

Health Screening

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures

Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

Course Syllabus for CI 285
Seminar in Advanced Educational Psychology

<p>Semester: Fall 2020</p>	<p>Program/Department: MA in Education Department of Curriculum & Instruction</p>
<p>Course Name / Number: Seminar in Advanced Educational Psychology / CI 285</p>	<p>Instructor Name: Dr. Rohit Mehta</p>
<p>Class Time: <i>No Weekly Meetings*</i></p> <p>Asynchronous online course, available on Canvas from August 17-December 17, 2020</p> <p>*Group-based coursework</p>	<p>Office Hours: Mondays 4-6 pm via Zoom</p> <p>https://fresnostate.zoom.us/my/rohitmehta</p> <p>Or by appointment:</p> <p>https://calendly.com/rohitmehta</p>
<p>Units: 3</p>	<p>E-Mail: mehta@csufresno.edu</p>
<p>Location: Fully Online & Asynchronous</p>	<p>Website: fresnostate.instructure.com</p>

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.
Dr. Carol Fry Bohlin, Chair, Department of Curriculum & Instruction (carolb@csufresno.edu)

Catalog Description

Seminar on the psychological foundations of education; nature and characteristics of development, learning processes, and forces which affect educational growth.

Prerequisite for the course:

Minimum 3 units from the following: CI 152, CI 171, COUN 174, or PSYCH 101, or permission of instructor.

Required Course Materials

Textbook: *No Required Textbooks*. Course material, including the readings, will be provided by the instructor via course website (Canvas: fresnostate.instructure.com). Technology Access: Students are expected to have access to a computer, laptop or device that connects to the Internet and can record video/audio and write/share word documents. All work will be created and submitted using web-based software applications (Google Drive, YouTube, etc.). Access to headphones or earbuds is also helpful. *No synchronous presence is required in this course and all group-based coursework can be completed asynchronously.*

Course Description

This course includes critical perspectives on learning theories and educational psychology over the years to help understand teaching, learning and development. A range of critical issues in teaching and learning, such as experience, motivation, behavior, cognition, sociocultural factors, technology, attention, and discrimination among other pertaining topics will be covered.

Course Goals

The primary goal of this interdisciplinary course is to assist graduate students to understand and apply critical approaches to human learning and development. Building on theories in educational psychology and technology, this course will help students identify the role of mind, biology, society, technology, discrimination, and oppression in shaping human learning and development, and apply theories to practice. (CTC 2, 3, 4, 5, 11 Practice and Assessment)

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the different types of learning theories and how they influence teaching and pedagogy. (CTC 2, 3, 5, 11 Practice and Assessment)
2. Investigate and demonstrate how learning theories can be applied towards bringing change in educational practice. (CTC 2, 3, 5, 11 Practice and Assessment)

3. Investigate how learning theories apply across personal and sociocultural contexts. (CTC 2, 3, 5, 11 Practice and Assessment)
4. Describe how neurological, biological, social, political, cultural and economic factors influence learning and development. (CTC 2, 3, 4, 5, 11 Practice and Assessment)
5. Demonstrate an understanding of the role of neurological, biological, social, political, cultural and economic factors in educational practice. (CTC 2, 3, 4, 5, 11 Practice and Assessment)

Course Assignments

Assignments	Points	Cumulative Points
Online Discussions (10 points x 2 discussions) (CTC 2, 3, 4, 11 Practice and Assessment) Topics: Attention, Society, School systems, Humanization	20	20
Module Activities (20 points x 4 activities) (CTC 2, 3, 4, 5, 11 Practice and Assessment) Topics: Race, Behavior. Disciplining, Mental Health, Standardized Testing, Neuroscience	80	100
Course Project (CTC 2, 3, 4,5, 11 Practice and Assessment) Format: 5-min Educational Film Description: Choose a problem of practice in your educational context that you share as a group. Preferably, choose something you deeply care about. Using the content from this course, identify at least 2 key concepts (from Modules 1 and 2), 1 learning theory (from Module 3), 1 technology-related challenge (from Module 4), and 1 critical theory (from Module 5) to connect a pedagogical approach that could help counter your problem of practice. Submission: 1. Create and share a base group google document to record project brainstorming activities. Submit link to Canvas. 2. Create a 5-min educational film and upload it to YouTube. Submit link to canvas. The purpose of the film is to raise awareness on the problem of practice of your choice using the content from the course. Tips to make an educational film:	100	200

