me in this effort. Our diversity may be reflected by many layers of our identities, including but not limited to race, culture, age, religion, sexual orientation, gender identity, socioeconomic background, family structure, age, and many other identities and life experiences. The goal of inclusiveness encourages and appreciates expressions of different opinions and beliefs so that conversations that could potentially be divisive, become instead opportunities for deepened understanding and enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering enriching dialogue. However, I also recognize that sometimes speaking up can be problematic. Please know that you can meet with me outside of class if speaking up during class is not possible or if you have a concern you would like to process with me individually.

UNIVERSITY RESOURCES & POLICIES

Students enrolled in this course are expected to adhere to all university policies and protocols as stated in the Student Handbook.

Academic Dishonesty

Students are expected to maintain the highest standards of honesty in their college work; violations of academic integrity are serious offenses. Students found guilty of any form of academic dishonesty -- including, for instance, forgery, cheating, and plagiarism -- are subject to conduct action. Examples of behavior that violates this policy, as well as the process and sanctions involved, can be found on the Academic Programs website, <https://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>.

Grading Policies

This course adheres to university grading policies. Details can be located at: <https://www.macalester.edu/academic-programs/academicpolicies/grading/>

Writing, Research, and Presentation Support

For support with writing, research, and presentations feel free to talk with me. You can also make use of the MAX Center <http://www.macalester.edu/max/> and the Dewitt Wallace Library <http://www.macalester.edu/library/>

Mental Health and Stress Management Support

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed below.

On-Campus Resources

Laurie Hamre Center for Health & Wellness

Leonard Center Room 53, 651-696-6275 (call to make an appointment). Follow macalesterhwc on Instagram. www.macalester.edu/healthandwellness/

- Medical Services
 - There is no charge for an office visit to see a provider for most appointments
 - Medical providers can talk to you about your mental health.

- **Counseling Services**
 - Health & Wellness counselors provide short-term counseling to students.
 - Drop-in counseling sessions are available each day; on a first-come, first-served basis.
 - Counseling staff offers multiple groups each semester. Check Hamre Center website for more information on specific groups being offered.
 - 24-Hour Urgent Phone Counseling – PRESS 2
 - To speak to a mental health counselor at any time, call 651-696-6275, then press “2” to be connected to ProtoCall, a free phone counseling service that Macalester provides for students, available 24/7.
- **Self-Care Resources**
 - Health Promotion
 - Provides a variety of resources and events, including free movement classes, tea, sleep masks, earplugs, and sexual health resources. Visit the HWC website, and visit the Wellness Lounge in Leonard Center room 55 (across from Studio 2) for resources.
 - PAWS @ Mac (therapy dog program)
 - To learn more about when and where to find the therapy dogs, email paws@macalester.edu, or follow pawsatmac on Instagram or Facebook.

Resident Advisor (RA) and Resident Hall Director (RHD)

- Both RAs and RHDs can serve as a first point of contact and are able to connect you to resources during mental health crises.

Other Support Offices

- Center for Religious and Spiritual Life, (651-696-6298), Weyerhaeuser Chapel
- Office of Student Affairs (651-696-6220), Weyerhaeuser 119

Urgent and Off-Campus Resources

www.macalester.edu/healthandwellness/afterhours

Knowing your rights and protecting your fellow students

As you may know, international and undocumented students at universities and colleges in the US have been detained without due process by federal authorities or had their visas silently revoked this year, including in Minnesota both on [state university campuses](#) and at [small liberal arts colleges](#). In order to protect yourselves, your fellow students, and the campus community, I encourage you to review this student-generated [information](#) regarding engagement with federal immigration law enforcement.

Macalester Security

- Call 651-696-6555 in the case of any emergency to reach Macalester Security. They will connect you with other campus response personnel.
- On Friday and Saturday nights (9 pm – 2 am), student EMTs are on call and will respond to health-related emergencies when Security is called

Crisis Text Line

- Minnesota's suicide prevention and mental health crisis texting services are available 24 hours a day, seven days a week. Text MN to 741741 to be connected to Crisis Text Line.
- Transgender Suicide Hotline number is 877-565-8860

Urgent Care for Adult Mental Health

402 University Ave E.

St. Paul, MN 55130

651-266-7900 (24/7 phone support; walk-ins M-F 8am - 5:30pm)

Regions Hospital (Emergency Room)

640 Jackson St

St. Paul, MN 55101

651-254-3456

Transportation

If you have an urgent health need and do not have transportation to get to a clinic or hospital, Hamre Center staff, Residential Life staff, and other campus response individuals can arrange for a ride share (Uber) to and from the clinic/hospital. There is no charge for the ride.

