



PSYCHOLOGY 2610G (570)
Introduction to Educational Psychology
Fall/Winter 2025-2026

Instructor: Dr. Laura Hogarth
Email: lhogart3@uwo.ca

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.

Psychology 2610G 570
Introduction of Educational Psychology
Fall 2025-2026

Instructor Information:	
Professor: Dr. Laura Hogarth	Office #: Virtual - email
Email: Lhogart3@uwo.ca	Phone: 519 282 6766

Office Hours: By appointment on Wednesday, 3:00 p.m. – 4:00 p.m.
If these office hours do not fit with your schedule, please email me so we can arrange a meeting at a mutually convenient time.

Class Time: see Brightspace

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. 3 lecture hours.

Pre-requisites: At least 60% in a 1000 level Psychology course.

Anti-requisites: Psychology 2620A/B.

Unless you have either the requisites for this course or written special permission from your Dean to enroll, 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.

Course Materials

Students may use either of the editions indicated below. New textbooks are approximately \$95.00 and can be purchased at the Western Bookstore or online. Students are welcome to find used editions. Costs of used editions will vary.

Santrock, J. W., & Roehrig, A. D. (2024). Educational Psychology, 8th ed. (International student edition). New York: McGraw Hill.

Santrok, J. W. (2020). Educational Psychology, 7th ed. New York; McGraw Hill.

Class Times and Location(s): This is an in-person class. All course components are delivered through in-class lecture, the text and weekly reading assignments, and the slides. It is important to note that lectures are intended to complement the textbook and not to simply repeat it or teach every aspect of the chapters. **Class attendance will significantly increase how much you get out of this course.** During lectures there will be several small group exercises and activities. Questions, thoughts, and opinions during class are encouraged!

Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc.) to

amplify learning for everyone. We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to Educational Psychology!

This course begins on Monday, January 5th and continues until Monday, March 30th, honoring all important dates derived from University approved guidelines and academic policies (www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/).

Technology and space requirements: This course will require the following: Stable high speed internet connection, Printer/Scanner (optional), Computer access

Course Website – Brightspace: The course website (<https://westernu.brightspace.com>) is accessible to all students registered in this course. It contains the course outline (syllabus), slides, videos, announcements, and other course resource material. Brightspace may be used for in-class communication, discussion boards, quizzes, posting of lecture materials, etc., at the instructor's discretion.

Student Learning Objectives: Students who successfully complete this course:

- a) Know major psychological theories and understand how these can be applied to the teaching and learning concepts discussed in this course.
- b) Can describe the methods educational psychologists use to conduct research.
- c) Understand key aspects of learning (e.g., motivation) and their links to effective teaching and learning methods.
- d) Can reflect upon and evaluate a wide range of student and teacher factors that contribute to learning in school.
- e) Can summarize and evaluate research in educational psychology; they can also highlight its implications for classroom learning, educational policy, and curriculum.

Evaluation Summary:

1. Chapter Tests and Quiz	60%
2. Ted Talk Reflection	10%
3. Exit Tickets	5%
4. Lesson Plan/Video Presentation	25%
Total	100%

EVALUATION DETAILS

1. In-class tests (60%)

Tests will be multiple-choice, approximately 25 questions per chapter. Tests will occur during the first 90 minutes of class. Paper tests and Gradescope bubble sheets will be provided. Tests are closed-book.

Test #1	(18%)	January 26	Ch. 1 – 4
Test #2	(18%)	February 23	Ch. 6 – 9
Test #3	(18%)	March 9	Ch. 10, 11, 13,
Quiz	(6%)	March 30	Ch. 14, 16

2. TED Talk Reflection (10%) - Due March 2 (may submit anytime before)

Students will choose from selected psychology themed TED talk which will be posted on Brightspace, and write a two-page (max) reflection about the talk. Reflections will be accepted on Brightspace until Feb 23rd 11:59pm. Rubric posted on Brightspace.

3. Exit Tickets (5%), + possible Bonus 2%

Throughout the term, at the end of class, students will write a brief reflection on their learning from the content of that day's class. There will be 7 opportunities to write exit tickets for the full 5% (to allow for 2 missed classes). There will be an additional 2 bonus opportunities (deeper reflections) throughout the term.

4. Design a Lesson Plan (25%) – See dates below

This assignment provides students the opportunity to design a developmentally appropriate lesson plan that focuses not only on the content of the lesson, but on effective delivery. The lesson plan should reflect theoretical foundations and best practices learned in this course. The lesson plan outline will be 2 pages (max), accompanied by a 2-page description specifying how the plan incorporates teaching techniques that reflect theories and research from Educational Psychology. This is an individual assignment - no groups. Failure to meet deadlines without prior permission of the Instructor will result in a reduction of marks. **Marks for papers/assignments received after the due date will be reduced by 2% per day** (including weekends) to a maximum of 5 days, after which time the assignment will not be accepted.

Topic and Learning Objectives (Less than one page. Indicate topic and 3 - 5 learning objectives)	due Feb 9th	5%
Lesson Plan Outline	due March 23	5%
Lesson Plan Video Presentation (Take-home assignment)	due April 12 - 30	15%

Ed Psych 2610G (570) SCHEDULE:

Week	Dates	Topic
Week 1	Jan 5	Introduction, syllabus review, and Lesson plan discussion Ch. 1: Ed Psych: A Tool for Effective Teaching
Week 2	Jan 12	Ch. 2: Cognitive and Language Development Ch. 3: Social Contexts & Socioemotional Development (Part 1)
Week 3	Jan 19	Ch. 3: Social Contexts & Socioemotional Development (Part 2) Ch. 4: Individual Variations
Week 4	Jan 26	TEST #1: Chapters 1 - 4 (in-class) Lesson plan: design options, learning objectives
Week 5	Feb 2	Ch. 6: Learners who are Exceptional Ch. 7: Behavioral and Social Cognitive Approaches
Week 6	Feb 9	Ch. 8: The Information-Processing Approach Ch. 9: Complex Cognitive Processes Lesson Plan: Topic and Learning Objectives Due
Week 7	Feb 16	NO CLASS - READING WEEK
Week 8	Feb 23	TEST #2: Chapters 6 - 9 Ch. 10: Social Constructivist Approaches
Week 9	March 2	Ch. 11: Learning and Cognition in the Content Areas Ch. 13: Motivation, Teaching, and Learning TED Talk Reflection due (10%)
Week 10	March 9	TEST #3: Chapters 10, 11, 13
Week 11	March 16	Ch. 14: Managing the Classroom Lesson Plan work
Week 12	March 23	Ch. 16: Classroom Assessment and Grading Lesson Plan Outline (only) Due
Week 13	March 30	Quiz (Ch. 14, 16) Lesson Plan work
Week 13	April 9	Lesson Plan review, Bloom's review, Learning Objectives Groupwork and guided lesson plan development.
		April 12 - April 30 Final Lesson Plan Presentation Video: Take-home assignment

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 https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/S_MC-Feb-2025.pdf.

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://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

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

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 (under [Special Examinations](#)).

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://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-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/mental_wellbeing/

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

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://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing 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.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also 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://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

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

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 you 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/Originality Reports - 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.