Educational Psychology (EDPE 300)

INSTRUCTOR'S HANDBOOK

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WELCOME

First and foremost, we want to wish the instructors of EDPE 300 our warmest welcome. By providing this publication, *EDPE 300 Instructors' Handbook,* our goals are to:

1. help all EDPE 300 instructors be successful in their teaching assignments;
2. offer information about available support;
3. ensure consistent expectations for the instructors;
4. supplement any appropriate information provided by section instructors;
5. ensure consistency in expectations of the students across sections;
6. ensure that all sections of the course address the contribution of the course to teacher education at McGill.

Instructors' input regarding appropriate information to be included in this handbook is always welcome. Please send your suggestions to Bruce M. Shore at: bruce.m.shore@mcgill.ca

TEACHING AND LEARNING MODEL

The objective of this course is to build within students a strong foundation regarding the core principles of educational psychology and to stimulate students to explicitly apply and connect this material in their concurrent and later courses in teacher education (or other education). The handbook is intended to serve as a guide for instructors regarding the use of various instructional strategies that are conducive to creating a **social-constructivist learning environment**.

EDPE 300 is not an introductory survey course in general psychology. Although it is listed as a "lecture" course on MINERVA, instructors are asked to avoid lecturing as much as possible in this course. Rather, we propose using **instructional approaches that demonstrate teaching in a social-constructivist context**, that is, conducive to active learning so that students actually practice using psychological knowledge to plan teaching and learning experiences. In the course of sharing the role of instruction with the students, they will be expected to enact small and simulated lessons using the psychological knowledge they gain in this course. The emphasis of the course should be on covering relatively few topics and practicing related skills in depth, especially with regard to application, rather than covering a wide range of topics at a surface level.

In this course, students should experience a balance of both individual and group expectations--for example, social thinking and learning processes with high-levels of dialog. Instructors are encouraged to carry out a variety of in-class activities, such as drawing concept

maps, discussing classroom cases, and searching databases to find relevant articles. Shortly after the first class, students are usually assigned to groups of 4 to 5 people (depending on class size) which are referred to as "staff committees" and normally stay together for the duration of the course for specific activities. There is usually no problem letting students form groups or parts of groups as long as they agree not to leave anyone stranded--if there are groups of friends who want to work together, they should also reach out to include one other person.

COURSE DESCRIPTION

The official Calendar description, which is limited in length, is the starting point for the course:

> Selected theories, models, and concepts relevant to planning and reflecting upon educational practice and improvement. Overview of development, learning, thinking, motivation, individual differences, etc., in relation to applications in classroom teaching and learning, the complementary role of counsellors and psychologists, educational computing, and technology. The Youth Protection Act.

Instructors are also welcomed to develop their own, much more elaborated, course descriptions, built upon the official one described above. Here is an example:

> In this undergraduate course students learn and turn into practice a set of core principles in educational psychology related to successful teaching and learning. Topics include learning theories and processes, social and cognitive views of learning, knowledge construction, instructional processes and strategies, motivation, as well as cognitive, language, social, personal, and moral development. Through active learning activities, students apply facts, principles, research findings, and theories to the planning of instruction and in the enactment of simulated lessons. By the end of the course, students will be able to address educational questions, and understand learners' and teachers' thinking and actions. Students should also acquire professional knowledge and skills to begin forming their professional identity as teacher-inquirers.

We also encourage all instructors to develop a fairly complete syllabus and to post this on Web CT (MyCourses) for easy student access. Examples of elements that can be included in such a syllabus are included in this handbook. You are welcome to use any part of this handbook verbatim in your course outline and syllabus.

The course content should briefly address most of the listed topics, some in more depth than others. This course is a requirement in the BEd, BSc-BEd, BMus-Bed, the BA Minor in

Educational Psychology, and the BA Minor in Education. It is also open to students as an "elective" in some other programs from across the University. You may remind students who are not in the BEd, to make sure they have consulted an Academic Advisor in their "home" program to ensure that the credits earned in this course will count toward their degree; this verification process is their responsibility.

The underlying approach to this course is "social constructivist," which means that the role of the instructor is highly complementary to the role of the students. Instructors will be co-constructing a substantial part of the content of this course around shared interests or their own interests. By sharing the teaching role, a substantial part of the responsibility for learning will be in the students' hands, and part of the overall goal is that students bring this perspective to their teaching and not perpetuate a tradition of teacher talk and students listen and repeat back.

The course is intended to place students in the position of a novice practicing professional educator. As students gradually acquire knowledge that is of particular interest to them within this domain and use this new knowledge, they begin to create the orientation of a professional identity--that of being a teacher-inquirer. Students are not meant to be sponges who soak up knowledge, rather engaged in a process to facilitate their understanding of the role of psychology in teachers' thinking and actions. Understanding and the creation of personal meaning are what cognitive learning is all about, learning how to learn.

COURSE RESOURCES

In order to introduce students to all available resources for the course, you can briefly mention the following in the course outline:

1. Librarian's visit to class for a one-hour demonstration of on-line literature searches (we recommend reserving in advance--phone 514-398-4687 or email the Education Head Librarian at Sara.Holder@McGill.ca)
2. A simplified APA guideline which includes presentation standards (see Appendix 1)
3. Functions of WebCT:
   If you plan on using WebCT, the course outline should include a statement about course communication. For example:
   - E-mailing the Teaching Assistant (TA) through the e-mail function built into **WebCT Vista**;
   - Viewing all course announcements on Web CT Vista;
   - Tracking students' progress in the course on WebCT;
   - Accessing the course outline;
   - Checking WebCT regularly for messages.

4. Specify the start and end date, time, and place of the course; indicate holidays and substitute days (e.g., in the fall semester, some Mondays are lost to holidays and the university makes these up in the last week on a day that might not be a regular meeting day)
5. A brief description of the TA (including her or his name, degree, department, contact number, office hours, and roles and responsibilities in this course);
6. Youth Protection Act (you may ask for brochures from the department);
7. The class list with names and picture is available to you on MINERVA;
8. Past instructors or coordinator for feedback (use this feedback to make changes in the course that benefit student learning)
9. Sharing with co-instructors and meeting regularly with convener (building a community of practice)
10. We strongly suggest a no-laptops (or other web devices) policy **except** during relevant activities, and except for OSD-authorized note-taking. This is not a result of an opposition to technology! Students using laptops are simply not usually participating in class activities, and not engaging fully in the dialog and other activities we create to help them learn and learn to apply educational psychology to their teaching skills.

COURSE OUTLINE AND PLAN

Remember to adapt your course outline according to the timeline of a given semester.