Computer Use Policy

Detailed policies, guidelines, and information on computer and network use can be found on the [ITS website \(Policies\)](#).

Grading Policy

Information on Macalester's grading system is available in the [College Catalog \(Grading System\)](#). Details regarding Incompletes, Appeals, and Complaints are in the [Student Handbook](#).

Recording Policy

The Macalester College Classroom Recording (MCCR) policy sets forth community expectations regarding the recording (whether audio, video, or streaming) of class lectures, discussions, office hours, and other course-related activities. As an academic community, we value the free exchange of ideas and the privacy of community members. We are also committed to providing appropriate accommodations to students who require recorded lectures as an academic adjustment for documented disabilities. The MCCR policy balances the legitimate uses of classroom recording, the intellectual property of the faculty, and the privacy of individual students and faculty. The entire policy can be found [here](#).

In short, the policy requires students to submit a completed Student Recording Agreement to the appropriate office (Center for Disability Resources for students with approved accommodations; Academic Programs and Advising for all others) prior to engaging in any type of recording. The faculty member who signed the Recording Agreement (or is notified by Center for Disability Resources that recording will occur as an accommodation) is responsible for notifying the class that recording will be occurring. The required Student Agreement Recording form is available [here](#).

COURSE RUBRICS

Presentation Rubric <i>Presentation topics & dates TBD</i>			
Element	Not Met	Met	Exceeded
Topic <i>X/2 points</i>	Topic selected does not relate to educational advocacy.	Topic selected somewhat relates to educational advocacy.	Topic selected relates to educational advocacy.
Presentation & Content <i>X/8 points</i>	Presentation was either very short or very long and lacked substance.	Presentation was a little too short or a little too long and contained some but not really relevant information.	Presentation run time was as required give or take a minute or two and contained a good deal of relevant information.
Resource Sheet <i>X/8 points</i>	Student(s) did not provide a printed or online resource sheet.	Student(s) provided a printed or online resource sheet but it contained limited information.	Student(s) provided a printed or online resource sheet with a good deal of information.
APA Style & References <i>X/2 points</i>	Student(s) did not include references and did not use APA 7th Ed. citations.	Students included references but did not use APA 7th Ed. citations.	Students included references using APA 7th Ed. citations.
Total: <i>X/20 points</i>			

Learning Observation & Analysis Paper Rubric

Due Dec 19, 2025, by 11:59pm CT

Element	Not Met	Met	Exceeded
Observation & Participant Description <i>X/5 points</i>	Student did not observe or partake in an episode of learning or did not include information regarding the event/participant(s) details.	Student observed or was part of an episode of learning and described it as well as participant(s) but in limited detail.	Student observed or was part of an episode of learning and described it and the participant(s) extensively with a great deal of detail.
Behavioral, cognitive, or developmental lens <i>X/7 points</i>	Student did not write about their observations through the lens of any behavioral, cognitive, or developmental theories.	Student wrote about their observations through the lens of a behavioral, cognitive, or developmental theory but referenced them minimally.	Student did not write about their observations through the lens of a behavioral, cognitive, or developmental theory in great detail.
Analysis <i>X/8 points</i>	Student did not provide an analysis of the learning experience.	Student provided a brief analysis of the learning experience but did not share improvements and/or learnings.	Student provided a thorough analysis of the learning experience and extensively shared improvements and/or learnings.
APA Style <i>X/3 points</i>	Paper was not written in APA 7th Ed. style.	Paper was written in APA 7th Ed. style but with errors throughout.	Paper was written in APA 7th Ed. style with minimal or no errors.
Professional References <i>X/2 points</i>	Paper did not include the use of at least 2 external sources	Paper included at least 1 external source.	Paper included 2 or more external sources.
Total: <i>XX/25 points</i>			