

WESTERN UNIVERSITY
LONDON CANADA

Department of Psychology
Fall/Winter 2026

Psychology 2620A Section 001

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

1 Calendar Description

Survey of psychological research and theory in terms of their implications for educational practice. Topics will include learning, motivation, development, problem-solving, individual differences, teacher effectiveness, and assessment.

Antirequisite(s): [Psychology 2610F/G](#).

Prerequisite(s): A mark of at least 60% in 1.0 credits of Psychology at the 1000 level.

Extra Information: 3 lecture hours.

Course Weight: 0.50

Unless you have either the prerequisites for this course or written special permission from Unless otherwise stated, students are responsible for ensuring that they have successfully completed all prerequisites prior to enrolling. Where prerequisites have not been met, the instructor may require the student to withdraw from the course. In accordance with Western policy, this decision is not subject to appeal.

In the event of a discrepancy between this outline and Senate or University policies, the latter shall prevail. The instructor reserves the right to modify elements of this course outline for pedagogical or operational reasons. Any such changes will be communicated to students in a timely manner.

2 Course Information

Instructor: Dr. John Mitchell
Office & Phone: SSC 6332, x86246
Office Hours: Tuesdays 11:00 – 12:00, Thursdays 12:30 – 1:30, and by appointment. Meetings are available in person and over Zoom. To schedule a Zoom meeting, email me for the Zoom link.
Email: jbmitche@uwo.ca

Teaching Assistant: TBA

Time and Location of Classes: in-person course

Tuesdays 9:30 – 10:30, UCC 146

Thursdays 9:30-11:30, UCC 146

3 Course Materials

e-textbook available at the Campus Book Store and from Pearson Higher Education. The e-textbook lists with a cost of \$57.⁹⁹ at the Pearson website.

Woolfolk, A., Usher, E. L., Perry, N. E., & Winne, P. H. (2023). Educational Psychology, 8th Canadian Edition, Pearson Education.

Abbreviated versions of the slide shown in class will be available on the course website. These are abbreviated versions intended to provide a detailed outline for you to use when taking notes, but there will be some information that is shown in class that will not be on the posted slides.

4 Course Objectives and Learning Outcomes

Learning Outcome	Learning Activity	Assessment
<i>Depth and Breadth of Knowledge</i> <i>• Compare theories of learning and teaching and their implications for education.</i> <i>• Discuss how learner differences impact education</i> <i>• Understand the social and cultural context of education</i>	<i>Lectures and course readings</i>	<i>Multiple choice exams Online assignments</i>
<i>Knowledge of Methodologies</i> <i>• Understand the methodologies used in educational research</i>	<i>Lectures and course readings</i>	<i>Multiple choice exams</i>
<i>Application of Knowledge</i> <i>• Understand strategies for developing “expert learners” and “expert teachers”</i> <i>• Describe factors that increase or decrease students’ motivation and achievement</i> <i>• Understand how learning outcomes can be measured</i>	<i>Lectures, course readings, and online assignments</i>	<i>Multiple choice exams Online assignments</i>
<i>Communication Skills</i> <i>• Address current issues in education in an online forum</i>	<i>Online assignments based on textbook Point/Counterpoint</i>	<i>Online assignments</i>

	sections	
<i>Awareness of Limits of Knowledge</i> • <i>Understand the limitations of different approaches to assessment</i> • <i>Describe the limitations to educational research</i>	<i>Lectures, course readings, and online assignments based on textbook Point/Counterpoint sections</i>	<i>Multiple choice exams</i>

5 Evaluation

The evaluation and testing formats for this course were created to assess the learning objectives as listed in section 4 and are necessary for meeting these learning objectives. All evaluations listed in this course outline are required components of the course and together account for 100% of the final grade. Weightings and assessment formats may be adjusted where required to support course learning objectives, with appropriate notice to students.

Online Assignments 20%

Midterm Examination 40%

Final Examination 40%

Online assignments: *There are six online assignments, and you need to complete four of the six. If you complete more than the required four, the marks from your best four will be used in the calculation of your course grade. Each online assignment is worth 5% for a total of 20% of the course grade.*

Online assignments are due by 5:00 pm on the due date. Reflections will be submitted via OWL Brightspace. Briefly, an online assignment will ask you to address a Point/Counterpoint or Stop & Think feature from the chapter(s) under consideration and provide a brief reply or assessment of the Point/Counterpoint or Stop & Think, or will ask you to address a theme or issue raised in that chapter. Further details are available on the course website. See the course OWL Brightspace site for detailed instructions. The reflections will be quite brief, I expect that they will be 100 to 200 words in total, but word count per se is not part of the grading rubric.

