

**PSYO 480B – 001 (3) *Advanced Special Topics In Psychology –
Psychological Theories of Teaching and Learning***
2023W Term 2: Fridays: 2:00 PM - 5:00 PM PST, Online via Zoom and Canvas

Academic Calendar Entry:

PSYO 480B 001 Advanced Special Topics in Psychology - PSYO THRY TR&LRN

Intensive examination of selected advanced topics and issues in psychology. May be repeated on a different topic for a maximum of 9 credits during complete program of study. [1-9 hours/week lecture]

Instructor:

Dr. Shirley Hutchinson

Contact Email: shirley.hutchinson@ubc.ca

I aim to respond to emails within 24 hours, excluding weekends and holidays.



Hello! My name is Shirley and I will be your instructor for this course. My academic background is in Social Psychology with a specific interest in stereotypes, prejudice, and discrimination research. I teach introductory psychology, the psychological theories of teaching and learning, and I lead the Honours seminar course. I am also the Sona Coordinator for the Department and am involved with academic articulation and course scheduling. I completed both my undergraduate and graduate degrees with UBC Okanagan and I am always happy to meet with students – my (virtual) office door is always open! ☺

Class Lecture Zoom Link: Fridays 2:00 PM – 5:00 PM

Join Zoom Meeting

<https://ubc.zoom.us/j/67911467546?pwd=RXAxNmNoUjNGNko5ZTJSTVFoYytTQT09>

Meeting ID: 679 1146 7546

Passcode: 256076

Office Hours via Zoom: By appointment (please email me)

<https://ubc.zoom.us/j/61056923118?pwd=cU82dVdDWmVFMWc5MGlXdjBNWk5qQT09>

Meeting ID: 610 5692 3118

Passcode: 73302

Land Acknowledgment:

The online learning environment means that members of our course community are connecting from all over the world. Wherever you may be connecting from, please take a moment to acknowledge the land or territory that you are working and studying from and be grateful for the opportunity. The Okanagan campus is situated on the traditional, ancestral, and unceded territory of the Syilx Okanagan Nation, so for me, I acknowledge and respect the privilege to be able to work and live in this territory. If you are interested in learning more about the land or territory you are living and working from, I encourage you to do so at this link: <https://native-land.ca>

Course Overview and Objectives:

This course will examine the field of teaching and learning and how psychological theories can explain the different ways people learn. Social, emotional, motivational, and cognitive processes will be considered and the way in which individual learning styles inform the teaching process will be discussed. The way in which individuals learn and considerations for how best to support learning will be actively explored through a variety of applied and team-based activities. Through this course, students will develop the skills and competencies necessary to effectively teach an assortment of learner types found in a variety of learning environments (e.g., classroom, business, non-profit organizations etc.).

As members of this course community, it is important that we treat one another with respect and kindness. Topics covered in this course will generate discussion and individuals may present opinions or ideas that differ from your own. And that's ok — differences in opinion are what help to foster discussion and the development of critical thinking skills. I strive to facilitate a safe and inclusive class environment for all students, particularly those from groups that face historical and continued marginalization within psychology and broader society. If you have any concerns regarding accessibility, equity, diversity, inclusion, or related issues, please don't hesitate to contact me. Together, through respect for others, we can maintain positive learning and working environments for all.

Learning Outcomes:

By the end of this course, students should be able to:

- Identify the various learning modalities and styles of individuals and be able to adapt teaching methods to support those differences
- Identify ethical issues and apply problem-solving skills to resolve issues in varied learning environments
- Communicate and negotiate effectively with a variety of interpersonal styles
- Showcase creative and critical thinking skills when evaluating material
- Display professional presentation skills both orally and visually
- Apply concepts from key readings and articulate those findings in group discussions
- Analyze, review, and critique materials (including that of peers) as they relate to course themes

Course Format:

The contents of the lectures will be determined by the course schedule (see below). PowerPoint slides will emphasize the key points of the chapters and will provide clarification and explanation of course concepts. All lectures will take place during the scheduled course time via Zoom. For confidentiality reasons, the lectures will NOT be recorded, but the slides will be made available for student viewing until the content-relevant examination. Class participation in this course is not mandatory, but it is highly encouraged. It is your responsibility to stay up to date with the course content and to monitor *Canvas* for important announcements. A discussion board will be enabled on *Canvas* to allow you to communicate with fellow classmates and myself as the instructor.

