



**PSYCHOLOGY 2610F (670)**  
**Introduction to Educational Psychology**  
**Summer 2026**

Instructor: Dr. Adrienne Sauder  
Email: [asauder5@uwo.ca](mailto:asauder5@uwo.ca)

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**Course Information**

**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.

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

**Antirequisite(s):** [Psychology 2620A/B](#).

**Extra Information:** 4 hours lecture/discussion.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** PSYCHOL

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**King's University College at Western University**  
**Psychology 2610F (670)**  
**Introduction to Educational Psychology**  
**Summer Distance 2026**

Instructor: Dr. Adrienne Sauder

Email: [asauder5@uwo.ca](mailto:asauder5@uwo.ca)  
appointment

Office Hours: Virtually by

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### **Course 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.

### **Learning Objectives**

By the end of this course, it is expected that students will be able to:

1. Know major psychological theories and understand how these can be applied to the teaching and learning concepts discussed in this course.
2. Understand key aspects of student learning (e.g., motivation) and their links to effective teaching.
3. Discuss how diversity and individual learner differences can be supported in classrooms and how learning can be assessed in different ways.
4. Understand the strengths and limitations of different types of assessment methods and the kinds of data they provide about student learning and achievement.
5. Discuss the methods educational psychologists use to conduct research, and also summarize and evaluate such research and its implications in the classroom.

### **Class Format ONLINE ASYNCHRONOUS**

#### **Structure of the Course**

This online course begins on Monday, May 4, 2026, and continues until Friday, June 12, 2026, honouring all important dates derived from University approved guidelines and academic policies.

This course is delivered entirely online and asynchronous, allowing you to engage with the material on your own schedule **within weekly deadlines**. For the purposes of this course, each week runs from Monday through Sunday. Course learning occurs through lecture slides, readings, discussion forums, and occasional videos designed to promote critical and reflective thinking. To make the most of the course, it is essential to complete all required materials each week.

While the course is self-paced week to week, meaningful learning depends on your consistent engagement with the content. The responsibility for creating a successful learning experience is shared by all participants—students and instructor alike. I trust that you will take an active role in fostering a thoughtful, respectful, and engaging online environment for everyone.

#### **Required Textbook**

Santrock, J. W., & Roehrig, A. D. (2024). *Educational psychology* (8th edition; International Student Edition). New York: McGraw-Hill. (Cost: approximately \$95 for eBook or physical textbook. Used physical text is acceptable.)

### **Evaluation**

- |  |     |
|--|-----|
| 1. Forum Application Posts (4 of 5 required) | 25% |
| 2. Midterm (Ch. 1-4, 6-10, 13)               | 35% |
| 3. Final Course Assignment                   | 40% |

### **Forum Application Posts (25%)**

As part of the course, students are expected to contribute regularly to the online discussion forums. These forum posts are designed to help you practice applying course concepts to real educational situations. Strong responses will go beyond simply identifying a concept and instead explain how and why it applies, while also considering limitations or alternative perspectives.

Students are required to complete **four (4) discussion posts** over the term, allowing some flexibility to engage more deeply with topics that resonate most with them. At least **1 of these posts must be submitted in video format** (2–3 minutes), allowing you to practice communicating your ideas verbally as well as in writing. Posts should be thoughtful, clearly connected to course material, and demonstrate engagement with the week's topic or readings. You are welcome to respond to classmates in addition to posting your own reflections—**meaningful, thoughtful peer responses earn additional points**, particularly if they extend the conversation or offer new perspectives.

**Forum post grading:** Forum posts are graded on a completion basis with attention to quality. Full credit requires a clear use of a course concept, applied to a specific example, with some explanation of how and why it applies. Posts that are vague, overly descriptive, or do not meaningfully use course concepts will receive reduced marks.

Each weekly discussion forum will open **on Thursday morning**. Posts must be submitted by **11:59pm on the Sunday** to receive full credit. This should give you sufficient time to read, reflect, and prepare your post. Forums will remain open for viewing and peer responses until the following **Wednesday at 11:59pm**, at which point they will lock and no further contributions will be accepted. Be sure to plan ahead, as late posts cannot be accommodated once the forum has closed.