In addition to consulting the McGill website on how to prepare a course outline: http://www.mcgill.ca/files/tls/CourseOutlineBriefGuide.pdf, the following additional items could also be included:

1. Dates for religious holidays (e.g., Yom Kippur, Ramadan, Easter)
2. Classroom etiquette (from laptops to punctuality)
3. Tips for students on how to prepare for every class:
    - Read the assigned readings *before* arriving. Learning cells and concept maps cannot be done otherwise (and these help students get to the readings!)
    - Check the outline to see if you are supposed to bring any special materials to class.
    - Print out two copies of any Learning Cell questions (and answers) or concept lists to be submitted on that date.
    - Bring any assignments due that day.
    - Bring your textbook to every class.
    - **Bring questions ready to ask.**
4. Specify assignment due dates
5. Getting help with drafts

Students are encouraged to ask for help when doing their independent work. Asking for feedback on a draft or having someone check their writing to give them suggestions is called formative evaluation. They can show a draft to a fellow student and ask if reads well, if the grammar and spelling are good, if the headings are clear, and matters such as that.

This is especially important for students whose first language is not English. Students can seek such levels of help from other students in the class, friends and family outside McGill, the Tutorial Service in the Brown Student Services Building, the Teaching Assistant, and the Professor. You can also refer to the instructor guidelines which contain important information regarding University policies, Student Assessment Policy, regulations, and procedures.

The following are samples of course plans from the Fall, Winter, and Summer semesters.

Fall

Class #	Day	Date	Topic(s) to be Covered in this Class	Read Before the Class	Product Due at this Class
Class 1	Wed	09 02	Introductions, attendance, course outline, computers, integrity, assignments; the disciplines and professions of education and educational psychology; after the BEd; "ed psych" and teacher decision-making. Some hints on being a university student (expectations, independence, time management, etc.). Strike school staff committees; initiate schedule of Student Chapter Summaries. Introduction to Learning Cell (practice, using an excerpt from chapter 1) and high level questions. Introduction to Concept Maps. First "3-Ring Binder" group exercise.	Ch. 1 (may be read after the class)	none
Class 2	Wed	09 09	Cognitive development--Piaget's contributions. Process for returning marked work. Concept Map #1 on Ch. 2 (Staff Committee). LAPTOPS PERMITTED for the Concept Map preparation.	Ch. 2[1], to p. 23 (just before Vygotsky section)	Your list of 10 key concepts
Class 3	Mon	09 14	Cognitive development--Vygotsky's contributions (more than "development").	Ch. 2[1], to p. 33	Map hard copy and LC#1 Q+A on Ch. 2
Class 4	Wed	09 16	Reference Librarian at class in preparation for essay references (due at Class 7--09 30). Applying behaviorism principles. Practice with APA style and annotated referencing.	Ch. 5	Essay Topic and one sample reference
Class 5	Mon	09 21	A glimpse ahead to higher level learning (misconceptions, conceptual change, transfer) and motivation (intrinsic vs.	Ch. 7, pp. 163-165, 169-171,	LC#2 Q+A on Ch. 7

			extrinsic)	178-181; Ch. 9, pp. 221-222.	
Class 6	Wed	09 23	Friendships, bullying. Teaching Ideas project committee time (LAPTOPS PERMITTED for this activity).	Ch. 3	none

Winter

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
1	Class 1		Introduce and explain course outline Strike school staff committees (teams of 3-4 students) Describe what is Micro-Teaching (including peer and self-assessment), the Essay Assignment, and the Teaching Idea Fair Explain format of Quiz (Short answers will be selected from the focus questions generated from students) Share assessment criteria on microteaching, concept maps, learning cells and essay	Practice concept maps with 10 key concepts from Ch.1 Model generating high level questions from Ch.1.	Readings Ch.1
1	Class 2	1.0 Describe how Piaget's cognitive	Watch videos on youtube: Piaget - Stage 1 -	Staff Committees work and hand in concept maps of 10 key concepts	Sign up for microteaching on WebCT

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
		development theory has contributed to the field of education.	Sensorimotor, Object Permanence Piaget - Stage 2 - Preoperational - Lack of Conservation Piaget - Stage 3 - Concrete - Reversibility Piaget - Stage 4 - Formal - Deductive Reasoning a) Question and Answer: Which of the four following practices are appropriate for the age level of the students, and which are not? Defend your choices. b) Modeling Piaget's theory Ask two students to perform the demonstration on Duplo Models following Joe Nichols' (2000) "Schema theory"	at the end of class	Readings: Ch. 2, up until section on Vygotsky Learning Cell #1 (submit online before class) Concept Map #1
2	Class 3	2.0 Describe how Vygotsky's cognitive development theory has	Discussion Topic: Identify if the following eight situations describe students who are working in their ZPD. Defend your choices.	Staff Committees work and hand in concept maps of 10 key concepts at the end of class	Readings: Ch. 2 (Section on Vygotsky). Learning Cell #2 (submit online before class)

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
		contributed to the field of education.	Cooperative learning activity: Application Exercises on ZPD (Think-Pair-Share)		Concept Map #2 Choose your Essay topic from suggested list or one of your own (to discuss with instructor)
2	Class 4	3.0 Outline the Development of Language	Q & A: In the following four scenarios, which students are exhibiting behaviors typical for their age-group, and which ones are not? Justify your choices on the fundamentals related to language development Reference Librarian at class in preparation for essay references (due in Class 5).	Practice with APA style and annotated referencing Team meetings for prospective assignments and projects (e.g., Micro-teaching, Teaching Ideas Fair)	Readings: Ch. 2 (Section on linguistics development) Learning Cell #3 (submit online before class)
3	Class 5	4.0 Understand Self, Social, and Moral Development as well the role of friendships and bullying.	Micro-teaching: Teams 1 and 2	Staff Committees work and hand in concept maps of 10 key concepts at the end of class Teams 1 and 2 write a self-assessment (to be handed in before the next class) Peer feedback (written by Teams 3 and 4 and handed in to	Readings: Ch.3 Research Questions & Annotated bibliography (hard copy) Learning Cell #4 (submit online before class) Concept Map #3

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
				Teams 1 and 2 at the end of class)	
3	Class 6	Guidelines on preparing for the Quiz and Review of Content	Clicker Activity: Comparing Cognitive Development Theories in the Field of Education		Review Chapters 1, 2, and 3
4	Class 7	5.0 Distinguish individual and group differences; Guest Speaker (TENTATIVE) "Giftedness and Gifted Education;"	Friendships, intelligence, giftedness (Invited Speaker)	Quiz #1(multiple choice and short answers)	
4	Class 8	6.0 Apply learning and behavioral processes.	Microteaching: Teams 3 and 4	Staff Committees work and hand in concept maps of 10 key concepts at the end of class Teams 3 and 4 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 5 and 6 and handed in to Teams 3 and 4 at the end of class) Teaching Ideas project committee time	Readings: Ch.5 Concept Maps #4 Learning cell #5 (submit online before class)
5	Class	7.0 Apply	Microteaching:	Staff Committees	Readings: Ch. 5

