EAST TEXAS A&M

PSY 300.01W

Learning Processes & Development

COURSE SYLLABUS: Spring 2026
Online

INSTRUCTOR INFORMATION

Instructor: Mei Jiang, Ph.D. Associate Professor
Office Location: Henderson 202A
Office Hours: [Zoom office hours] T/TH: 10:00 am to 1:00 pm
       ***In-person/Zoom meetings by appointment
       Changes to office hours announced on D2L
Email Address: mei.jiang@etamu.edu
Preferred Form of Communication**:** Email
Communication Response Time: 24-48 hours on weekdays

> *Note*. **Emails without proper salutations or not sent from LEOMAIL will NOT be responded to.**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Woolfolk, A. (2023). *Educational psychology* (15th ed.). Pearson.

ISBN-13: 9780136945116 (eTextbook)

Course Description

This course is designed to provide the student with information about the application of psychological theories to the learning processes and provide information about the development of children and adolescents. Principles and procedures of measurement and evaluation are also included. The primary objective is to facilitate a clear understanding of the complex and dynamic processes of learning and

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development. The four major areas that will be covered in this course are:
1) development;
2) learning and motivation;
3) measurement and evaluation; and
4) professionalization issues, including critical thinking.

This course provides evidence of how students are prepared to plan and deliver instruction, differentiate for diverse learners, and use assessment to guide instructional decisions.

• High-quality instructional materials (HQIM): students analyze and justify the selection or adaptation of instructional resources in case-based tasks.
• Lesson internalization and sequential instruction: students practice planning instruction that activates prior knowledge and sequences modeling, guided practice, checks for understanding, and independent practice.
• Formative and summative assessment: discussions function as formative checks with feedback; quizzes function as summative mastery checks to inform review and support.
• Evidence-based strategies (science of learning): students apply strategies such as retrieval practice, worked examples, feedback, and metacognitive monitoring to support learning and motivation.
• Differentiation to reach all learners: students plan supports by adjusting content, process, product, and learning environment, including strategies for emergent bilingual learners and students with disabilities.

Note: Specific prompts, rubrics, and examples are posted in D2L to document candidate practice and instructor feedback.

Student Learning Outcomes

1) analyze age-appropriate learner behaviors and development as they relate to learning and teaching in varied educational settings
2) apply the theories of the teaching-learning processes to how people learn, what factors motivate them, and how they retain knowledge; design instruction informed by learning theory; apply motivation theory to classroom management
3) distinguish between measurement and evaluation and the implication of each for assessing student progress; apply formative and summative assessment principles to instructional decision-making
4) Apply the theories of learning processes and development in real-world scenarios; plan and deliver developmentally appropriate instructions in classrooms; analyze learner differences to inform instructional decisions

This course supports preparation for the Texas Teacher Standards and the Pedagogy and Professional Responsibilities (PPR) EC–12 Standards by applying educational psychology theories to instructional decision-making in classroom contexts.

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Texas Teacher Standard 1: Instructional Planning and Delivery

PPR Domain I – Designing Instruction and Assessment

- Candidates examine learning theories (behavioral, cognitive, constructivist, and social cognitive) and apply them to instructional planning.

- Course topics address how teachers select strategies, scaffold learning, and design instruction that supports understanding and retention.

Texas Teacher Standard 2: Knowledge of Learners

PPR Domain I – Designing Instruction and Assessment

- Candidates develop an understanding of cognitive, social, emotional, moral, and language development across the EC–12 continuum.
- Emphasis is placed on individual differences, cultural and linguistic diversity, and learner needs.
- Candidates apply a differentiation framework by adjusting content, process, product, and learning environment to support diverse learners, including emergent bilingual learners and students with disabilities.

Texas Teacher Standard 3: Learning Environment

PPR Domain II – Creating a Positive, Productive Classroom Environment

- Candidates explore psychological principles related to behavior, motivation, engagement, and social interaction.
- The course addresses how teachers establish supportive, well-managed learning environments that promote student motivation and self-regulation.

Texas Teacher Standard 4: Assessment and Data-Driven Instruction

PPR Domain I & III – Designing Instruction and Implementing Effective Instruction

- Candidates are introduced to principles of measurement and evaluation, including classroom assessment, grading, and standardized testing.
- Emphasis is placed on understanding how assessment information informs instructional decisions.

Standard / Domain	How Addressed in PSY 300	Primary Evidence in This Course
Texas Teacher Standard 1 PPR Domain I	Learning theory and instructional design principles are applied to planning, scaffolding, and	Discussions on Cognitive Development theories; Brain and Cognitive Development and

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	selecting strategies that support understanding and retention.	Emotional engagement; quizzes aligned to course calendar.
Texas Teacher Standard 2 PPR Domain I	Learner development and individual differences are used to interpret student needs and plan developmentally appropriate instruction and supports.	Discussions on learner differences and learning needs; quizzes aligned to course calendar.
Texas Teacher Standard 3 PPR Domain II	Motivation, engagement, and behavior principles are connected to classroom management and supportive learning environments.	Discussions on social cognitive Views of Learning and motivation; quizzes.
Texas Teacher Standard 4 PPR Domain I & III	Measurement and evaluation concepts are used to design and interpret formative and summative assessments and to inform instructional decisions.	Discussions on evaluation and measurement in instructions; quizzes.