### **Midterm Exam (online, 3 hours, 35% - Monday, June 1 at 9am)**

The midterm will be 150 multiple-choice questions and cover chapters 1-4, 6-10, & 13.

### **Final Course Assignment (40% - due Friday, June 12 by 5:00pm)**

- **Choose and complete one assignment from the options provided**

- 1) **Philosophy of Teaching Essay** – This assignment asks you to clearly articulate your philosophy of teaching and learning. While teaching philosophies can sometimes appear simple, you are expected—as a consumer of psychological and educational research—to ground your philosophy in relevant educational theory and evidence. Begin your essay with a concise summary of your core beliefs about teaching and learning. Then explain how these beliefs are supported by educational theory and research. You should demonstrate how scholarly ideas inform the way you think about teaching, learning, and the role of the instructor. You are also

asked to include concrete examples of how your philosophy would be enacted in practice (i.e., what it would look like in a classroom or learning environment). Your essay should be 8 pages in length (double-spaced). Assignment instructions and rubric will be posted on OWL Brightspace.

- 2) **Educational Psychology Journal Article Summary and Evaluation** - This assignment asks you to critically examine how educational research is conducted by analyzing a recent journal article. Select a peer-reviewed research article on an educational psychology topic (e.g., learning, motivation, assessment, classroom processes, student development, etc.) from the UWO/King's Library database that has been published within the past five years. First, write a 2-page summary of the article. Your summary should briefly describe the study's purpose, methods, results, conclusions, and implications. Focus on clearly explaining what the researchers did and what they found. Next, write a critical evaluation of the article (approximately 6 pages). In this section, assess the strengths and limitations of the study, considering elements such as the theoretical framework or rationale, research design (methods, measures, participants, and procedures), statistical analyses, and the authors' conclusions and implications. Assignment instructions and rubric will be posted on OWL Brightspace.

### **\*\*Token\*\***

All students have one (1) "token" which can be used to have a 2-day extension on the final assignment as long as Dr. Sauder is notified by email before the deadline, no later than the day the assignment is due (no explanation or documentation required).

**\*Instructions regarding assignments** - Evaluation for all assignments will include professionalism, academic integrity, and adherence to APA formatting (7<sup>th</sup> ed.). Regular written assignments are due by **5:00pm** on the date indicated unless an extension is granted **prior** to the deadline. All written assignments turned into OWL via the assignment tab **must be in Word or PDF format (not Pages or any other format)**. If submitted in any other format, it will be marked as late and the student will be asked to resubmit.

### **GRADE DESCRIPTORS**

A+	90–100	One could scarcely expect better from a student at this level
A	80–89	Superior work which is clearly above average
B	70–79	Good work, meeting all requirements, and eminently satisfactory
C	60–69	Competent work, meeting requirements
D	50–59	Fair work, minimally acceptable
F	below 50	Fail

### **Late Penalties**

Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor's note may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized as follows: Assignments handed in after 5:00pm but no later than 11:59pm on the due date will lose 2%. Assignments handed in a day late will lose an additional 3%. After that, an additional 5% per day penalty will apply and assignments will not be accepted more than 7 days after the due date unless prior arrangements have been made with the instructor.

### **Policy Re: Make-Up Exams and Extensions of Deadlines**

If, on medical or compassionate grounds, you are unable to write a midterm test or final examination or complete course work by the due date, you should follow the instructions below. In addition, you must demonstrate that there are compelling medical or compassionate grounds that can be documented **before** academic accommodation will be considered.

You should understand that **academic accommodation will not be granted automatically on request**. Instructors are under no obligation to offer more than one opportunity to write a make-up exam. Please note that any requests for discretion by the instructor will be decided on the basis of the issue that is brought to the instructor's attention and the instructor's obligation to ensure fairness to all students in the classroom. The instructor will not agree to any concessions or accommodations that would be unfair to the other students in the class.