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
	9	learning and behavioral processes (continued from class 7).	Teams 5 and 6	work and hand in concept maps of 10 key concepts at the end of class Teams 5 and 6 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 7 and 8 and handed in to Teams 5 and 6 at the end of class) Teaching Ideas project committee time	Concept Maps #5 Learning cell #6 (submit online before class)
5	Class 10	8.0 Apply learning and cognitive processes.	Microteaching: Teams 7 and 8	Staff Committees work and hand in concept maps of 10 key concepts at the end of class Teams 7 and 8 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 9 and 10 and handed in to Teams 7 and 8 at the end of class)	Readings: Ch. 6 Concept Maps #6 Learning cell #7 (submit online before class)

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
				Teaching Ideas project committee time	
6	Class 11	9.0 Understand Knowledge construction and higher level learning	Microteaching: Teams 9 and 10

Midcourse informal feedback | Staff Committees work and hand in concept maps of 10 key concepts at the end of class

Teams 9 and 10 write a self-assessment (to be handed in before next class)

Peer feedback (written by Teams 11 and 12 and handed in to Teams 9 and 10 at the end of class) | Readings: Ch.7

Concept Maps #7

Learning cell #8 (submit online before class)

Midcourse informal feedback form |
| 6 | Class 12 | Guidelines on preparing for the Quiz and Review of Previous Content | Clicker Activity on Learning Processes: A comparative analysis of behaviorist, constructivist, and social-constructivist views of learning | | Review Chapters 5, 6, and 7

Annotated five primary source references (hand in the beginning of class) |
| 7 | Class 13 | Staff Committee work time for the Teaching Idea Binder and Fair. | Response to midcourse informal feedback.

Feedback on essay questions and APA references | Quiz #2 (multiple choice and short answers)

Teaching Ideas project committee time | |

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
7	Class 14	Creating lesson plans that cater to individual and group differences	Show class how to construct a lesson plan (to be included in the Teaching Binder)	Committees (teams) create a draft of the main points in their lesson plan (to be handed in at the end of class)	Draft lesson plan
8	Class 15	10.0 Understand social cognitive views of learning; Practice designing a plan (learning objectives) for a lesson	Microteaching: Teams 11 and 12	Staff Committees work and hand in concept maps of 10 key concepts at the end of class Teams 11 and 12 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 13 and 14 and handed in to Teams 11 and 12 at the end of class) Project committee time on lesson plans	Readings: Ch. 8 Concept Maps #8 Learning cell #9 (submit online before class)
8	Class 16	11.0 Instructional processes: Planning for instruction; Design and development; Learning-goal taxonomies	Microteaching: Teams 13 and 14	Staff Committees work and hand in concept maps of 10 key concepts at the end of class Teams 13 and 14 write a self-	Readings: Ch. 10 Concept Maps #9 Learning cell #10 (submit online before

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
		(e.g. Bloom's Taxonomy); Practice designing a plan (learning objectives) for a lesson		assessment (to be handed in before next class) Peer feedback (written by Teams 15 and 16 and handed in to Teams 13 and 14 at the end of class) Project committee time on lesson plans	class)
9	Class 17	12. Instructional processes: Instructional strategies Practice designing a lesson plan (continued): Instructional strategies that promote higher-level learning.	Microteaching: Teams 15 and 16	Staff Committees work and hand in concept maps of 10 key concepts at the end of class Teams 15 and 16 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 17 and 18 and handed in to Teams 15 and 16 at the end of class) Project committee time on lesson plans	Readings: Ch. 10 Concept Maps #9 Learning cell #10 (submit online before class) Essays due
9	Class 18	13.0 Motivation and Affect-- Instructional	Microteaching: Teams 17 and 18	Staff Committees work and hand in concept maps of 10 key concepts	Readings: Ch. 9 Hand in final lesson plans

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
		materials and activities that promote student motivation and enhance interaction;		at the end of class Teams 17 and 18 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 19 and 20 and handed in to Teams 17 and 18 at the end of class) Project committee time on Teaching Ideas	(hard copy at the beginning of class) Concept Maps #10
10	Class 19	14.0 Motivation and Affect (continued from Class 16); Feedback on Essays	Microteaching: Teams 19 and 20 Feedback on essays	Teams 19 and 20 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 21 and 22 and handed in to Teams 19 and 20 at the end of class) Project committee time on Teaching Ideas	Readings: Ch. 9
10	Class 20	15.0 Classroom environment and	Microteaching: Teams 21 and 22	Teams 21 and 22 write a self-assessment (to be handed in before	Readings: Ch. 11

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
		management		next class) Peer feedback (written by Teams 23 and 24 and handed in to Teams 21 and 22 at the end of class) Project committee time on Teaching Ideas	
11	Class 21	16.0 Classroom environment and management	Microteaching: Teams 23 and 24	Teams 23 and 24 write a self-assessment (to be handed in before next class) Peer feedback (written by Teams 1 and 2 and handed in to Teams 23 and 24 at the end of class) Project committee time on Teaching Ideas	Readings Ch. 11
11	Class 22	Guidelines on preparing for the Quiz and Review of Previous Content	Clicker Activity on Instructional Processes and Strategies		Review Chapters 8-11
12	Class 23	14.0 Youth Protection Act.	Feedback on lesson plans	Project committee time on Teaching	Quiz #3 (multiple choice and short

Week #	Class #	General Learning Objectives	Instructional Strategies	Learning Activities (In Class)	Products and Readings due for this Class
				Ideas	answers)
12	Class 24	Teaching Ideas Fair and Popular Choice Ballot.		Choice Ballot	Teaching Ideas Fair (10 teams, 5-10 mins each)
13	Class 25	Teaching Ideas Fair and Popular Choice Ballot.			
13	Class 26	Teaching Ideas Fair Prize Awards! Farewells!	Returning and giving feedback on Teaching binders		

Summer

Please note that the April-May section operates on a much tighter timeline. We shall add suggestions for this section in the course of 2011-2012.

ASSIGNMENTS

Examples of Useful Assignments

Continuous evaluation of student progress by multiple means is a principle we would like our students to carry forward into their teaching. A single final examination would therefore be inappropriate. It is important that this course models psychologically defensible instructional processes, including evaluation. The ideas presented in this section are consistent with what they will learn in the Evaluation course taken later by all BEd students. This is not an exhaustive or exclusive list, but all these have been successfully used in this course.

