

# KSU Distinguished Course Repository

---

Volume 2  
Issue 3 *Featuring Excellence in Graduate  
Courses*

Article 2

---

3-23-2023

## Psychological Foundations of Education

Rachel E. Gaines

*Kennesaw State University*, [rgaines7@kennesaw.edu](mailto:rgaines7@kennesaw.edu)

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/dcr>



Part of the [Educational Psychology Commons](#)

---

### Recommended Citation

Gaines, Rachel E. (2023) "Psychological Foundations of Education," *KSU Distinguished Course Repository*.  
Vol. 2: Iss. 3, Article 2.

Available at: <https://digitalcommons.kennesaw.edu/dcr/vol2/iss3/2>

This Course Design is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in KSU Distinguished Course Repository by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact [digitalcommons@kennesaw.edu](mailto:digitalcommons@kennesaw.edu).

# EDUC 6240: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

## SYLLABUS

### FACULTY AND COURSE INFORMATION

#### Instructor

Dr. Rachel Gaines

Assistant Professor of Educational Psychology

office: BEB 339

hours: by appointment

contact: [rgaines7@kennesaw.edu](mailto:rgaines7@kennesaw.edu)

Phone (o): 470-578-2505

(c): 617-365-0185

#### Class Meeting

Online

#### Course Location (Website)

Desire to Learn Brightspace (D2L)

#### Course Description

EDUC 6240 is an examination and application of foundational and emerging psychological theories and research which shape educators' understanding of their students, as well as their instructional decision making. The course examines topics such as child development, motivation, sociocultural identity, cognition, memory, assessment, and classroom management; 3 credit hours, 0 lab hours.

Pre-requisite: Admission to MAT Program

#### Required Texts

Durwin, C. C., & Reese-Webber, M. J. (2020). *Ed psych modules* (4<sup>th</sup> edition). SAGE.

*Note: E-book and hardcopy versions are [available through the KSU Bookstore](#), and both are acceptable for use in this course.*

#### Disclaimer

This syllabus is subject to change as the need arises. These changes should be expected and will be clearly communicated.

## COURSE COMMUNICATION

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.**

### Communications Expectations

Please communicate via KSU e-mail only; do not use email within D2L. I will respond to emails within 24 hours during the week and within 48 hours on the weekends. If you email me through D2L, it may take up to 5 days for me to respond. If you have a time-sensitive question or concern, you can call/text me at the phone numbers listed above.

## COURSE GOALS

The goal of this course is to introduce candidates to foundational and emerging theories within educational and psychological research. This foundational knowledge, as well as practice in critical reading of research, will support the development of candidates’ ability (a) to evaluate critically the research on which various “evidence-based practices” are based; and (b) to select, create, and implement practices which are supported by recent, high-quality research. Upon completion of this course the candidate will be able to meet the objectives stated below.

The objectives, curriculum, and instruction for Psychological Foundations of Education were designed to meet the guidelines of (a) The Interstate Teacher Assessment and Support Consortium (InTASC) *Model Core Teaching Standards*, and (b) GA Professional Standards Commission (PSC) *Curriculum & Instruction Standards*.

Objectives	Standards	Assessments
(1) Analyze the relationship between educational/psychological research and (a) theories of learning, (b) instructional methods, and (c) instructional contexts.	InTASC 1, 3, 5, 7 PSC 4.1, 5.1	CRP 1 & 2 Reflection & Application (R&A) Motivation Analysis Pedagogical Critique
(2) You will find peer-reviewed research relevant to your teaching area/context and describe its application in your current or future classroom.	InTASC 1, 3, 5 PSC 3.1, 5.1	CRP 1 & 2 Pedagogical Critique
(3) You will use various theories to analyze student behavior/discourse and identify appropriate interventions.	InTASC 1, 2, 3, 7 PSC 2.1, 2.2, 3.1	Developmental Bio Motivation Analysis
(4) You will evaluate common educational practices, norms, and narratives across contexts and perspectives.	InTASC 1, 2, 3 PSC 2.3, 3.1, 4.1	CRP 3 R&A Pedagogical Critique
(5) You will explain the role of culture, language, and structural factors in development, learning, and achievement.	InTASC 1, 2, 3 PSC 4.3, 5.1, 6.5	Developmental Bio R&A Pedagogical Critique