### **OTHER IMPORTANT INFORMATION**

**AI and Chat GPT.** King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

Within this course, use of artificial intelligence (AI) tools [such as Chat GPT] is not permitted for written work submitted for evaluation. Western's scholastic discipline policy can be found [here](#).

**Email Etiquette.** Email is for short answers or setting up appointments. If you have content- or course-based problems, please email me to set up a Zoom appointment. In the **email subject line**, please include the course that you are emailing about (PSYCH 2610F).

Please consider how you address me in your salutation. This is an academic class and I am your professor. Also, consider the tone of your email. I will respond to your email **within 2 business days**. If you have not heard from me **after 2 business days**, then please feel free to contact me again. I will not respond to emails over the weekend.

To ensure you have thoroughly reviewed the course syllabus and are familiar with its contents, please complete the following task: By the start of our second week (5:00pm on May 11, 2026), please send an email to Dr. Sauder ([asauder5@uwo.ca](mailto:asauder5@uwo.ca)) that includes the title and artist of your favourite song from the 1990s and explain why it is your fav song. Ensure your name and the course code is in the email subject line. This brief task serves both as confirmation of your engagement with the syllabus and as an introduction to me about you and your musical preferences and will earn you a 2% bonus to your final grade. Failure to complete this task by the stated deadline will not result in any penalty.

**Note on Changing Marks.** Marks will not be changed. If a student seeks to change their grade without legitimate ground for such changes they will be directed to the Academic Dean's Office.

I know students are in the habit of sharing and comparing marks. I don't encourage this because it just causes problems and competition between one another. Do not worry about what grades other

students receive. Your work is not being graded against the quality of work that is presented by other students. Please do not tell the instructor how to grade other students. I will only discuss your marks with you, not another student's marks.

### **Drop Date**

The final date to drop a 6-week summer distance course without academic penalty is **June 8, 2026**.

## **COURSE SCHEDULE**

<b>Date</b>	<b>Topic &amp; Readings</b>
<b>Week 1</b> – Mon May 4	<b>Introduction to the course &amp; syllabus review</b> Ch. 1: Ed Psych: A Tool for Effective Teaching Ch. 2: Cognitive and Language Development
<b>Week 1.5</b> – Thurs May 7	Ch. 3: Social Contexts & Socioemotional Development
<b>Week 2</b> – Mon May 11	Ch. 4: Individual Variations Ch. 6: Learners Who are Exceptional
<b>Week 2.5</b> – Thurs May 14	Ch. 7: Behavioural and Social Cognitive Approaches
<b>Week 3</b> – Tues May 19	Ch. 8: The Information-Processing Approach
<b>Week 3.5</b> – Thurs May 21	Ch. 9: Complex Cognitive Processes
<b>Week 4</b> – Mon May 25	Ch. 10: Social Constructivist Approaches
<b>Week 4.5</b> – Thurs May 28	Ch. 13: Motivation, Teaching, and Learning
<b>Week 5</b> – Mon June 1	<b>**MIDTERM EXAM – Chapters 1-4, 6-10, 13 (35%)</b>
<b>Week 5.5</b> – Thurs June 4	Ch. 11: Learning and Cognition in the Content Areas
<b>Week 6</b> – Mon June 8	Ch. 14: Managing the Classroom Ch. 16: Classroom Assessment and Grading
	<b>**Final Course Assignment (40%) due June 12 by 5:00pm</b>

## Department of Psychology Policies Related to AI Tools

### 1. Policy on the Use of Generative AI Tools

**The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).**

**The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.**

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

**Additional information:** Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

### 2. Policy on Use of Translation Tools\*

**The Department of Psychology views the unapproved use of translation or language applications as an academic offence.**

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism.** You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

#### **Why do we have this policy?**

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

*\* Based on the policy developed by the Department of Child and Youth Studies*

# King's University College General Course Policies 2025-2026

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [here](#).

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course. For further information, please see:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

Please note, Friday Make-Up Exams may only be written with the instructor's consent.

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: <https://www.uwo.ca/health/psych/index.html>

Academic Support Services at King’s University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [here](#).

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports - TurnItIn.html>.

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

## **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member.

Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.