Learning Cells

A learning cell (LC) usually begins with students having to complete a reading, usually a chapter in the textbook or a relevant article. The first part of the assignment is to **construct a high-level question** (i.e., a question that cannot elicit just a "yes" or "no" reply, that goes beyond repeating facts, and generates thoughtful reflection in dialog). The question should require thinking about the reading, relating ideas therein, relating it to other events or readings, constructing applications, evaluating or comparing content. Students write down a question then outline the **main points of what they consider to be a good answer** (just an outline, not a word-for-word script). These good-answer notes need to be included in their submission. In class, students can be paired up with another student, alternate asking their question, hearing the reply, and giving feedback on the reply. This can happen twice in each dyad. In the case of an occasional triad, it will happen three times "around" the group.

LCs are intentionally structured activities to demonstrate how students as future teachers can ensure that their students read material before they come to class. Part of a teacher's job is to enable students to ask good questions. Then they better own their own learning. LCs provide practice in parts of the process. As students will discover when they try, asking high level questions is not easy, especially "on the fly" and it requires practice. Hence this assignment.

Concept Map

Concept maps are visual representations that show and explain connections between the main ideas of your readings or conversations. At **the beginning** of designated classes, every student should come with *two copies* of a list of the 10 most important concepts they thought were presented in the assigned reading. Each concept should include a very short definition in his or her own words. In staff committees, students will compare notes, agree on which 10 to retain, then construct and draw a concept map, ensuring that every link between pairs of concepts briefly explains the conceptual, functional, or causal relationship between them. One "hard" copy of the concept map must be submitted by the beginning of the following class by a representative of the group. Everyone in the teams will get the same grade, and it is the students'

collective responsibility to ensure that everyone contributes a fair share of the work. It is up to the instructor whether or not they will mark or return the product, but its absence should count as a late or missed assignment. An alternative format is for each student to submit his or her own concept map to be individually graded.

During the map's construction, students are encouraged to follow the same instructions:

1. to place the main idea at the top or the center of the map,
2. to organize the words or terms from most general to most specific,
3. to use a linking word (verb, preposition, or short phrase) to connect and illustrate the relationship and linkages from one idea to another,
4. to use crossing links to make connections between words in different areas of the map," and
5. when finished, to take a few moments to reflect on the statements and modify them if needed.

Students may present the group's concept maps in any of a number of formats; they may be drawn by hand and hand printed or drawn on a computer either by using the drawing toolbox in Word or a free software such as Cmap Tools (http://cmap.ihmc.us/).

Creating concept maps helps students visualize abstract ideas that they encounter in the readings. The concepts can be provided by the instructor, or they can be generated by the learners. Furthermore, by discussing these ideas and constructing a concept map, students will reinforce their understanding of the readings. Both concept maps and learning cells are both devices that enhance levels of learning through rehearsal and dialog, two important learning principles we hope they will bring into their planning for teaching.

Essay (and its Parts)

Generally, students should select a topic from or related to any chapter in the textbook, extend it to learn something that goes beyond the text, and what is presented in class. They should begin by formulating a question to which they are seeking answers. Then, conduct a basic review of the research literature to see what is present (a reference librarian will give a presentation on how students can find research articles in their area of interest, and they can consult librarians at any time). This assignment can be broken into steps that are, in part, graded separately. Students may, if they wish and if you approve, choose a co-author and submit one paper together for which they will get the same grade. However, they will be responsible for building a healthy and equally committed relationship with their co-author.

Breaking this task down into parts has two advantages. Some students have never before written a university-level essay; the scaffolding is helpful to them and ensures a more enjoyable time for you reading the results! Also, this reduces the risk that students will be able to download an

essay from the internet, without having to use "Turn-It-In" (software that is available to you if you want to use it). These detailed notes can be incorporated into your course outline (replacing "them" with "you," etc., as for all these suggested assignments).

Step 1: Essay Topic and Two references

Students need to identify a topic or question that they are interested in and submit it in writing along with two journal references--this may be an empirical study or a review article--with two or three sentences about why it is useful to the topic. Encourage students to write the full reference in APA style. In order to guide learners in the writing process and coach them on reference style, the topic papers should be returned next class with brief comments and possibly suggestions. They should not be graded, but we recommend that you keep track of their being submitted and on time.

Step 2: Five Annotated references

- Identify, list and annotate 5 primary-source references that will guide them in writing their essays. Discuss with students that "primary sources" means that they have read the items they cite and the textbook cannot be one of these 5 annotated references.
- **At least 3 out of the first 5 references and at least half of the final references must be empirical research articles from peer-reviewed journals.** Make a note to students that for the final essay, at least 10 references will be necessary. They may replace the first five references with others for the final essay, or use them.
- Each of the five references must be annotated with a three- to five-sentence **in their own words** relating the reference piece to the essay topic.
- The preliminary five-item reference list must be graded on the standard rubric and counts for 5 %.
- Ensure that students read and follow the APA format guidelines (see Appendix 1). They can also consult www.apa.org for reference guidelines.

Step 3: Final essay

The following guidelines should guide the final product:

- The final full essay paper should be between 8 and 10 pages in length, not including the title page or references (no annotations in the final copy).
- The essay should have a separate title page (not counted in the above total), containing the student's name, McGill student number, essay title, course number, and date.

- The second page of your essay, also not counting as part of the 8 to 10, must be a summary (an abstract), in students' own words, of between 100 and 150 words. Emphasize to students that they should not copy an abstract that was published with a reference!
- The essay's main text should begin on page 3 with an introductory paragraph that contains a clear statement of the goal of their essay, and about what they want to convince the reader, followed immediately by making the point explicit.
- The essay should be well organized and broken into sections with headings. For a 10-page paper, expect at least three main sections: an introduction, the main research or review findings, and the conclusion that discusses implications for teaching.
- Clarify to students that they are allowed to use the first person (I, my, me) when expressing their own thoughts and reflections versus what others have concluded by citing the references for others' ideas.
- The final essay must include a reference list in APA style, but without annotations. Students should not refer generally to the textbook more than once.

Teaching Portfolio or Idea Binder

During the course of the year, students will hopefully have a number of "Aha!" moments in which they get an inspiration about how to teach something. Some of these ideas will come to them in the class, while reading or observing a classroom, surfing on the web, watching TV, etc. The ideas must have a psychological element that we have studied in class (for example, but not limited to, modeling, scaffolding, negative reinforcement, etc.). Social constructivist theory argues that such ideas will be better developed if they are exposed to others through dialog in a social context.

The assignment is for teams to create, over the course, a toolkit of ideas, strategies and resources they can use while student- or real teaching. Each idea should include the date it was first shared, who in the team first suggested it, a note indicating how the idea was initially realized, how it was developed and improved, the rationale (e.g., is there a psychological principle or other support), and teaching tips and resources or references to resources (e.g., books, web sites, cartoons, materials, organizations). It should be organized into headings or sections that include similar categories of ideas. Students are welcomed to make it visually pleasing and use tables, charts to record the details of the ideas. Time should be allotted for some team time in class generating, elaborating, and sharing these as the course proceeds. There should be no intermediate grading of this work.

