

**University of Waterloo
Department of Psychology
PSYCH 212: Educational Psychology
Winter 2022 (Online)**

Professor: Dr. Maureen Drysdale (aka Dr. D)

TAs: Sarah Callaghan, Areesha Satti, Karen Kumar

Course Description:

Educational psychology is the branch of psychology that specializes in understanding theories and methods of teaching, learning, behaviours, and assessment in educational settings. The content of this course includes aspects of human development related to learning, theories of learning, and the application of psychological principles in educational settings. There is a special focus upon the conditions essential to efficient learning. In addition, the course focuses on psychological testing and measuring learning outcomes.

Learning Outcomes:

At the end of this course, students should understand:

- aspects of human development through the school years
- individual differences in cognitive, social, emotional, intellectual, & behavioural functioning in an educational setting
- explanations of how we learn and learning problems
- applications of learning theories to teaching
- motivation in educational settings
- educational measurement and assessment

Required Textbook:

Woolfolk, A., Winne, P., & Perry, N. (2020). *Educational psychology (7th Canadian ed.)*. Pearson Canada.

For textbook ordering information, please contact the W Store | Course Materials + Supplies.

For your convenience, you can compile a list of required and optional course materials including both print and digital formats, through [UWaterloo BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and need support, please contact the W Store by email wstore@lists.uwaterloo.ca, by local phone +1 519-888-4673 or by toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

Resources

[Library COVID-19: Updates on library services and operations.](#)

Contact Information:

<p><u>Instructor and TAs</u></p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) <ul style="list-style-type: none"> ○ Note that all deadline extensions for quizzes, discussions, and/or assignments must be directed to and approved by the Instructor 	<p>Post your course-related questions to the Discussion Board*. This allows other students to benefit from your question as well. Questions of a personal nature can be directed to your instructor or TAs.</p> <p>Instructor: Dr. Maureen Drysdale mdrysdale@uwaterloo.ca Virtual office hours (apart from those pre-arranged the Weekly Course Schedule): By appointment only.</p> <p>TA: Sarah Callaghan scallaghan@uwaterloo.ca</p> <p>TA: Areesha Satti ajsatti@uwaterloo.ca</p> <p>TA: Karen Kumar k46kumar@uwaterloo.ca</p> <p>By appointment only zoom meetings are also possible. Please email Dr. D and copy the TAs to request one. Please provide several possible times for scheduling the zoom meeting. One of the 212 Team will respond to your email with the time and link.</p> <p>Dr. D and the TAs check emails frequently and will make every effort to reply to your personal queries within 24 hours, Monday to Friday.</p>
<p><u>Technical Support,</u></p> <ul style="list-style-type: none"> • Centre for Extended Learning • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation</p>
<p><u>Learner Support Services,</u> Centre for Extended Learning</p> <ul style="list-style-type: none"> • General inquiries • WatCards (Student ID Cards) <p>Examination information</p>	<p><u>Student Resources</u></p> <p>extendedlearning@uwaterloo.ca +1 519-888-4002</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

Course Schedule

IMPORTANT: ALL TIMES EASTERN - Please see the University Policies section of your Syllabus for details.

Week	Date	Topic	Readings	Assessments	Due Date	Weight (%)
1	January 5-7	Introduction & Getting Organized & Study Strategies	Course Content Documents & Resources in Learn	Introduce Yourself (see Discussion Board)	Due Date – Friday January 21	Ungraded
2	January 10 - 14	Learning, Teaching, and Educational Psychology Research Methods	Chapter 1 & Module 1			
3	January 17 - 21	Cognitive Development	Chapter 2 & Module 2			
4	January 24 - 28	Self and Social and Moral Development	Chapter 3 & Module 3	Quiz 1 on Modules 1 & 2 and Chapters 1 & 2: Starts on Monday January 24 at 13:00 (1:00pm) Due Tuesday January 25 at 13:00 (1:00pm)	Tuesday January 25 at 13:00 (1:00pm)	15%
5	January 31 – February 4	Case Study One	Based on Chapter 3 and Module 3	Starts on Monday January 31 at 13:00 (1:00pm) Due Monday February 7 at 13:00 (1:00pm)	Monday February 7 at 13:00 (1:00pm)	20%
6	February 7 - 11	Learner Differences and Learning Needs	Chapter 4 & Module 4			

