PSY 505.01W – Introduction to Educational Psychology
COURSE SYLLABUS: Fall 2025
Web-Based

INSTRUCTOR INFORMATION

Instructor: Shifang Tang, Ph.D.
Office Location: Henderson 209
Office Hours: [Zoom office hours] T/TH: 11:00 am to 2:00 pm
      ***In-person/Zoom meetings by appointment
      Changes to office hours announced on D2L
Email Address: shifang.tang@etamu.edu
Preferred Form of Communication**:** Email; please allow 2 business days for response.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Class discussions are based on journal articles. The required readings will be announced/accessed on D2L and Gee Library's online database. As such, there are no required textbooks for this course. For students who do not have a background in psychology—specifically, educational psychology, you may consider one of the following textbooks for your own reference:

Ormrod, J. E., & Jones, B. (2018). Essentials of educational psychology: *Big ideas to guide effective teaching* (5th ed.). Pearson.

Seifert, K., & Sutton, R. (2009). Educational psychology. Author.
(Note: This text is licensed under a Creative Commons Attribution 3.0 License and can be downloaded here:
https://open.umn.edu/opentextbooks/textbooks/educationalpsychology)

Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom* (1st ed). Jossey-Bass.

Woolfolk, A. (2019). *Educational psychology* (14th ed.). Pearson.

The *syllabus/schedule are subject to change.*

Supplementary Text: It is expected that you write in APA, 7th edition while in this course for written assignments (exams and literature critique) and likely the remainder of your graduate career. Therefore, I strongly encourage you to purchase a copy of the APA 7th edition manual:

American Psychological Association (APA). (2020). Publication manual of the American Psychological Association. (7th Ed.). Washington, D.C.

Other Resources. East Texas A&M University's Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at http://www.tamuc.edu/library/

Course Description

This course introduces students to the foundational principles of educational psychology, with a focus on the cognitive aspects that shape modern teaching methods. It covers both historical and contemporary theories, research, and issues in key areas such as instructional psychology, motivation, measurement, learning, technology, and socialization. This course aligns with Domain 5 (School-Wide Practices to Promote Learning) and Domain 9 (Research and Evidence-Based Practice) of the NASP 2020 Practice Model, addressing both systems-level practices and research competencies critical for school psychologists.

Course Objectives:

1. To provide a historical overview of educational psychology, emphasizing key theories and research that have shaped the field.
2. To explore the cognitive aspects of learning and their application to modern pedagogical practices.
3. To examine motivation and measurement techniques in educational settings, focusing on their influence on student outcomes.
4. To investigate the role of technology in education and its impact on learning and teaching.
5. To understand the socialization process in educational contexts and its effect on student

Student Learning Outcomes
Students will demonstrate an understanding of:
1. Theories and empirical research findings on learning processes
2. Theories and practice of creating optimal learning environments
3. Theories and practice of educational measurement
4. Strategies for conducting and evaluating empirical research
5. Ethical and legal considerations related to human learning and development

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Alignment with NASP 2020 Domains of Practice:

- **Domain 5: School-Wide Practices to Promote Learning**
  Students will understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health.
- **Domain 9: Research and Evidence-Based Practice**
  Students will demonstrate knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

COURSE REQUIREMENTS

Needed Skills include being able to use the learning management system (D2L) to access course materials. Additionally, proficiency in Microsoft Office (Word and PowerPoint) is needed. I will not serve as technical support. TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

Each week, you will be responsible for completing an online module. In the module, you will have Background Information, Assignments, and Discussions. Each week, you will be responsible for completing a module. You are expected to invest six to nine hours for each module. However, you may decide to space out this time over the course of the week as long as deadlines are met. This includes completing the readings, watching brief 30 to 45-minute videos that provide an overview of the readings and participate in the online discussion boards. For each week, you will have Background Information, Assignments, and Discussions. Weekly modules will be released on Monday and will close on Sundays at 11:59 pm (CDT).

The course is conducted through readings, student presentations, and online discussions. Students are expected to fully engage in the asynchronous discussion board conversations (i.e., complete all assigned readings).

Student Responsibilities or Tips for Success in the Course

In general, students are expected to invest six to nine hours for each week's module. To successfully complete the course, students should complete the assigned readings,

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prepare a quality presentation, and fully engage in online discussion on D2L. Reviewing the course material thoroughly is essential for preparing for the exams. Submitting the exams on time through D2L is critical.

Asynchronous classes can be challenging. If you have any difficulties with completing the readings and assignments in a timely manner, please do not hesitate to reach out to me as soon as possible.

You are highly encouraged to monitor your own progress on D2L. My office hours are listed at the top of the syllabus. Since this is an asynchronous class, I am requiring that students schedule one one-on-one Zoom meetings with me over the course of the semester so that I can check in with you regarding the course and other concerns you might have. Please do not wait until the end of the semester to schedule these meetings.