Each binder should have an appendix containing a narrative description of the process by which the binder was prepared. Who attended each meeting, in class or outside, must be listed with the date, location, and starting and end times of the meeting. The contribution of each person

present must be stated, for each meeting and overall. It must be clear that the committee started with well more than 10 ideas (at least 5 original suggestions from each member--these should be reported an appendix which will not count in the 20 page limitation).

In addition, time should be set aside for the binders to be on display for people to circulate and admire in a Knowledge Fair of Teaching Ideas. The display copy should be constructed in a more interactive format, such as a poster, a display table, etc. Each member of the team should have a personal copy of the binder, but only display one. A hard copy (stapled, printed in black and white, color not essential) should be submitted on the day of the Fair in addition to a display copy. There could be a popular vote for the "people's choice" binder of teaching ideas. The team members will each be awarded a prize at the same class.

Observation Log (only possible if most students are in a field placement)

This is a psychological observation log from your three weeks in school. In the first five classes during September, particular focus is on topics that can especially serve as the basis for these directed observations and reflections during students' first practicum experience. Students' tasks are to collect examples of each of these at the end of each day or twice a day, or even after each class. As students add examples in each category (see Appendix 2), they should constantly compare them to identify the best examples, and keep doing this until the end. At the end, students only turn in the best examples. It is important that they adequately describe each example so that it is clear that the example is a good one. Also, because some tasks may be easier to observe at elementary or secondary levels, or in some subjects rather than others, instructors should encourage students to start the process from the very first class they observe.

Students' final report should include **only ten examples**. An example of a template to assist their observations is found at the end of this handbook (Appendix 3). Label each of these observations clearly with separate headings numbered and described as above, give dates, and brief context for each. Explain how the observation connects to the reading and topic it is grouped with. Describe each example in a paragraph or two (minimum four or five sentences) with a clear heading. There is not a required length, but between 10 and 12 pages (more or less) is a reasonable maximum target, overall. Under five or six would be problematic, given the need for headings and double spacing. A good description should fill most of one page.

If some students are not in the BEd, or for any reason are not assigned to a school-based internship during this same time period, they should be speaking to the instructor or to the TA about an alternative format for adapting and carrying out these observation experiences. One possibility, especially for students who did this observation field placement one year ago, is that they can work from memory; another alternative is to think back or imagine situations, in which case, students should make it clear that they are doing so, and why, at the beginning of the log.

Other Assignments Ideas (to be elaborated in future editions)

- One section of this course in recent years had students writing Wikis about topics they read about. This task can be completely individually, in groups, or both.
- Several sections of this course have had the "staff committees" make various sorts of presentations to the class. One example is to present a highlight or two from the assigned reading (normally from the textbook). There is a danger that this can end up being a series of four people reading their notes about a quarter of the chapter, and this models very poor pedagogy. It is critical to alert students that this is not permitted (partly because it might lead some students to think they can skip the reading and just listen). Rather than summarize the chapter, they are expected to select one or two highlights of the chapter and then to creatively convey those highlights back to the class, and that they have an absolute maximum of 10 minutes to do so. Their presentation must use a psychological principle that supports learning (e.g., engage the class in dialog, include positive or negative reinforcement--which most students initially confuse with punishment but they are very different!), and it must include some interaction with the rest of the class that helps them ascertain that the class understands what they are expected to have learned. This can be done at the beginning of a class so it focuses the content on the most recent readings. We strongly recommend meeting with the first group of presenters to scaffold them through the task so that they set a high standard for these presentations. Successful presentations in the past have included dramatizations of classrooms, emulations of game shows from Jeopardy to Who Wants to be a Millionaire (be careful of low-level, factual questions in both cases!) to original skits, mini-debates, videos, etc.). These can be graded AND it is especially important to note that all team members are present and taking part.

GRADING SCHEME

Evaluation in this course should be "continuous" and in several forms (described below). Also, there is no midterm or final exams during the formal examination periods. All assignments should be graded on the McGill letter-grade system with one exception: For purposes of **internal** grading only instructors are welcomed to use an A+. This helps raise the overall grade of any student who gets an A+ on any assignment. At the end of the course, internal letter grades should be converted to scores and weighted, then totaled into a course mark. The course grades should be calculated initially as percentages and converted to overall letter grades for entry into MINERVA. With A+ as a possible internal grade, students who receive one or two B graded assignments will be less likely to end with an A-.

General Grading Rubric

   The grading rubrics (see below for details) should vary across assignments, but they approximately and generally address the following (this may be elaborated further as the course progresses based on experience and input from the class). They are as closely as possible based on these distinctions, but they are adapted for each assignment as shown in the sections that follow. Given that it is not possible to anticipate every strong or weak point about a piece of work, rubrics can only provide a broad guideline for grading most parts of most student work. Instructors might need, from time to time, to make additional judgment calls (i.e., comments on the strength or weakness that is not on this list or any of the specific rubrics given for the assignments.)

McGill's course grades do not include an A+. However, there is nothing against using an A+ within a course to grade specific projects. This can be helpful if you are ever asked to write a reference letter, but it also allows a superbly done assignment to more effectively offset a very good one in averaging the mark. Using letter grades for assignments avoids the problem of tryingto figure out if 81% is different from 82% in grading a specific piece of work. The weighting of assignments is applied separately.

A+ This is a superb product, a terrific fast read with virtually no correcting needed, excellent in every way. It

- contains every required element,
- is free of more than a trivial number of editing errors,
- is well organized,
- reflects thoughtfulness and creativity in the preparation and execution,
- clearly reflects not being a last-minute enterprise,
- shows evidence of reading and thinking far beyond the minimum, and
- is a special pleasure to read.

  "A+" converts to full marks (100%) on the assignment. It's available and students are welcome to aim for it. A+ does not necessarily mean perfect in every sense, but close.

A Complete in every respect, relatively free of errors, well organized and presented, reflects appropriate preparation, reflects reading and thinking beyond the minimum (e.g., in connecting to other relevant material), about as good a job as a very able, thorough, and thoughtful first year university student would normally be expected to do. Enjoyable to read. "A" will be converted to 90%.

A-   As for A, but there is one "not fatal" area in which the product could be improved, e.g., organization or headings, choice of references, freedom from editorial errors, not "typed." "A-" will be converted to 82%.

B+   Very good, passable work. It shows a strong understanding of the material underlying the work, but the product contains a more serious defect such as missing a connection or contrast, misinterpreting one main idea among several, scattered organization of the ideas, or a literal reading of the text (or parts of the text) without reflecting or elaborating on it in some creative way. "B+" will be converted to 77%.

B   Good passable work. Basic understanding shown, but more than one key point is missed or misrepresented. Material is mostly understood but rather in isolation rather than in relation to other learning. Several editing or organization problems in an otherwise acceptable work. "B" will be converted to 72%.