## ASSIGNMENTS & GRADING

1. **Developmental Biography (25 pts – Module 1)** – You will select a person who is well-known to you and collect information about their upbringing, childhood, adolescence, and young adulthood. In completing the Developmental Biography Table, you will trace this individual’s development using contextual, cognitive, and social-emotional developmental lenses, as well as either a linguistic or moral lens.
2. **Collaborative Reference Page (25 pts each/50 pts total – Module 2 and 5)** – You will identify and summarize a research article published in a peer reviewed journal within the last five years in which researchers examined a construct, topic, or issue covered in the module as it relates to teaching/learning in your content area, school context, or student population.
3. **Reflection and Application Questions (25 pts – Module 3)** – You will use information from the module lesson and textbook to answer the application and reflection questions embedded in the module 3 lesson. The questions are also provided as part of the Reflection and Application Assignment Guidelines.
4. **Motivational Analysis (25 pts – Module 4)** – Given brief descriptions of three students, you will collaborate with a classmate in using three different motivation theories to explain each student’s academic behavior and achievement and recommend evidence-based practices/interventions that could be used to promote more adaptive motivation in each.
5. **Pedagogical Critique (50 pts – Module 5)** – You will select a common pedagogical practice and utilize educational and/or psychological theories and research to construct a thorough critique of the practice. Various presentations formats can be used.

**Assignments are due by 5pm on the last day of the module in which they are assigned unless otherwise specified.**

### Grading

Your grade in the course will be determined based on the following 175-point scale:

A = 157-175 points      B = 140-156 points      C = 122-139 points      D = 105-121 points      F < 105

## COURSE CALENDAR

Module	Dates	Activities	Assessment
Module 1: Development to Young Adulthood	Weeks 1-3 (X.XX – X.XX)	<ul style="list-style-type: none"> <li>Textbook: Read 30-45, 49-67, 115-131, and <i>either</i> 69-83 (moral development) <i>or</i> 133-149 (language development)</li> <li>Complete activities in the online lesson</li> </ul>	Developmental Biography
Module 2: Learning Theories	Weeks 4-5 (X.XX – X.XX)	<ul style="list-style-type: none"> <li>Textbook: Read pp. 161-203</li> <li>Complete activities in the online lesson</li> </ul>	Collaborative Reference Page (CRP) #1
Module 3: Cognitive Processes and Metacognition	Weeks 6-7 (X.XX – X.XX)	<ul style="list-style-type: none"> <li>Textbook: Read pp. 219-265</li> <li>Complete activities in online lesson</li> </ul>	Reflection and Application Questions
Module 4: Motivation	Weeks 8-9 (X.XX – X.XX)	<ul style="list-style-type: none"> <li>Read pp. 278-334</li> <li>Complete activities in online lesson</li> </ul>	Motivation Analysis
Module 5: Learner Diversity and Exceptionality	Weeks 10-12 (X.XX – X.XX)	<ul style="list-style-type: none"> <li>Textbook: Read pp. 439-480</li> <li>Complete activities in online lesson</li> </ul>	CRP #3
Module 6: The Classroom as Context	Weeks 13-15 (X.XX – X.XX)	<ul style="list-style-type: none"> <li>Textbook: <u>Skim pp. 336-364</u>. <b>Read pp. 366-401</b></li> <li>Complete all activities in the online lesson</li> </ul>	Pedagogical Critique

Note: There may be minor changes to this course outline as the need arises. Any changes will be clearly communicated in the D2L course shell.

## GENERAL COURSE EXPECTATIONS

### Make-up and Late Work Policy

Assignment deadlines have been designed to guide students through this course at a consistent pace, such that modules with heavier reading demands or more time-consuming assignments are longer. It is strongly encouraged that you adhere to the prescribed deadlines. However, we are still dealing with a pandemic, many of you are working full time, and you have full, complicated lives of your own. So:

- **If you suspect you may need an extension on an assignment**, email me as soon as possible so we can negotiate a new deadline and/or modifications.
- **If you miss a deadline by more than 24 hours**, send me an email to let me know if you would still like an opportunity to submit the assignment for credit.
- **If you miss multiple deadlines**, unless I hear from you first, I will set up a one-on-one check in.

### Feedback

Feedback on small assignments may be returned in 3-5 days. For more substantial assignments, you may expect feedback within 7-10 days.