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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Assessments

Evaluation for Doctoral-Level and Specialist in School Psychology Students

Presentation	100 points
Discussion posts	420 points (14 discussion posts)
Final exam	100 points
Literature critique paper	100 points
Total Points Possible	720 points

Evaluation for Master's-Level Students

Presentation	100 points
Discussion posts	420 points (14 discussion posts)

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Final exam	100 points
Total Points Possible	620 points

Assignments

*Rubrics for the following assignments will be provided on D2L.

Presentation (100 points): Partially based on interest, students will be assigned one of the topics covered in this course and deliver a presentation in any format (e.g., PowerPoint slides, Prezi, technical reports, video presentation, podcast). In the presentation, students are expected to:

A. Summarize the chapter(s) and the assigned readings of the topics the student is assigned to (50%),

B. Propose **two** questions or two themes for debate related to the assigned readings (10%), and

C. Provide an argument or statement of the aforementioned questions (40%)

Each presentation should be posted on D2L before the start date of each unit (see the course calendar for details) and should address all the three parts listed above.

I.**Discussion** (30 points each; 420 points in total): Discussion is the core of this asynchronous class. Students are required to participate in the online discussion by providing thoughtful responses to the questions/debates proposed by the presenter, the instructor, or other classmates. Note that discussion posts are not required when the student gives a presentation on the same topic. Before joining the discussion, students are required to read the assigned readings posted on D2L.

In each discussion post, students should directly respond to the question/debate proposed by the presenter(s) or other classmate(s) or start a new discussion thread with questions AND arguments. Students should cite relevant theoretical frameworks and empirical research findings to support their argument(s). Please refrain from excessively citing personal experience as the sole source of your discussion. After all, it is a course on psychology, and academic writing is the expected format of discussion posts. Your personal experience helps, and you are welcome to share it, but it cannot be the only material in your discussion. The discussion should be posted to the designated area of each topic in D2L before the deadline (see the course calendar for details). Students are encouraged to read other students' posts and respond. In total, students are required to participate in all discussion sessions throughout the semester.

Note that discussion topics may change based on students' interests.

Exam (100 points): There will be one final exam, worth 100 points. The exam resembles the format of comprehensive exams and consists of essay questions. These exams are independent submissions, although students may meet with the instructor to discuss any questions. Details, including a rubric, will be provided on D2L.

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II.**Literature Critique Paper** (doctoral students only; 100 points). The goal of this paper is to help students critically evaluate different, sometimes even contrasting, theories and research findings covered in this course throughout the semester, based on a topic of students' interest. In 10 pages (excluding the title page and the list of references), the paper should consist of three parts: a statement of the significance of this topic in research and practice in developmental psychology (i.e., problem statement; 20%), a critical summary of relevant theories and recent empirical research (50%), and a proposal for future research and practice (25%). The rest of the points (5%) go to the mechanics (e.g., grammar, punctuation) and APA style formatting. Students are encouraged to discuss a proper topic and scope with the instructor.

Upon successful completion of this course, students will be able to:	This outcome will be evaluated primarily by:
SLO 1. Theories and empirical research findings on learning processes	Presentation, Discussions, Exams, and Critique Paper (doctoral students)
SLO 2. Theories and practice of creating optimal learning environments	Presentation, Discussions, Exams, and Critique Paper (doctoral students)
SLO 3. Theories and practice of educational measurement	Presentation, Discussions, and Exams
SLO 4. Strategies for conducting and evaluating empirical research	Discussions, Exams, and Critique Paper (doctoral students)
SLO 5. Ethical and legal considerations related to human learning and development	Presentation, Discussions, and Exams

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:

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https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Interaction with Instructor Statement

Asynchronous classes can be challenging. Because we will not be meeting face-to-face over Zoom or in person, I highly encourage students to make use of the office hours (listed above). Students are also expected to schedule two one-on-one Zoom meetings with me over the course of the semester. The purpose of these Zoom meetings is to ensure that I stay connected with students and am able to offer guidance and resources as needed. Email is the best way to contact the instructor, and on weekdays please

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allow 2 business days for a response. If you do not receive a response in 2 business days, please resend the message.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Plagiarism: East Texas A&M University views plagiarism as a serious offense. Plagiarism occurs when individuals take ideas and/or words from another source and claim these ideas as their own without giving credit to the original author(s). This can include copying words from an Internet website, reading an article and taking the authors ideas without giving them credit, or writing work that is remarkably similar to other written work (e.g., Changing words to synonyms is still plagiarism). If any written work contains ideas that are not your own, you need to give credit to the author(s) by including citations. Instructors are obligated to report instances of plagiarism to university officials. Please refer to the American Psychology Association (APA) manual for instructions on citing materials. When in doubt, ask me. Acts of plagiarism on any written assignment, including discussion postings, will result in severe consequences, including the possibility of receiving a zero in the course. Acts of plagiarism will be reported to the department head.