B-   As for B, but with more than one serious defect. It's better than "minimally acceptable" and must still show some evidence of intellectually grappling with the issue. An ordinary "correct" reply that accurately "feeds back" what was read or heard with insufficient reflection or elaboration. "B-" will be converted to 67%.

C   Acceptable, not bad enough to fail, but deficient in important ways that will be noted. Missing a few or more elements. "C" will be converted to 57%.

D   Unacceptable. Reasons will be given, including for example, missing or inadequate elements, missing assignments or parts of assignments, exceeding the maximum number of unexcused absences, poor quality work, or any combination of these or other problems. "D" will be converted to anywhere from zero to 49% depending on the situation and with comments.

Rubric for Concept Maps

The general grading rubric described above applies to the Concept Maps, with the following specific considerations:

- descriptions of links should be substantial, more words better than fewer; a few phrases should do (not pages!)
- descriptions of links should be reciprocal where appropriate, most but not necessarily all work in both directions
- not all links can be the same strength; decide which are the strongest, medium, and least strong or basic (provide a legend)
- there may be no link between some concepts

- edit carefully for annoying grammar errors (the most common error is to follow a singular term such as "the student" with the plural "they")

* If the concept map is done as a group, each member shall initially receive the same group grade based on the submitted hard copy, however, individual grades may be lowered based on information about leadership, doing one's share of the work, and the quality of individual contributions. Individual contributions may well differ, but the final product needs to reflect an equitable distribution of contributions at all levels from generating ideas to producing the final product.

Rubric for Learning Cells

Grading Rubric for Learning Cell Questions and Answers:

A+: A clearly high level and stimulating or very original question, well connected to the text and extending the reading (e.g., to classroom or other experiences), and with an excellent outline of an answer, all presented in excellent form.

A: A high level question and well-connected reply, both of which are well connected to the reading but go beyond it and will likely stimulate conversation.

A-: A high level question with a good but conventional reply (e.g., about application directly based on the reading).

B+: A high level question with an answer that is somewhat vague or only partly connected to the reading

B: A question that hovers between high-level and low-level, with a rather good answer that is well fitted to the reading and goes beyond it.

B-: A question that hovers between high-level and low-level, with an answer that is more than yes or no or a fact, but the question and the answer are not very well fitted to each other.

C: A question that is not a high-level question, it is missing an answer, or with only a partial answer.

D: A question that calls for simply regurgitating information presented in the text, with rudimentary answers or without answers.

Rubric for the Essay

The General Rubric applies. In addition:

An "A" or "A+" essay goes beyond reporting what others have written:

- It integrates the references, comments upon their strengths and weaknesses, relates them to the main theme or goal.
- The number of references exceeds minimum requirements.
- Evidence is cited, explained, and related in some detail (does not just accept the conclusions of the sources cited). Students must show they know how to **evaluate the quality of the evidence in each source and the convergence of evidence across their sources**.
- Does not repeatedly refer to one main citation; draws on at least a few for main points.
- The essay is presented in good, basic APA style.

The following checklist complements the general course rubric and points specified above. A form similar to the following will be used to provide some of the feedback on the essay.

Essay Grading Rubric

Specific comments on the paper itself are limited. If students receive less than an A+ then the checked items below should be indicative of the nature of the shortcomings.

Specific Criteria

☐ Topic drawn from or related to the text

☐ Presentation goes beyond the text

☐ Clear opening statement of a specific question or essay goal

☐ Clear summary

☐ Clear and thoughtful conclusions and implications

☐ Suitable division into headed sections and subsections

☐ 8 to 10 pages in length (actual text)

☐ Recognizable effort to use APA style

General Criteria

A+ ☐ All elements present, well organized, creative component, only a small number of trivial errors, reading and thinking well above expected undergraduate level

A ☐ Shows solid reflection and thinking

☐ Relatively free of editorial errors

☐ Very strong freshman-level writing

A- ☐ One nonfatal more serious problem in presentation

B+ ☐ Misses an important connection or contrast

☐ Misinterprets one main idea

☐ Organization problems or lack of flow

☐ Literal reading, low in reflection

B ☐ More than one point missed or misrepresented

☐ Material not connected well

☐ Several editing or organizational problems

B- ☐ More than one serious defect

Teaching Idea Binder

The General **Grading Rubric** applies. The grading of this assignment should also take into account the specific format requirements noted just above, and the presence and reporting of wide participation and initiative in the project. Grading should take into account the number and quality of ideas and the suitability and quality of the history, rationale, resources, and references noted for each or cumulatively, and evidence of good management of participation by all the Staff Committee members.

* Each member initially receives the same group grade based on the submitted hard copy, however, individual grades may be lowered based on information about leadership, doing one's share of the work, and the quality of individual contributions. Individual contributions may well differ, but the final product needs to reflect an equitable distribution of contributions at all levels from generating ideas to producing the final product.

Observation Log

The General Grading Rubric will be used. Instructors shall especially be looking for the factual description of the **context**, a description the **action or event**, and the **explanation** of how or why the action or event observed is an example of one of the 10 actions or events students were looking for (see Appendix 3).

INSTRUCTIONAL RESOURCES

Videos

TED (Ideas worth spreading) www.ted.com

Themes:

- How we learn http://www.ted.com/themes/how_we_learn.html
- How the mind works http://www.ted.com/themes/how_the_mind_works.html
- The creative spark http://www.ted.com/themes/the_creative_spark.html
- Numbers at play http://www.ted.com/themes/numbers_at_play.html
- Words about words http://www.ted.com/themes/words_about_words.html

Cartoons

www.cartoonstock.com/
http://www.glasbergen.com/

Websites

http://teachingedpsych.wikispaces.com/

The teachingedpsych wiki is a collection of materials helpful for instructors who teach introductory educational psychology in teacher education programs. It is a special interest group for teacher educators affiliated with the American Educational Research Association

http://www.mcgill.ca/integrity
OR (the above link will take you to this next one)
http://www.mcgill.ca/students/srr/honest/

This site (above) contains unimportant and useful information about honest academic work. If you have any questions or suspect cheating (including plagiarism) please remember that you cannot as the instructor penalize the student. There are officially binding procedures that must be followed. The course coordinator can help you navigate this process; please do not wait to get in touch. The site also contains a varity of information about preventing cheating.

Contacts

Course Coordinator
Emeritus Professor Bruce M. Shore
bruce.m.shore@mcgill.ca
Office #532
Office telephone 514-398-7685
If he is out of town, use email to set up a telephone or Skype contact if a conversation will be helpful.

FINAL WORDS

Here are some FAQs from past meetings with EDPE 300 instructors:

1. Where is the boundary between spoon-feeding and scaffolding students?

    The answer is in Vygotsky. Scaffolding is when a teacher helps a student who CAN'T accomplish a task on his own. Spoonfeeding is when a teacher helps a student who CAN BUT WON'T accomplish a task on his own.