IMPORTANT: To engage fully with this online course, students are required to have a laptop or desktop computer and a stable Internet connection. A quiet space to attend the lectures and to write examinations is also highly recommended.

As per UBC policy, all examinations must be completed during the scheduled course time. Out of fairness to all students, there are no exceptions to this policy. I will be available during all examinations via Zoom should students encounter technical difficulties. It is the responsibility of the student to ensure that any technical issues are reported **immediately**. If you cannot connect with me via Zoom, please document the issue or technical concern via a screenshot. This is the only circumstance in which it is appropriate to document (i.e., screenshot) exam material. Failing to report technical issues in a timely manner, may result in the issue not being resolved and may negatively impact your grade.

The examinations in this course are all **closed-book**, so you are **NOT** permitted to access any of the course materials, including your notes, during the exam. You are **NOT** to use any search engines or other programs, and you are also **NOT** to communicate with anyone about the exam – you are to work independently. Communication with other students (written, text, verbal, etc.) is not permitted. If you violate any of these conditions, you have engaged in Academic Misconduct and will be subject to the consequences articulated in the “Academic Integrity” section of this syllabus. Students will be asked to acknowledge an academic integrity pledge prior to completing the examinations and submitting an examination for evaluation constitutes acceptance of this pledge and its policies.

Students are asked to familiarize themselves with the academic integrity pledge found at this link:
<https://ctl.ok.ubc.ca/teaching-remotely/final-exams/integrity-pledge/>

IMPORTANT: Students who miss any examinations or assignment deadlines must provide documentation (i.e., doctor's note) of the absence and must arrange to make up the missed activity before the next scheduled class. Students who do not complete the missed activity by the next scheduled class will receive a "0" for the activity unless other arrangements have been made with the instructor.

Required Materials:

Woolfolk, A., Winne, P., & Perry, N. (2019). *Educational Psychology* (7th Canadian Ed.). North York, ON: Pearson Publishers.

Assessments of Learning:

- 1) **Exam #1 (25% of grade).** The exam will cover Chapters 1-10 of the course, including all lecture and textbook material. This closed-book exam will cover 10 chapters and will be out of 100 marks. **Students will have 120 minutes (2 hours) to complete the examination. The examination will take place during the scheduled class time (i.e., Friday, February 16th, 2:00 PM – 4:00 PM PST).**
- 2) **Exam #2 (35% of grade).** The exam will cover Chapters 11-15 of the course, including all lecture and textbook material. This closed-book exam will cover 5 chapters and will be out of 100 marks. **Students will have 120 minutes (2 hours) to complete the examination. The examination will take place during the scheduled class time (i.e., Friday, March 22nd, 2:00 PM – 4:00 PM PST).**
- 3) **Guest Lecture Submissions: Pre-Recorded for Canvas (15%).** Students will be asked to submit **ONE** 10-minute guest lecture on any course topic found in PSYO 121: Introduction to Psychology: Personal Functioning. This submission will be pre-recorded and uploaded to the *Canvas* course shell of PSYO 121-101. PSYO 121-101 students will provide one strength of the guest lecture, one area of improvement, and an overall score out of five for accuracy, engagement, and accessibility. Of the total grade, 5% will come from the student's self-evaluation of the lecture, 5% will come from the PSYO 121-101 students' evaluations of the lecture, and 5% of the grade will come from the instructor's evaluation of the lecture. The submission is due **Friday, March 15th at 11:59 PM PST.**
- 4) **Guest Lecture Submissions: Live via Zoom (15%).** Students will be asked to complete **ONE** 10-minute guest lecture on any course topic found in PSYO 121: Introduction to Psychology: Personal Functioning. This lecture will be delivered live via Zoom and will be evaluated by the PSYO 480B students and the instructor. The PSYO 480B students and the instructor will evaluate the submission on three domains: accuracy of content, accessibility of content delivery, and audience engagement. Of the total grade, 5% will come from the student's self-evaluation of the lecture, 5% will come from the PSYO 480 students' peer evaluations of the lecture, and 5% of the grade will come from the instructor's evaluation of the lecture. Presentations will take place over two classes, but students are expected to have their guest lectures submitted to the instructor by the first day of presentations, **Friday, March 15th at 11:59 PM PST.**
- 5) **Guest Lecture Feedback (10%):** Students will be asked to provide feedback for each of the in-person/live via Zoom guest lecture submissions in the course (aside from their own). Feedback will be provided across three domains: accuracy of content, accessibility of content delivery, and audience engagement. Feedback will be reviewed by the instructor to ensure it accurately reflects the quality of the submission.