COURSE REQUIREMENTS

Research Participation:

A goal of this class is to help you become familiar with psychological research. One way to obtain this goal is to have you participate in research studies. Participating in research studies contributes to students and faculty at East Texas A&M, your understanding of how research is conducted, and human knowledge in general. All students in this class will be **required** to participate in the psychology department's participant pool or complete alternative assignments (see me for more information on alternative assignments).

Students must complete a total of 6 experiment credits. However, if you complete your first 4 experiment credits without any "no-shows" you will receive 2 free *punctual participant credits*. **In other words, if you show up to your experiments on time you will only need to complete 4 experiment credits**. When you first sign into the experiment management system (EMS) you will be asked to take a prescreen. The prescreen takes about 20 minutes to complete. If you complete the prescreen in the first two weeks of the semester you will receive ½ free experiment credit. This can be combined with later experiments that are worth ½ credit.

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If you fail to complete this portion of the class your grade will be lowered by one full grade. In effect, if you have an 'A' in the class but fail to complete your research participation (either through participating in research studies, alternative assignments, or a mixture of both) your final grade in the class will be a 'B.' More information about participating in research, such as how to log in to the EMS, is provided on D2L.

Please contact me **by week 10** for the Instructions for completing the alternative research.

Minimal Technical Skills Needed

Be able to use
•   the learning management system
•   Microsoft Word, Excel, and PowerPoint
•   Windows system or Mac system.

Instructional Methods

This is an online course, which is not to be interpreted as self-paced. Rather, you are required to log on regularly (preferably every day) in order to succeed. You may consume the material at a more rapid pace than set by the below schedule, but assignments, quizzes, and exams will still take place according to the schedule. Quizzes and Exams will be open for 2-3 days. If you are unable to complete the exam in this time frame, you must contact me ahead of time to re-schedule. Selected discussions include brief practice-based tasks with feedback in D2L.

Student Responsibilities or Tips for Success in the Course

<u>Read the text</u>: Read the chapter we are covering when it is assigned. This prepares you to complete the assigned work.

<u>Ask questions</u>: If there is something you do not understand, ask questions. You may email me directly! Ask questions as early as you can! – The most important!

*Please feel free to contact me any time you have questions. I make a rule for myself, and I would like for you to follow it. If I spend an hour on something, and really **give it my all, but I still can't get it, it's time to ask for help.** Don't be afraid to ask for help! Don't just sit there getting frustrated!*

<u>Take notes</u>: Take GOOD notes while you read. It is a good study habit to go over your notes at the end of each week, filling in the blanks from the supplemental video(s) and assignment. It is also a good idea to make friends in the course and get the phone numbers of a couple of people who you can clarify notes with.

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<u>Utilize D2L</u>: All instructions, due dates, and submission of graded material are to be completed in D2L. **Email submission will not be accepted.** Please take some time to familiarize yourself with the system and contact me or IT with questions in advance.

GRADING

Final grades in this course will be based on the following scale: 400 total points

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

Assessments

Meeting with Professor		10 points
Discussions		90 points
Quizzes	(15 x 20pts)	300 points
Total points possible		400 points

1.) **Discussions** (9 discussions, total 90 points): Each discussion is worth 10 points and is designed to encourage participation, reading, and to ensure that you engage in content thoroughly with peers. Discussions serve as formative assessment: you will receive feedback in D2L to clarify misconceptions and strengthen your application of course concepts to instructional decision-making. The initial post should be a substantial discussion on the topic you pick. <u>At least two peer responses</u> are needed for the full credit. There are no make-up opportunities for missed or late submissions for missed discussions and peer responses.

2.) **Quizzes** (15 exams, total 300 points): Each quiz is timed and worth 20 points, consisting of 20 multiple choice questions. Quizzes function as summative checks of chapter mastery. Quiz results are used to guide review and targeted support for key concepts in subsequent modules.

NO MAKE-UP EXAMS WILL BE GIVEN. All exams (including the final) will be due **at 11:59 pm on Sunday**. However, you're strongly encouraged to complete it by Friday. Exams may be rescheduled, without penalty, only when arrangements have been made **48 hours** in advance of the testing date. Please contact me within the first week of class if they have conflicts with the exam dates. Make-up exams will only be given in the case of verifiable medical or legal emergencies. Verifiable means that written documentation is provided (e.g., signed doctors' notes, court appearance tickets,

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newspaper obituaries). The final decision concerning make-up exams rests with me, the instructor. If no valid excuse is presented your exam grade is a zero.