2. What advice would you give to future EDPE 300 instructors?

    Scaffold the first group in their microteaching activity to set the bar high and act as a role model for the other groups. Instructors overestimate how difficult the first steps can be. Telling something once is not enough.

3. What would you like to have to help you guide through the course?

    A toolbox of good activities. We have tried to provide the beginnings of such a list.

APPENDIX 1

Some Guidelines to Writing in APA Style
Bruce M. Shore, McGill University
Revised October 16, 2009 (subject to improvement over time!—suggestions welcome)

For full details, see the original source:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

"APA style" is one of many style sheets. It is the style sheet of choice in academic writing in psychology, most of education (certainly including educational psychology), and several other disciplines. Most of it makes sense, but some (e.g., one space after a period in references, or the periods around the year in a reference list entry) that is not necessarily esthetically pleasing does not at first sight seem to make sense. Above all, however, a consistent style sheet that is understood by the writer and reader ensures clarity of communication. Within it, good literary style is very much possible. Following the style sheet carefully reduces the burden on the reader by distractions, and it creates good will with journal and book editors; it says you paid attention to the details. That said, do not be tyrannized by the details; when the style does not work, adapt it as needed, but first check the *Manual* to see if the situation is covered, and follow it as closely as possible.

Here are some very visible elements that will indicate your awareness of APA style, and that will make it easier to read your material.

APA Style for the Main Text

1. Use headings, and use APA style headings. Do not label the first section "Introduction"; an opening is assumed to be an introduction. These have changed substantially in the 6th edition). Do not number headings. If you need only one level of headings, use Level 1 as on the next line (bold, centered, upper- and lowercase):

Centered Like This

Number of Levels
Three levels. If you need three levels, look at the beginning of the present paragraph for level 3. The period is within the boldfaced part.
More than three levels. This level 4 heading is bold and italic. Not every section needs to have the same number of subheadings. Always start with level 1 and use however many levels of subheadings you need in each level 1 section.
This is level 5. Just to illustrate.

2. Double space. McGill allows 1.5 spacing in theses and the equivalent. Your 33hoice.

3. Use nonsexist (and generally unbiased) language. The *Manual* contains a guide.

4. Indent five spaces (i.e., 0.5 inches or 1.23 cm) when indenting is called for.

5. NEW: There are now exactly two spaces after every period that ends a sentence in the body of the text; this includes the abstract. Only one after a colon, as in the line above. There is still always exactly one space after a period that ends an element of a reference citation.

6. Italicize all statistical symbols including those from the Latin alphabet. Do not italicize Greek letters.

7. There is exactly one space before and after every =, <, and > sign used in an expression. Notice that there are not two spaces after the 7. On the left. That is not a sentence.

8. "Criterion" is a singular word. "Criteria" is plural. "Datum" is singular. "Data" is a plural word. Data are or were collected (not "is" or "was").

9. Use the past tense to describe what people wrote or said (e.g., Smith (2004) wrote that . . .) and for your results, but the present tense for general points and discussion (Students in the class found APA style to be arbitrary, and it is so to a great degree).

10. Ellipses: three dots . . . , not ... , and always with spaces around them. Sometimes there is a fourth dot; if it is before the ellipses then it is not preceded by a space because it was at the end of a sentence and you deleted or omitted text after a complete sentence, but if the period is after the ellipses then it is preceded and (as always, followed) by one space. For example, "The dog died. . . . The cat was also sad." But "The dog died of . . . ."

11. In any list of more than two things or names or whatever, there is a comma before the "and" or "&."

12. Use "and" to complete a list when it is not in parentheses. Use "&" for a list of authors in parentheses and in the reference list. If there are more than two elements in the list before "and" or "&," the conjunction is preceded by a comma.

13. Spell out numbers smaller than 10 unless they are labels (Grade 1, Level 3; four dogs) or data in a table.

14. Tables get titles above them in this form below (no periods, double or 1.5—for McGill only—spaced; Tables, too)
Table 6
Frequency of Compliance with APA Style

15. Make sure that plurals and singulars agree. The most common error is to use "they" or "their" following a singular antecedent. Search and check your uses of "their."

16. Do not indent an abstract. Two spaces after a period. Usually 150 words maximum, but check the journal's length limit.

17. Do not use periods in degrees (PhD, not Ph.D.) or in abbreviations for USA, UK, or US states. Do not abbreviate Canadian or Australian state names, and always state the country for any source not published in the USA.

18. Generally avoid the word "subjects." Use "participants" or "teachers" or "students."

19. Notice the period in point #18. It is inside the " " marks. Also commas, always. Semicolons and colons (; and ☺ follow the rules you learned in school . . . they go outside the quotation marks unless they were part of what you were quoting. Ditto for question marks and exclamation points (? !)!

20. Use a serifed font except in Figures. Times or Times New Roman preferred, 12 point.

21. Do not right justify. Left only. Ragged right margin.

22. Hyphenate two nouns that modify a third noun: control-group scores. Also hyphenate most adverbs that form a compound term modifying a third, for example, the mostly-exhausted group.

23. Use a capital to start a clause after a colon, but not to start a list that is not a clause.

24. Do not use "e.g.," and "etc." in the same sentence: To do so is redundant. Sse "e.g.," and "i.e.," (they are not the same!) within parentheses.

25. In a numbered list, use (a), (b), (c), . . . within a paragraph, but use 1., 2., 3., etc., down the left margin (not indented) for a numerated list. See this list you are reading now as an example of a numbered list.

26. Avoid slashes vigorously. This is not about knife wounds! Rather, do not write and/or, he/she, his/her, etc. Ever. We do not speak that way "in good company" and should not write that way. Use a few extra words and maintain a moderately formal but friendly style.

27. You may use the first person. I sometimes do.

28. Hyphens—single short dashes beside the zero on most keyboards—are used to connect words or attach prefixes when they facilitate pronunciation (e.g., co-author) but are omitted otherwise (e.g., copublisher). Long dashes—sometimes inserted by AutoCorrect on word processors when you type two hyphens together like this—are typed as two hyphens without any spaces. If your keyboard has a long dash (—), feel free to use it instead of --. If there is a space around a single hyphen (-), it is intended to be a minus (subtract) sign. You can use a medium dash (–) if it is on your keyboard or a single short dash to indicate a page range (e.g., 2-6 or 2–6); be consistent throughout the document.

29. Turn off all AutoCorrect functions on your computer, otherwise "Bed" will come out as "Bed" and you will get long dashes instead of double hyphens (if you want that, keep that function active within Autocorrect). Spelling checkers will not necessarily find these errors.

30. Do not use capital Ex (X^2) for chi-squared. Use the Greek letter *chi* (χ^2) or write *chi^2*. The χ is not italicized.