Writing Assignments: All written assignments (exams and literature critique paper) must be formatted according to the APA Manual (7th ed.), as appropriate. You can access information regarding basic APA formatting style via: http://owl.english.purdue.edu or the Learning Center located on the main floor of the library.

Late work: On-time submission of all discussion posts, presentation, and exam are required and expected. The due date and time are provided in the course calendar. However, given the nature of the times we are in, students will have up to 24 hours after the deadline before points are taken off for late submission. Ten points will be deducted from each late submission if submitted after 24 hours after the deadline. Any submissions after 48 hours of the deadline will not be accepted unless prior arrangements have been made. No make-up exam is allowed unless prearranged 48 hours prior to the actual exam date and time.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at https://www.tamuc.edu/student-code-of-conduct/.

 If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

Academic Integrity

Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy
Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate student academic dishonesty policy
Undergraduate Student Academic Dishonesty Form

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:
https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf

East Texas A&M Attendance

For more information about the attendance policy please visit the Attendance webpage.

Artificial Intelligence

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East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Nondiscrimination Notice

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

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Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Wk	Start Date	End Date	Topic	Readings	Presentation Deadline for	Discussion Deadline
1	8/25/2025	8/31/2025	What is Educational Psychology?	Berliner (2002); DeCuir-Gunby & Schutz (2014); Alexander et al. (2009)	N/A	8/31/2025
2	9/1/2025	9/7/2025	Research Methodology in Educational Psychology: RCT; Evidence-based Practice in Education	What Works Clearinghouse Standards Handbook; Biesta (2010); Cook et al. (2012)	N/A	9/7/2025
3	9/8/2025	9/14/2025	Learning Theories in Educational Psychology	Barron (2003); O'Donnell (2012); Rogoff (1994); Schunk (2012)	N/A	9/14/2025
4	9/15/2025	9/21/2025	Information Processing + Metacognition	Dimmitt & McCormick (2012); Shiffrin & Atkinson (1969); Sweller (2010)	9/14/2025	9/21/2025
5	9/22/2025	9/28/2025	Development of learning I: Cognition and Instruction	Fuchs et al. (2003); Mayer (1992); Kirschner et al. (2006) & replies	9/21/2025	9/28/2025
6	9/29/2025	10/5/2025	Development of learning II: Language development and learning	Hammer et al. (2014); Forget-Dubois et al. (2009); Weisleder & Fernald (2013)	9/28/2025	10/5/2025

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7	10/6/2025	10/12/2025	Motivation + Achievement Emotion + Interest	Ryan & Deci (2000); Wigfield & Eccles (2000); Pekrun (2006); Hidi & Renninger (2006)	10/5/2025	10/12/2025
8	10/13/2025	10/19/2025	Mindset & Self-regulated Learning	Yeager et al. (2016); Yeager & Dweck (2021); Zimmerman & Labuhn (2012)	10/12/2025	10/19/2025
9	10/20/2025	10/26/2025	Learning Styles & Learning Engagement	Pashler et al. (2009); Chi & Wylie (2014); Kirschner & van Merriënboer (2013); Lombardi et al. (2021)	10/19/2025	10/26/2025
10	10/27/2025	11/2/2025	Instructional methods I: Technology	Mayer (2002); Mayer (2019); Kim & Baylor (2006); Huang et al. (2010)	10/26/2025	11/2/2025
11	11/3/2025	11/9/2025	Instructional methods II: Problem-based learning & Collaborative Learning	Hmelo-Silver (2004); Slavin (1980); Johnson & Johnson (2009); Kirschner et al. (2018)	11/2/2025	11/9/2025
12	11/10/2025	11/16/2025	Learning environment: Teacher expectation, parental involvement, & school climate and belongingness	Gutiérrez & Rogoff (2003); Peters (2013); Steward (2008); Sy et al. (2013)	11/9/2025	11/16/2025
13	11/17/2025	11/23/2025	Special population: Immigrant and refugee students	Perez-Felkner (2015); Sullivan & Simonson (2016); Swanson & Gettinger (2016)	11/16/2025	11/23/2025
14	11/24/2025	11/30/2025	Thanksgiving			11/30/2025
15	12/1/2025	12/7/2025	Assessment	AERA (2015); Conley (2015); Gordon (2020); Grapin & Benson (2019) Fina exame (all students) and Lit Critique paper (doctoral only) due 12/6 11:59pm	11/23/2025	12/7/2025

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