<p>1. Use a collaborative video editing software like Youtube studio.</p> <p>2. Use stock images, videos for visuals. Use stock music clips for background score. Creative Commons filter helps search for content that can be used without copyright violations.</p> <p>3. Record voiceovers for narration instead of using only text. Use text when needed to support narration.</p> <p>4. Record original content from your phone or camera. Take landscape wide shots (i.e. hold your phone horizontal when shooting). Take care of proper lighting and sound when recording.</p> <p>5. Include a credit rolling title sheet at the end of the film to cite all sources and share work and responsibility among the team.</p> <p>The film needs to be exactly 5-min. More details on Project page.</p>		
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Course Policies

General Attendance

- **Asynchronous coursework.** Given all your schedules and busy lives, I have made the course fully asynchronous, which means we will not have any formal synchronous class meetings. I will still hold informal office hours ([Mondays 4-6 pm \(Links to an external site.\)](#)) or by appointment through easy reservation you can make yourself: [calendly.com/rohitmehta \(Links to an external site.\)](#))
- **All coursework will be group-based.** Usually, I encourage students to take individual time to explore personalized projects and I work one-on-one with them. Sense of community is embedded in the face-to-face interactions. But, in an asynchronous class, creating a sense of community is challenging as online classes get rapidly tiring. Without regular meeting with your colleagues, my intended individualized approach gets lonely. To allow for more social interactions, I have made all activities, discussions and the project group-based. You all have been assigned base groups to work with throughout the course. In other words, there are no individual assignments. All work is your group's coursework! You all get to decide how frequently you wish to meet and through what medium, as long as you complete the course expectations.
- **Five Simultaneous Modules.** I have divided the course into five modules (more like categories) that will all be open for you starting day one. For ease of understanding, I recommend going sequentially, but would also encourage taking your own route. Work with your groups to find an approach that works best for you all. Choose your own adventure, at your own pace!

Late Submission

Discussions depend on your participation. There is no late submission policy or penalty.

Course Grading

To successfully complete this course, students must complete all course requirements and assignments and perform at a level of grade 'C' (Meets Standard) or better. All assignments are due on the dates indicated in the weekly schedule.

Grading Scale

Final course grades will be assigned using the following scale. A grade of 'D' is not a passing grade for graduate level courses. A student receiving a grade of 'D' will need to repeat the course to receive a passing grade.

Grade Points	Percent
A	180 - 200 90% - 100%
B	160 - 179 80% - 89%
C	140 - 159 70% - 79%
D	< 140 not passing

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>, and here: <http://www.fresnostate.edu/cge/documents/May-June2020.pdf>

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Dr. Carol Fry Bohlin, Chair, Department of Curriculum & Instruction (carolb@csufresno.edu)

University Policies

Student Conduct

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard

paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, please contact Services to Students with Disabilities in Madden Library, Room 1202 - (559) 278-2811.

Honor Code

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If so, this will be provided to students by the instructor on or before the last day of instruction.

Cheating and Plagiarism

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." The instructor may also use software to determine plagiarism. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers

At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore(<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

For free tutoring on campus, contact the Learning Center (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to

connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Student Handbook

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Course Calendar

All reading material is uploaded to the course website (fresnostate.instructure.com) and organized by modules. The course project is the final submission in this course. There is no final exam.

Bibliography (All Course Material)

1. Ambady, N., & Bharucha, J. (2009). Culture and the brain. *Current directions in psychological science*, 18(6), 342-345.
2. Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital natives' debate: A critical review of the evidence. *British Journal of Educational Technology*, 39(5), 775-786.
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4. Cahan, E. D. (1992). John Dewey and human development. *Developmental Psychology*, 28(2), 205.
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15. Mehta, R., & Aguilera, E. (2020). A critical approach to humanizing pedagogies in online teaching and learning. *The International Journal of Information and Learning Technology*.
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18. Paris, D. (2012). Culturally sustaining pedagogy a needed change in stance, terminology, and practice. *Educational Researcher, 41*(3), 93–97.
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20. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology, 25*(1), 54-67.
21. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68.
22. Salomon, G., & Perkins, D. (2005). Do technologies make us smarter? Intellectual amplification with, of, and through technology. *Intelligence and Technology, 71–86*.
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