Reflections will be accepted within 24 hours of the deadline without penalty as a form of universal accommodation. A Reflection submitted after this will be assessed a late penalty of one mark for each day late. Reflections submitted more than 5 days after the due date, will not be evaluated and a mark of zero will be assigned.

Note *that no additional academic considerations will be given for missed Reflections. The flexibility included (four out of six required, accepted within 24 hours of deadline without penalty) is the consideration.*

Examinations. *There will be a midterm and a final exam. The midterm is worth 40% of the course grade and the final exam 40%. Both examinations will be multiple choice. The midterm is on October 22 during class time. The final exam will be held during the December exam period. The midterm will cover material from Chapters 3, 4, 5, 6 and 9, and the corresponding classes. The final exam will cover material from Chapters 10, 11, 12, 14, and 15, and the corresponding*

classes. Note that you are responsible for the entire chapter, including material that is not discussed in class.

Policy on Missing Coursework

Exams must be written on the scheduled dates unless you have a legitimate documented reason approved by your home Faculty's academic counselling office. A student who misses a scheduled exam for other reasons or does not have approval from an Academic Counselling office or Accessible Education will be assigned a mark of 0 for the exam. Students who have university approval to miss the midterm or final exam will be provided one opportunity for a makeup exam. If the makeup exam is missed due to a further accommodation students may take that exam the next time the course is offered.

Note that acceptable documentation and approval through your Faculty's academic counselling office is **required** for the midterm exam; **academic consideration based on self-attestation cannot be used for the midterm exam.**

You need to complete four out of six online assignments; hence these assignments include flexibility, and no further accommodations are available for the online assignments. Late assignments will be assessed a late penalty of 1 mark for each day late, counting from the day and time that the assignment is due.

Students who encounter extenuating circumstances affecting their academic responsibilities may submit a request for academic consideration in accordance with Western University's Academic Consideration policies. Requests must be submitted through the [Student Absence Portal](#) and may require supporting documentation.

1The Psychology Department follows Western's grading guidelines: Course grades within the Psychology Department are expected to be distributed around the following averages:

70%	1000-level to 2099-level courses
72%	2100-2999-level courses
75%	3000-level courses
80%	4000-level courses

In the event that course grades are significantly higher or lower than these averages, instructors may be required to make adjustments to course grades. Such adjustment might include the normalization of one or more course components and/or the re-weighting of various course components.

Policy on Grade Rounding

Please note that although course grades within the Psychology Department are rounded to the nearest whole number, no further grade rounding will be done. No additional assignments will be offered to enhance a final grade; nor will requests to change a grade be considered regardless of the reason(s) for the request.

6 Assessment/Evaluation Schedule

Online Assignments worth 20% of the course grade, due throughout the course. The deadline for submitting an assignment is 5:00 p.m. on the due date.

<i>Assignment</i>	<i>Topic</i>	<i>Chapter(s)</i>	<i>Due Date</i>
<i>1</i>	<i>Cognitive Development</i>	<i>3</i>	<i>Sept. 28</i>
	<i>Self, Social, and Moral Development</i>	<i>4</i>	
<i>2</i>	<i>Learner Differences and Learning Needs</i>	<i>5</i>	<i>Oct. 7</i>
<i>3</i>	<i>Language Development, Language Diversity, and Immigrant Education</i>	<i>6</i>	<i>Oct. 26</i>
<i>4</i>	<i>Constructivism and Interactive Learning</i>	<i>10</i>	<i>Nov. 16</i>
	<i>Social Cognitive Views of Learning and Motivation</i>	<i>11</i>	
<i>5</i>	<i>Motivation in Learning and Teaching</i>	<i>12</i>	<i>Nov. 23</i>
<i>6</i>	<i>Teaching Every Student</i>	<i>14</i>	<i>Dec. 8</i>
	<i>Classroom Assessment, Grading, and Standardized Testing</i>	<i>15</i>	

Midterm Examination 40% October 27, during scheduled class time

Final Examination 40% December examination period, scheduled by the Registrar's Office

7 Class Schedule

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
<i>Sept. 10</i>	<i>Opening Class, Overview, and What is Ed Psych?</i>	<i>Ch. 1, 2</i>
<i>15, 17</i>	<i>Cognitive Development</i>	<i>3</i>
<i>22, 24</i>	<i>Self, Social, and Moral Development</i>	<i>4</i>
<i>29</i>	<i>Learner Differences and Learning Needs</i>	<i>5</i>
<i>Oct. 1</i>	<i>Learner Differences and Learning Needs</i>	<i>5</i>
<i>6, 8</i>	<i>Language Development, Language Diversity, and Immigrant Education</i>	<i>6</i>
<i>13, 15</i>	<i>Reading Week</i>	