For reference, the course topics covered in PSYO 121-101: Introduction to Psychology: Personal Functioning are:

Chapter 8: Emotion and Motivation
 Chapter 10: Intelligence
 Chapter 11: Development
 Chapter 12: Personality
 Chapter 13: Social Psychology
 Chapter 14: Stress and Health
 Chapter 15: Psychological Disorders
 Chapter 16: The Treatment of Psychological Disorders

PSYO 480B students will be granted access to the electronic version of the PSYO 121-101 textbook to aid with their presentation preparation. Students may do both of their presentations from the same chapter, but not the same topic content. Students may do the same chapters as their classmates.

Course Schedule:

The below course schedule is considered tentative as the content covered each class may need to be adjusted to accommodate the pace of the course.

DATE	LECTURE TOPIC	TEXTBOOK CHAPTER
Fri. Jan. 12 th	Learning, Teaching, and Educational Psychology Cognitive Development	1 & 2
Fri. Jan. 19 th	Self and Social and Moral Development Learner Differences and Learning Needs	3 & 4
Fri. Jan. 26 th	Language Development, Language Diversity, and Immigrant Education Culture and Diversity	5 & 6
Fri. Feb. 2 nd	Behavioural Views of Learning Cognitive Views of Learning	7 & 8
Fri. Feb. 9 th	Complex Cognitive Processes The Learning Sciences and Constructivism	9 & 10
Fri. Feb. 16 th	<u>EXAM #1 (CHAPTERS 1 – 10)</u>	
Fri. Feb. 23 rd	MIDTERM BREAK (NO SCHEDULED CLASSES)	
Fri. Mar. 1 st	Social Cognitive Views of Learning and Motivation Motivation in Learning and Teaching	11 & 12
Fri. Mar. 8 th	Creating Learning Environments Teaching Every Student	13 & 14

DATE	LECTURE TOPIC	TEXTBOOK CHAPTER
Fri. Mar. 15 th	Classroom Assessment, Grading, and Standardized Testing Guest Lecture Submissions Due (Pre-Recorded & Live) Guest Lectures Live via Zoom (Group #1)	15
Fri. Mar. 22 nd	<u>EXAM #2 (CHAPTERS 11 – 15)</u>	
Fri. Mar. 29 th	GOOD FRIDAY (NO SCHEDULED CLASSES)	
Fri. April 5 th	Guest Lectures Live via Zoom (Group #2)	_____

Final Examination:

There is no final examination in this course.

Grading Practices:

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record.

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

Note: It is the policy in this course that final grades cannot be adjusted (through extra assignments or otherwise) to achieve a passing mark, higher letter grade etc. To maintain fairness within this course, requests for additional assignments or to round up grades will not be considered.

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. **For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline.** Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

Copyright Disclaimer:

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students (<http://copyright.ubc.ca/requirements/copyright-guidelines/>) and UBC Fair Dealing Requirements for Faculty and Staff (<http://copyright.ubc.ca/requirements/fair-dealing/>). Some of these figures and images are

subject to copyright and will not be posted to *Canvas*. All material uploaded to *Canvas* are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff. Access to the *Canvas* course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the Instructor. Distribution of this material to a third party is forbidden.

Student Learning Hub:

The Student Learning Hub is your go-to resource for free math, science, writing, and language learning support. The Hub welcomes undergraduate students from all disciplines and year levels to access a range of supports that include tutoring in math, sciences, languages, and writing, as well as help with study skills and learning strategies. Students are encouraged to visit often and early to build the skills, strategies and behaviours that are essential to being a confident and independent learner. For more information, please visit the Hub's website.