31. "Alright" is not an acceptable word. Use "all right."

32. Do not use boldface or italics or underlining for emphasis in a sentence. Reword it so as to create the needed emphasis.

33. Save the word "significant" for statistical uses and say "important" instead.

34. When you cite several authors in ( ), they should be in alphabetical order by the first author, for example, red means stop (Dick, 1956; Jane, 1988; Puff, 1952; Spot, 1953). However, do NOT change the order of authors within a single reference, for example, Smith and Jones (2005) stays in that order, but Jones and Smith (2007) would be cited and listed ahead of it: "(Jones & Smith, 2007; Smith & Jones, 2005).

35. Use your spelling checker, but read over the work too!

36. Use a header in the top that includes key words (maximum 65 characters including spaces) and the page number, such as in this document. The header text is set to the left and then tab the automatic page number to the right.

37. Use "smart quotes" in Word, not straight quotes. Change any straight quotes that get imported by typing over them. You can set this option in Autocorrect within Word.

38. APA now permits TAB to indent a paragraph, but it is not a good idea because the format can be lost when you move text around or export the file to another user. Instead, set the margin using the FORMAT, PARAGRAPH pull-down menu in Word.

39. In any list of three or more ideas, authors, phrases, whatever, there is a comma before the final "or," "and," or "&."

APA Style for the Reference List
"Hanging" indentation throughout, double spaced. There are many more examples covered in the *Manual*. N.B.: Single spaces between initials (because there is one space after every period, except within abbreviations, in the references). Details still to be added regarding web sources for journals, etc.

1.Authored books should be entered as follows (the remark in parentheses—not brackets—is an adaptation to suit a situation not covered in the *Manual*; "ed." Is not capitalized):

Clark, C., & Shore, B. M. (2004). *Educating students with high ability* (rev. ed.). Paris: UNESCO. (The revision of Chapter 4 was coauthored by J. A. Irving.)

2. Edited books are entered like this (note the period before the date!—the names always end with a period):
Friedman, R. C., & Shore, B. M. (Eds.). (2000). *Talents unfolding: Cognition and development.* Washington, DC: American Psychological Association.

3. A chapter in an edited book is given like this (note the page numbers, and "Eds." Is capitalized; all US cities now need a state, and we retain "Press" but not most other words):
Pelletier, S., & Shore, B. M. (2003). The gifted learner, the novice, and the expert: Sharpening emerging views of giftedness. In D. C. Ambrose, L. Cohen, & A. J. Tannenbaum (Eds.), *Creative intelligence: Toward theoretic integration* (pp. 237-281). New York, NY: Hampton Press.

4. Journal article:
Tabatabai, D., & Shore, B. M. (2005). How experts and novices search the web. *Library and Information Science Research, 27*, 222-248.

5.Presentation at a conference:
Robinson, A., Shore, B. M., & Enerson, D. (2006, May). *Evidence-based practices for high ability learners: What educators want to know*. Paper presented at the Biennial Henry B. & Jocelyn Wallace National Research Symposium on Talent Development, Iowa City. [For annual meetings, write: "Paper presented at the annual meeting of" the Name of Organization Here . . .]

6.Poster presented at a conference:
Morisano, D., Peterson, J. B., Pihl, R. O., & Shore, B. M. (2006, June). *Goal setting: Effects on executive function and academic achievement*. Poster session presented at the annual meeting of the Canadian Psychological Association (CPA), Calgary, Alberta, Canada. [Notice the province name spelled out and the country added.]

7.An item downloaded from the Internet (note the date!):
Ozick, C. (2003). *What Hellen Keller saw.* Retrieved September 11, 2006 from http://www.newyorker.com/printables/critics/030616crat_atlarge. Doi: XXX

8. Sort the list by author, single authors before the same author with co-authors, and earliest first for the same author or authors. For more than one reference with the same author or authors (notice that I did not write "author/s") and year, use 1988a, 1988b (for example. Which is which should be determined by the title in alphabetical order.

9. Cross-check carefully to ensure that every reference in your list is in the text, and every reference in the text is in your list.

10. If a "doi" is present on a web document, put "doi: " followed by this number at the end of your reference.

APPENDIX 2
Observation Log Requirements

GROUP 1: Related to Chapter 2
1.   One example of any Piagetian stage evidenced in student performance (this can but does not have to include utterances).
2.   One example of a learner constructing his or her own understanding of the world (or a small part of it).
3.   One example of a student bringing a misconception to class, forming one in class, or presenting it in written work, and how it was addressed and resolved or not. (A misconception is not just any wrong answer.)
4.   One example of a teacher using scaffolding (psychological, not painting a ceiling).
5.   One example of the presence of a cognitive apprenticeship.
6.   One example of pedagogical differentiation in the classroom for a student with a learning difficulty.
7.   One example of pedagogical differentiation in the classroom for an exceptionally able (e.g., "gifted") learner.

GROUP 2: Related to Chapter 5
8.   One example of a teacher using of positive reinforcement and the learning outcome(s)
9.   One example of a teacher using negative reinforcement and the learning outcome or outcomes (this is more challenging--it might be a subtle example).

GROUP 3: Related to Chapter 7
One example of executive functioning or self-regulation (e.g., but not limited to, metacognition) by a learner.
10. One example of executive functioning (e.g., but not limited to, metacognition) by a teacher.
11. One example of executive functioning (e.g., but not limited to, metacognition) by you.
12. One example of conceptual change by a learner, with a description of the context.
13. One example of transfer as evident in a student's learning or, if a good example does not become evident to you, it can be in your learning.

GROUP 4: Related to Chapter 9
One example of intrinsic motivation employed pedagogically by a teacher.
14. One example of extrinsic motivation used pedagogically by a teacher.

GROUP 5: Overall (the next 2 are double weighted, total equivalent to 4 replies)
15. (a) and (b): One example of a lesson that impressed you. Elaborate at least one psychological principle that appeared to you to be well evidenced in this class and at least partly responsible for its success.
16. (a) and (b): One example of a lesson that bothered you. Elaborate at least one psychological principle that appeared to you to be well evidenced in this class (perhaps by its absence or misapplication) and at least partly responsible for its problems. (NB: Your assisting teachers will never see these assignments; they will be returned to you--if you collect them--or shredded at the end of one year.)

APPENDIX 3:
Optional Template for Observation Log

Look for this	My understanding of what I am looking for	Example observed (time, class, student, event details)
1. Piagetian stage		
2. Constructing student's own understanding		
3. Student misconception		
4. Teacher using scaffolding		
5. Cognitive apprenticeship		
6. Differentiation for a learning difficulty		
7. Differentiation for high ability		
8. Positive reinforcement and outcome(s)		
9. Negative reinforcement and outcome(s)		
10. Executive functioning by Learner		