20, 22	Complex Cognitive Processes	9
27	Constructivism and Interactive Learning	10
29	Midterm Exam	3, 4, 5, 6, 9
Nov. 3	Constructivism and Interactive Learning	10
10, 12	Social Cognitive Views of Learning and Motivation	11
17, 19	Motivation in Learning and Teaching	12
24, 26	Teaching Every Student	14
Dec. 1, 3	Classroom Assessment, Grading, and Standardized Testing	15
8	Summing Up: Last Class	-

Topics will be covered in the order given above. In some instance, the topic may extend to the following class. In class I will discuss those parts of the chapter that are the most important, most difficult, or the most interesting and will expand on some material to add depth and/or update the information. For chapters that are on the class schedule you are responsible for the entire chapter, including sections that we do not cover in class.

8 Academic Integrity

Scholastic offences are treated seriously at Western University. Students are expected to understand and comply with the University's standards of academic integrity. Scholastic offences may result in penalties up to and including expulsion from the University. Please read [Western's Scholastic Offences](#) policy for definitions and examples of Scholastic offences.

Statement on Use of Electronic Devices

You are welcome to use your laptops, tablets and other devices in class to assist your learning. However, if you are going to use Facebook, Instagram, Pinterest, watch YouTube, or browse various websites not related to course content, please sit at the back or edges of the classroom.

Research has shown that non-academic use of laptops and smartphones during class has a negative correlation with exam grades (Ravizza et al., 2014). That is, the more students use their devices in class on non-class tasks, the lower their marks on tests and exams, regardless of intellectual ability. What is most concerning is that not only do those students have lower marks, the students sitting behind them who can be distracted by their screens also score significantly lower on tests and exams (Sana et al., 2013).

If you choose to hurt your own academic performance, that is your decision. However, if in doing so you compromise the experience and success of those sitting near you, that is not acceptable. It is a matter of respect of your classmates

Plagiarism Detection Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western and Turnitin.com.

Use of AI

*This course is designed to develop your own critical thinking, writing, and analytical skills. Accordingly, the use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Copilot) to generate course content is **not permitted**, unless explicitly authorized by the instructor for a specific assignment. All use of artificial intelligence tools must comply with Western University's academic integrity standards.*

*Students may **not** use AI tools to:*

- Generate written text, arguments, analyses, or interpretations*
- Draft or rewrite assignment responses*
- Paraphrase substantial portions of source material*
- Create references or cite sources not independently verified*

Limited, non-substantive uses of AI (e.g., spelling or grammar checks) may be permitted only if they do not alter the intellectual content of the work. Any permitted use must be explicitly disclosed. All submitted work must represent the student's own thinking and independent effort. Students are fully responsible for verifying the accuracy, originality, and integrity of any material they submit. Unauthorized or undisclosed use of AI constitutes a potential scholastic offence and will be handled in accordance with Western University's policies on academic integrity. Students are responsible for ensuring that all work complies with Western's scholastic integrity standards.

Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

9 Academic Accommodations and Accessible Education

Western University is committed to providing an accessible learning environment. Students with disabilities or medical conditions requiring accommodation are encouraged to contact Accessible Education as early as possible. Accommodations will be implemented in accordance with University policy. Please review [Western's policy on academic accommodations](#) for student with disabilities. Accessible Education provides supports and services to students with disabilities

at Western. If you think you may qualify for ongoing accommodation that will be recognized in all your courses, visit [Accessible Education](#) for more information. Email: aew@uwo.ca Phone: 519 661-2147

10 Absence & Academic Consideration

Please review Western's policy on [Academic Considerations](#)

11 Other Information

Helpful Websites

- Western's academic policies are available at the [Office of the Registrar](#).
- Departmental policies are available at the [Psychology Department website](#).
- Learning supports available at [Learning Development & Success](#).

Well-being

Western University provides a range of supports to promote student well-being. Students are encouraged to seek assistance when needed. Students who are in emotional/mental distress should refer to [Health and Wellness at Western](#) for a complete list of options about how to obtain help. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Grade Appeals

If you wish to appeal a grade, please read the [policy documentation](#) on requests for relief. Please first contact the course instructor. If your issue is not resolved, you may make your appeal in writing to the Undergraduate Chair in Psychology (psyugrd@uwo.ca).

Copyright Statement

Lectures and course materials, including power point presentations, outlines, videos and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute any course materials publicly and/or for commercial purposes without the instructor's written consent.