LIB 237 250.807.8491

Email: learning.hub@ubc.ca

Web: students.ok.ubc.ca/learning-hub/

UBC Okanagan Disability Resource Centre:

The Disability Resource Centre (DRC) facilitates disability-related accommodations and programming initiatives that ameliorate barriers for students with disabilities and/or ongoing medical conditions. If you require academic accommodations to achieve the objectives of a course, please contact the DRC at:

UNC 215 250.807.8053

Email: drc.questions@ubc.ca

Web: students.ok.ubc.ca/drc

UBC Okanagan Equity and Inclusion Office:

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC's Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO.

ADM 100B, 100C 250.807.9291

Email: equity.ubco@ubc.ca

Web: <https://equity.ok.ubc.ca>

Wellbeing and Accessibility Services (WAS):

Wellbeing and Accessibility Services supports holistic student wellbeing in body, mind, and spirit. Students can access nurses, physicians and counsellors for health care and counselling related to physical, emotional/mental and sexual/reproductive health concerns. WAS is also home to the Disability Resource Centre, Spiritual and Multi-Faith Services, and Campus Health and Education. If you require assistance with your health, please contact Wellbeing and Accessibility Services for more information or to book an appointment.

UNC 337 250.807.9270

Email: healthwellness.okanagan@ubc.ca

Web: students.ok.ubc.ca/was

Office of the Ombudsperson for Students:

The Office of the Ombudsperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment.

UNC 328 250.807.9818

Email: ombuds.office.ok@ubc.ca

Web: www.ombudsoffice.ubc.ca

The Global Engagement Office:

The Global Engagement Office provides advising and resources to assist International students in navigating immigration, health insurance, and settlement matters, as well as opportunities for intercultural learning, and resources for Go Global experiences available to all UBC Okanagan students, and more. Come and see us – we are here to help! You may also contact geo.ubco@ubc.ca

SAFEWALK:

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call 250.807.8076

For more information, see: <https://security.ok.ubc.ca/safewalk/>

UBC EFRT: The UBC Emergency First Response Team (EFRT) is a group of volunteer student responders who shift 24/7 to provide emergency medical first-aid services at the UBC Okanagan campus. The organization is run alongside security and supports the campus community on a day-to-day basis as well as at various campus activities and events. Our responders can be on scene within minutes and can be called through Campus Security's emergency line at [250-807-8111](tel:250-807-8111) in case of any emergency. To learn more about who we are, how we recruit new responders, and stay up to date, follow us on Instagram or Facebook @ubcefrt. Need medical support at your event? Check out our website at <https://efrt.ok.ubc.ca/>, or email us any further questions at ubcefrt@gmail.com

Sexual Violence Prevention and Response Office (SVPRO):

The Sexual Violence Prevention and Response Office (SVPRO) is a confidential place for those who have been impacted by any form of sexual or gender-based violence, harassment, or harm, regardless of where or when it took place. SVPRO aims to be a safer space for all UBC students, faculty, and staff by respecting each person's unique and multiple identities and experiences. All genders and sexualities are welcome.

Nicola Townhome 120, 1270 International Mews 250.807.9640

Email: svpro.okanagan@ubc.ca

Web: svpro.ok.ubc.ca/

Independent Investigations Office (IIO):

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential, and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via email: director.of.investigations@ubc.ca or by calling 604.827.2060 or online by visiting investigationsoffice.ubc.ca

Indigenous Programs & Services:

Indigenous Programs & Services provides community and culturally appropriate services and support to First Nation, Métis, and Inuit students.

UNC 210 & 212

Web: <https://students.ok.ubc.ca/indigenous-students/>

Centre for Scholarly Communication: Research Writing and Research Data Consultations:

The Centre for Scholarly Communication is an information hub for research support services at UBC Okanagan and provides **free research writing and research data consultations**. Set up a writing consultation for journal articles, grant proposals, theses, dissertations, coursework, and conference presentations. Or set up a data consultation to explore a variety of approaches for working with research data (including Python, R, etc.): for cleaning and organizing your data, data visualization, modelling, statistical analysis and many other topics related to preparing and analyzing research data from a broad spectrum of disciplines. Enrich your research experience by accessing support early and often. Contact us at csc.ok@ubc.ca

For information on **booking a consultation**, visit <https://csc.ok.ubc.ca/consultations/>

To access our **self-guided resources**, visit <https://csc.ok.ubc.ca/self-guided-resources/>