7	February 14 - 18	Behavioural Views of Learning	Chapter 7 & Module 5	Quiz 2 on Modules 3 & 4 and Chapters 3 & 4: Starts on Monday February 14 at 13:00 (1:00pm) Due Tuesday February 15 at 13:00 (1:00pm)	Tuesday February 15 at 13:00 (1:00pm)	15%
8	February 21 - 25	Reading Week				
9	February 28 – March 4	Creating Classroom Environments	Chapter 13 & Module 6			
10	March 7 - 11	Case Study Two	Based on Chapters 7 & 13 and Modules 5 & 6	Starts on Monday March 7 at 13:00 (1:00pm) Due Monday March 14 at 13:00 (1:00pm)	Monday March 14 at 13:00 (1:00pm)	20%
11	March 14 - 18	Cognitive Views of Learning and Complex Cognitive Processes	Chapters 8 & 9 & Module 7	Quiz 3 on Modules 5 & 6 and Chapters 7 & 13: Starts on Monday March 14 at 13:00 (1:00pm) Due Tuesday March 15 at 13:00 (1:00pm)	Tuesday March 15 at 13:00 (1:00pm)	15%
12	March 21 - 25	Motivation in Learning and Teaching	Chapter 12 Module 8	Quiz 4 on Module 7 and Chapters 8 & 9: Starts on Monday March 21 at 13:00 (1:00pm) Due Tuesday March 22 at 13:00 (1:00pm)	Due Tuesday March 22 at 13:00 (1:00pm)	15%
13	March 28 – April 1	Classroom Assessment and Grading	Chapter 15 & Module 9			

14	April 4 & 5			<p>Quiz 5 on Modules 8 & 9 and Chapters 12 & 15:</p> <p>Starts on Monday April 4 at 13:00 (1:00pm)</p> <p>Due Tuesday April 5 at 13:00 (1:00pm)</p>	<p>Due Tuesday April 5 at 13:00 (1:00pm)</p>	15%
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Students Requiring Accommodations

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Grade Breakdown:

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Quizzes (4 of 5 quizzes at 15% each)	60%
Case Studies (2 at 20% each)	40%

Assessments:

Quizzes:

- There are five (5) quizzes for this course. You only have to complete four (4) - each worth 15% towards calculating your total quizzes grade of 60%. If you complete all 5 then the top 4 scores will be used. Completing all 5 is not required.
- Quizzes are NOT cumulative. Quizzes will consist of multiple-choice questions. Each quiz will contain a maximum of 20 questions.
- Refer to the [Weekly Course Schedule](#) for details regarding when the quizzes will start on LEARN and the deadlines for when they must be completed. A 24-hour window exist for completing each quiz. The quiz window will begin on a Monday at 13:00 (1:00pm) and end on a Tuesday at 13:00 (1:00pm).

- Once you begin a quiz, you will have between 30 and 35 minutes to complete it depending on the number of questions. This timing is based on the understanding that quizzes are like in-person test and hence are closed book. We do not provide you time to look through notes to find answers. This is known as an open-book quizzes. If you look through your course content when completing a quiz, it is called cheating. We trust that you all will complete your quizzes with integrity. If you choose to cheat or help another student with their quiz, then it's your conscience at risk. You are the one that must move forward in life knowing you cheated in university. If any of you are planning a career in teaching and you cheat in this course, you may want to reconsider your career choice.
- Extensions for quizzes will not be granted because you have the option to skip one if work piles up or you are ill. **Please do not email asking for an extension unless there are serious extenuating circumstances.**
- Late submissions will not be accepted (medical exceptions excluded, see policy for deferrals). If you fail to complete a quiz in the allotted window, then you will receive a zero on that quiz. **NO EXCEPTIONS!** Do not email asking Dr. D or any of the TAs to change this policy.

Case Studies:

- There are two case studies in this course. Each is scheduled in a week where no new content is introduced.
- Please see the [Weekly Course Schedule](#) for start dates and due dates.
- Case studies are individual assignments and therefore must be completed and submitted individually **to the Dropbox by the due date.**
- **Each case study is weighted 20% of your final grade.**
- Extensions for case studies will not be granted. **If your first case study is not submitted by the deadline, then the second one will be weighted 40%.** We are not accepting late submissions for the first case study.
- If you miss the second one, then you will receive a zero. Weightings for the second one will not be added to the first one. Please do not email asking for an extension. **NO EXCEPTIONS.** Late submissions will receive a 10% penalty per 24-hour period starting 5 minutes after the due date.
- You have an entire week to complete what should take one or two hours at most. Giving you 168 hours to complete each case study is very fair regardless of time management skills.
- **Please do not email asking for an extension unless there are serious extenuating circumstances** (medical exceptions excluded, see policy for deferrals).
- The cases are drawn from the experiences of teachers and school psychologists. They are relatively short and clear so that they can be read in a few minutes. Questions are designed to connect the course content material to practical scenarios.

- Responses to the questions must be clear and written in a scholarly way. Grammar and spelling count. Marks will be deducted for poorly written responses (poor grammar, spelling, and sentence structure).
- Please see the **Case Study Rubric** for specific grading details.
- Text matching software (Turnitin®) will be used to screen case studies in this course. This is being done to verify that use of all material and sources in the case studies are documented. Students will be given an option if they do not want to have their case study screened by Turnitin®. Details will be provided about arrangements and alternatives for the use of Turnitin® in this course. (<https://www.turnitin.com/>)
- Refer to the Weekly Course Schedule for details regarding when the case studies will be open on LEARN and the deadlines for when they are closed.

Students Requiring Accommodations

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Note: If you are registered with AAS and require special accommodations at any time during the term, you must contact Dr. D in advance of any due date. This means that in addition to contacting AAS, you must contact Dr. D when you are requesting accommodation.