### Course Technology

Students should possess basic computer (literacy) skills and must have access to both a laptop/desktop and the Internet. University Information Technology Services (UITs) provides students, faculty, and staff with the technology support, training, and services necessary for academic collaboration, research, and innovation. Students can receive technical support from UITs by calling (470) 578-3555 or emailing [studenthelpdesk@kennesaw.edu](mailto:studenthelpdesk@kennesaw.edu). Additionally, students in need of technical support can submit an online [Service Request Form](#). For more information, go to the [UITs website](#).

This course will require students to use several educational technologies, including technologies that exist outside of the learning management system. Below is a list of common educational technologies, as well as links to the accessibility & privacy statements for these technologies:

- Adobe (Acrobat Reader) [[Accessibility](#) | [Privacy](#)]
- Chalk & Wire [[Accessibility](#) | [Privacy](#)]
- Desire2Learn (D2L) [[Accessibility](#) | [Privacy](#)]
- Google & YouTube [[Accessibility](#) | [Privacy](#)]
- Microsoft (Office Suite Products) [[Accessibility](#) | [Privacy](#)]

Prior to logging in to D2L, students should perform a browser check using [USG's BrightSpace Browser Checker](#) to determine if the browser being used is compatible with D2L.

### Quality Communication & Writing

The profession of teaching carries with it high expectations for excellence and appropriateness in all forms of communication. Teacher candidates whose writing is judged to be in need of remediation will be directed to the KSU Writing Center or other sources of assistance.

It is expected that all candidate work will include full sentences, paragraphs of appropriate length, and formal English grammar conventions. To facilitate completion of quality work, candidates will do the following:

- Use APA (7<sup>th</sup> ed.) format for all coursework.
- Read all documents with a critical eye to ensure that grammar conventions are followed.
- You must use Microsoft Word for your assignments or submit as a PDF (no google docs).
- Change the setting on their computer(s) so that Word recognizes formal rather than standard (colloquial) English.
- Determine the reason for blue or red wavy lines under text in Word documents and make applicable corrections prior to submitting work.
- If multiple drafts are permitted or expected in a course, candidates will incorporate corrections and information from instructor comments into all revised work.

The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit [KSU's Writing Center](#) or stop by English Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus).

For non-native speakers of English, there is also the [ESL Study and Tutorial Center](#) which is part of University College/Department of University Studies. The Center is a free service that provides tutoring in writing, reading, and pronunciation. Hours are Monday-Thursday 9:00-5:00 pm.

### **Accessibility**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from [Student Disability Services](#) (SDS). Students requiring such accommodations are required to work with SDS rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, the student must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information, go to the [SDS website](#) or call (470) 578-2666 for the Kennesaw campus office or (470) 578-9111 for the Marietta campus office.

## **COURSE & UNIVERSITY POLICIES**

### **Course Withdrawal**

The Drop-Add period ends on [\[insert correct date\]](#) at 11:45 pm. The last day to withdraw without academic penalty is [\[insert correct date\]](#) at 11:45 pm. Nonattendance does not constitute a withdrawal.

### **Student Safety Statement**

In case of an emergency, please call KSU Police at 470-578-6666 or use the LiveSafe app. LiveSafe is a free app that is user-friendly and can be used to submit emergencies, safety issues, or general questions straight to KSU Police in real-time. The Office of Emergency Management offers free training to faculty, staff and students year-round. Check out the classes at [oem.kennesaw.edu](http://oem.kennesaw.edu) or email at [oem@kennesaw.edu](mailto:oem@kennesaw.edu). Follow OEM on social media for up-to-date information on campus closures, delays, or other important information: Twitter @ksuoem or Facebook @kennesawstateOEM

### **Academic Integrity**

Every KSU student is responsible for upholding the provisions of the [Student Code of Conduct](#), as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

### **Statement on Diversity**

The Bagwell College of Education is committed to preparing teachers, teacher leaders, administrators, and other academic professionals to succeed in diverse B-12 educational contexts. This work necessarily includes engaging with people who represent a broad spectrum of race, ethnicity, sex, gender, gender identity and expression, sexual orientation, (dis)ability, age, language, socioeconomic status, religion, and national origin, to name a few. We are diverse, and we view our students, faculty, staff, and partners' diversity and intersectionality as one of our core strengths.