You are responsible for all lecture/supplemental videos and reading materials. The exams are not open notes or textbooks and should be taken individually.

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:
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

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COMMUNICATION AND SUPPORT

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

Interaction with Instructor Statement

I am here to support you. My office hours are listed on the top of the syllabus. If you would like to set up a Zoom meeting, please email me to schedule a time. Office hours are subject to change, and I will inform students via D2L if there are any changes. My normal email response time is 24 hours but may take up to 48 hours. If you do not hear back from me within 2 business days, please email me again in case I did not receive your message. Your assignments will be graded and returned to you within one week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

EMAIL POLICY

If you would like to schedule an appointment, the best way is to email. We can then set up a time to chat when it is convenient for both of us. If you email me and do not receive an email response within 48 hours during the weekday, most likely, your email was not received.

EMAIL GUIDELINES

In an attempt to provide a framework for professional communication, emails must contain the following:

- **Subject Line: Course and section # (e.g. PSY 300-01W**); additional information if desired (e.g. Piaget's theory)
- Address the Reader: Open with "Dr. Jiang…"
- Use good grammar and avoid acronyms (i.e., do not write like you text)
- Ask good questions; a good question is specific and show me the effort you've made.
    - If asking for assistance with an issue, please list how you have attempted to remediate the issue prior to contacting me (these should probably include looking at the syllabus/ course rubrics/ D2L, contacting a colleague, and checking your textbook, etc.)
- Close with your name and CWID.
- Please send emails from your University Leomail account.
- The instructor will NOT discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

If you are reading this, email me a photo of your pet (or favorite animal) based on the <u>above email guidelines</u> for 2 extra credit points (available up till the end of the first week (Sunday midnight ☺).

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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.

University Specific Procedures

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. Ignorance will not be tolerated as an excuse for plagiarism. 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.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Duplication may result in a zero on an assignment.

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The syllabus is a guide. Circumstances and events, such as students' 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.

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

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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 University 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

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.

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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.

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**

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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](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

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.

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COURSE OUTLINE / CALENDAR

Week	Date	Topic	Discussion	Quiz
1	1/12-1/18 **Due 1-18 at 11:59 pm**	Syllabus and Intro Google Meet with Dr. Jiang	Intro Discussion (10pts)	
2	1/20-1/25 **Due 1-25 at 11:59 pm**	Chapter 01: Learning, Teaching, & Educational Psychology Introducing Adobe Express		Quiz 1
3	1/26-2/1 **Due 2-1 at 11:59 pm**	Chapter 02: Who Are You? Who Are Your Students? Culture and Diversity		Quiz 2
4	2/2-2/8 **Due 2-8 at 11:59 pm**	Chapter 03: Cognitive Development	c3 Discussion (20pts)	Quiz 3
5	2/9-2/15 **Due 2-15 at 11:59 pm**	Chapter 04: The Self, Social & Moral Development		Quiz 4
6	2/16-2/22 **Due 2-22 at 11:59 pm**	Chapter 05: Learner Differences & Learner Needs	c5 Discussion (10pts) (Adobe Express)	Quiz 5
7	2/23-3/1 **Due 3-1 at 11:59 pm**	Chapter 06: Language Development & Diversity, and Immigrant Education		Quiz 6
8	3/2-3/8 **Due 3-8 at 11:59 pm**	Chapter 07: Behavioral Views of Learning	c7 Discussion (20pts)	Quiz 7
9	3/9-3/13	Happy Spring Break		
10	3/16-3/22 **Due 3-22 at 11:59 pm**	Chapter 08: Cognitive Views of Learning	c8 Discussion (20pts)	Quiz 8
11	3/23-3/29 **Due 3-29 at 11:59 pm**	Chapter 09: Complex Cognitive Processes		Quiz 9

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12	3/30-4/5 **Due 4-5 at 11:59 pm**	Chapter 10: Constructivism and Designing Learning Environments		Quiz 10
13	4/6-4/12 **Due 4-12 at 11:59 pm**	Chapter 11: Social Cognitive Views of Learning & Motivation	c11 Discussion (10pts)	Quiz 11
14	4/13-4/19 **Due 4-19 at 11:59 pm**	Chapter 12: Motivation in Learning & Teaching		Quiz 12
15	4/20-4/26 **Due 4-26 at 11:59 pm**	Chapter 13: Creating Supportive Learning Environments		Quiz 13
16	4/27-5/3 **Due 5-4 at 11:59 pm**	Chapter 14: Teaching Every Student Chapter 15: Classroom Assessment, Grading, & Standardized Testing		
17	5/4-5/8 **Due 5-8 at 11:59 pm**			Quiz 14 Quiz 15

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