Course Policies

Late Additions to the Course

If you enrolled in this course after any of the due dates have passed, but before the add period ends, contact your instructor directly to make alternate arrangements. See the [Weekly Course Schedule](#) for due dates. See the [Contact Information](#) page for how to get in touch with your instructor.

Correspondence:

All correspondence and announcements will be posted on Learn. Students using the telephone to contact the professor **must** include their first and last names, student number, and course in which they are enrolled. All emails should be respectful, polite, professional, and structured with a salutation/greeting (e.g., Dear/Hello Dr. Drysdale or Dear/Hello TA Sarah/Areesha/Karen), a purpose, and a closing signature (e.g., regards, kind regards, sincerely). If emails are not structured correctly, we will not respond. Do not email or telephone asking for grades. All grades will be posted on Learn.

Assessment Deadlines and Grades

Deadline dates, grades, and weightings are **final**. Please do not request changes to the weighting of any assessments, or deadline dates, or times (medical exceptions - see policy for deferrals below - and late additions excluded).

Release of Grades

When assessments are graded, the results will be posted on Learn. Grades are not released over email

or telephone. Do not send an email to the Instructor or TAs regarding “when will the grades be posted?”. We endeavour to complete the grading as quickly as possible and normally grades are posted within a week of the assessment.

Regarding Cheating

Cheating is strongly discouraged for the quizzes and other assessments. You can maximize your learning by completing the readings and assignments and taking responsibility for studying. We encourage all students to complete the quizzes and other assessments with integrity. See more details in Grade Breakdown and Assessments.

Extensions and Deferrals Policy for All Assessments

- **Extensions for the quizzes and case studies will not be granted unless serious extenuating circumstances exists.**
- **For serious extenuating circumstances, Dr. Drysdale's policy must be followed.**
- If a student completes a quiz or case study while ill, the grade stands.
- Only on the documented basis of severe illness or other extreme circumstance will students be permitted to an extension for a quiz or case study.
- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. D BEFORE the due date.** Failure to contact the Dr. D before the due date forfeits a right to an extension. The voice mail stamps the date and time of telephone calls.
- **In the case of severe illness, the student must provide an official “Verification of Illness Form” (VIF) from the University of Waterloo (available online at the [Student Medical Clinic](#)) - which states that, due to medical (physical and/or mental health) reasons, it was IMPOSSIBLE (i.e., severe illness) for the student to complete the quiz and/or case study by the due date.**
- **The verification of illness form must be completed, endorsed, and stamped by a licensed medical practitioner BEFORE OR ON THE SAME DAY as the due date. Once the student has been seen by a licensed medical practitioner and the VIF has been completed, the student must inform the Instructor by email or phone ASAP. A form completed after the day and time of the due date WILL NOT BE ACCEPTED. The completed form must be submitted to the Instructor within 24 hours of the due date – a photo of the VIF can be emailed as soon as it is received from the licensed medical practitioner (see below for submitting the hard copy). Doctors’ notes created by a physician or clinic, or notes scribbled on a prescription pad are *not acceptable medical certificates*.**
- **In the case of an immediate family members’ illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals and extensions will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student’s: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.**
- **In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals will only be granted for a partner’s death or an immediate family member’s death.**
- **Failure to follow the above requirements will forfeit your right to an EXTENSION OR make-up.**
- **If you are ill and you contact the Instructor after the due date, you will NOT be permitted to complete the quiz and/or case study.** You will receive a ‘0’ on the assessments. Exception: if you are involved in an accident and/or hospitalized during the week of the quiz or case study (documentation required) and as a result you are not able to call the day of the due date, then the Instructor must be notified and a request for an extension or deferral must be received no later than 24 hours after the due date. If you are extremely incapacitated or severely ill (physical

or mental health) and hospitalized, or have had an unexpected death in the family within 24 hrs prior to the due date, then have a friend or family member call ASAP and *no later than 48 hours after the due date*.

- Any student missing a quiz or case study with a valid reason and having followed policy must complete the quiz or case study that was missed unless they choose on their own to forfeit the grade.
- In the case of illness when a quiz is due, the student is advised to drop that quiz and keep the remaining 4 since only 4 will be used to calculate a total quiz grade.
- In the event that an extension is granted for a quiz, the new quiz will have a different format. The format will most likely be an essay question.
- In the case of illness when the first case study is due, the student is advised to drop that case study and add the weighting to the second case study. This does not apply if you are ill during the second case study.
- Please note that the following are NOT valid reasons for requesting an extension:
 - Travel (varsity athletic, other sports teams, or personal – family or friend weddings included)
 - Work overload
 - Forgetting you had a due date
 - Full-time or part-time work schedules

University Policies

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the [Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the [Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Note: If you are registered with AAS and require special accommodations at any time during the term, you must contact Dr. D in advance of any due date. This means that in addition to contacting AAS, you must contact Dr. D when you are requesting accommodation.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Mental Health Support:

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to [Campus Wellness and Counselling Services](#).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

You can also reach out to Dr. D at any time if you would like to chat.

Land Acknowledgement:

We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.