Historically, many groups have been marginalized and discriminated against because those in power have created and maintained structures used to oppress and limit opportunities. Understanding this history and its impact on schools and schooling is critical to our students' roles as educators, administrators, or academic professionals in educational contexts. We recognize that learning about diversity, equity, and justice is not easy and therefore requires an intentional approach in coursework, field placements, and supplemental experiences. Therefore, our students read, discuss, and explore challenging topics during their tenure in the Bagwell College of Education that build cultural competence and challenge implicit biases. In some cases, these instructional activities cause students to question their assumptions, worldviews, and beliefs. In other cases, these instructional activities validate students' experiences. While we encourage open dialogue and value everyone's unique perspectives in the Bagwell College of Education, we do not allow intolerance, microaggressions, or macroaggressions of any kind. We intend that students find this course, and every course in the Bagwell College of Education, to be a place where a diverse spectrum of backgrounds and talents are valued and respected. We are excited to partner with all our students as we work to build a cadre of professionals that are committed to equity, justice, and transformation as outlined in our college's aspirational identity.



The Bagwell College of Education has developed and is implementing a diversity plan that addresses specific elements of diversity, equity, and advocacy to rehumanize our college and make it a more equitable space. You can read the plan on our website: <https://bcoediversity.kennesaw.edu/>

To report an incident of discrimination, please use the following link:

<https://discrimination.kennesaw.edu/index.php>

### **Statement on Preferred Names and Pronouns**

We in the Bagwell College of Education understand the importance of gender, gender identity, gender expression, and gender fluidity. Therefore, I will gladly honor your request to address you by your name and pronouns of choice (even if they differ from the school records). Please advise me of this early in the term so that I may make appropriate changes to my records. You may email me at [rgaines7@kennesaw.edu](mailto:rgaines7@kennesaw.edu) or call/text me at [\(617\) 365-0185](tel:(617)365-0185) to discuss your preferences, whichever is most comfortable to you! I want to ensure that you are able to bring your full self into our classroom community and be comfortable.

### **COVID-19 illness**

If you are feeling ill, please stay home and contact your health professional. In addition, please email your instructor to say you are missing class due to illness. Signs of COVID-19 illness include, but are not limited to, the following:

- Cough
- Fever of 100.4 or higher
- Runny nose or new sinus congestion
- Shortness of breath or difficulty breathing
- Chills
- Sore Throat
- New loss of taste and/or smell

COVID-19 vaccines are a critical tool in “Protecting the Nest.” If you have not already, you are strongly encouraged to get vaccinated immediately to advance the health and safety of our campus community. As an enrolled KSU student, you are eligible to receive the vaccine on campus. Please call (470) 578-6644 to schedule your vaccination appointment or you may walk into one of our student health clinics.

For more information regarding COVID-19 (including testing, vaccines, extended illness procedures and accommodations), see [KSU’s official Covid-19 website](#).

### **FEDERAL, BOARD OF REGENTS, & KSU POLICY STATEMENTS**

The following Federal, Board of Regents (BOR; University System of Georgia), and KSU Policy Statements are located on the [Academic Affairs website](#). Additionally, should students need additional resources regarding syllabus policies and statements, they may visit the [KSU Student Resources for Course Syllabus website](#), which is maintained by the Office of the Provost. Students are solely responsible for knowing the information outlined in the Federal, BOR, and KSU Student Policies, including:

1. KSU Academic Integrity Statement

2. KSU Disruption of Campus Life Policy
3. KSU Web Accessibility Policy Statement
4. KSU Reasonable Accommodations Policy
5. KSU Enrollment Management/Course Attendance Policy
6. KSU Military Withdrawals Policy
7. Copyright Law
8. Protecting Students' Privacy (FERPA)
9. KSU Sexual Misconduct Policy
10. KSU Course Withdrawal Policy
11. KSU Graduate Course Auditing Policy (Graduate Courses Only)
12. Academic Feedback
13. Netiquette: Communication Courtesy
14. Inclement Weather Policy

## **KSU EDUCATION PROGRAM PROVIDER (EPP)**

### **edTPA Information and EPP Policy Statements**

Important information about edTPA and the EPP Policy Statements are located on the [Bagwell College of Education website](#). Students are solely responsible for knowing the information outlined in the EPP Policy Statements, including:

1. Purpose and Rationale: Conceptual Framework
2. Knowledge Base
3. Use of Technology Statement
4. School-Based Activities Statement
5. EPP Diversity Statement
6. Campus Resources for Writing
7. Accessibility
8. Teacher Education Program Requirement: edTPA
9. edTPA Handbook/Materials Candidate Access

### **Chalk & Wire**

Chalk & Wire is an online program that allows users to create electronic portfolios. These portfolios can contain a wide variety of information and media, which can then be assessed by other users. All candidates admitted to teacher education will be required to purchase and use Chalk & Wire throughout their program. You are encouraged NOT to purchase a Chalk & Wire account until you are specifically asked to do so within a course. If you have any problems, visit [Bagwell College of Education's Chalk & Wire website](#) or send a detailed description of your issue to [chalkandwirehelp@kennesaw.edu](mailto:chalkandwirehelp@kennesaw.edu).

### **Teacher Education Policies**

All Teacher Education candidates are responsible for reading and abiding by the Educator Preparation Program Teacher Education Policies of the Bagwell College of Education, including:

- [Admission to Teacher Education](#)
- [Pre-Service Certificate Requirement](#)
- [Field and Clinical Experiences](#)
- [Retention in Teacher Education](#)
- [Appeals of Admission & Retention Decisions](#)
- [Program Completion & Graduation](#)
- [Teacher Certification](#)

## GRADUATE PROGRAMS POLICIES ADDENDUM

### Academic Writing

In many Bagwell College of Education (BCOE) graduate programs, students are required to use the American Psychological Association (APA) in-text citation, reference, and format style. Students may find an overview of this style at the [Purdue Online Writing Lab \(OWL\)](#).

Additionally, graduate students must often cite research and scholarly writing in their academic writing in BCOE graduate programs. The Purdue OWL also offers [guidelines for quoting, paraphrasing, and summarizing sources](#). Inadvertent mistakes with source credit and citation may lead to charges of plagiarism. Students should refer to the discussion on [Cheating & Plagiarism on the Department of Student Conduct and Academic Integrity's website](#) for more information.

### Library Services

The KSU Library System assists all students, faculty, and staff with their research needs, including using library databases, accessing books and other materials, and for specialized research needs. Librarians are available for in-person walk-up assistance at library help desks, one-on-one research appointments, and 24/7 via library chat. For more information on library locations, hours, and services, please visit the [KSU Library System website](#).

Additionally, each college at KSU has a designated graduate librarian to support the research needs of students, faculty, and staff. Dr. Olga Koz serves as the library liaison for graduate level programs in the BCOE. Dr. Koz may be contacted via email at [okoz@kennesaw.edu](mailto:okoz@kennesaw.edu). Alternatively, students can make an online or face-to-face appointment with Dr. Koz using the [Library Calendar appointment request form](#). Dr. Koz has also created the [KSU Education Library Portal](#) that provides information on library resources, tutorials, guides, and services for graduate students enrolled in BCOE programs.

### Continuous Enrollment Policy

Students enrolled in a graduate degree program must register for, at least, one course in, at least, one semester per academic year in order for the original program requirements for their degree to remain unchanged unless a Leave of Absence has been approved. All students who have registered, at least, once for courses titled thesis, dissertation, or project must be continuously enrolled every semester thereafter, including the semester of graduation. Students are not eligible to receive thesis, dissertation, or project guidance nor use campus resources during any term for which they are not registered. Graduate students must be registered for, at least, one semester hour in the semester they plan to graduate. Summer

registration is not required unless summer is the graduation term. If a student has completed all degree requirements and will no longer require any of the campus resources or faculty time, the student may request an enrollment waiver. See the [Graduate Catalog](#) for more information.

### **Leave of Absence**

A leave of absence provides a mechanism for graduate students experiencing unusual circumstances to be exempt temporarily from the continuous enrollment policy. A leave of absence requires approval of the Graduate Program Coordinator and The Graduate College. Review the [Leave of Absence Form](#) for additional information.

### **Petition to Graduate**

Graduate students should submit a Petition to Graduate during the semester prior to the semester that they plan to graduate. Petition deadlines are firm and are posted on the [KSU Office of the Registrar's Graduation website](#). A Petition to Graduate is valid for two semesters: the semester for which the petition is submitted and the following one. Students who miss their deadline must complete an appeal form and submit it, along with supporting documentation, to the Registrar's Office. To obtain the appeal form, contact the Registrar's Office. For students who miss the petition to graduate deadline and are not granted an appeal by the Registrar's Office, the degree will still be awarded on time, but their commencement ceremony will be delayed until the next semester.

### **Graduate Catalog**

All graduate students should keep apprised of all graduation requirements for the degree they are pursuing. Students have the responsibility to read the KSU Graduate Catalog and know the policies governing their programs. See the [Graduate Catalog](#) for current and archived catalogs.

### **Graduate College Resources**

For a list of helpful resources for graduate students, visit the [Graduate Orientation Resources website](#).