

EPSY 2130E: Exploring Teaching and Learning (3 Credits)
Summer 2022
University of Georgia

Instructor: Sycarah Fisher, PhD

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Office Hours: Since this is an online course, you may email me at any time. We may also arrange a time to speak by phone/zoom if it is more convenient or easier to answer questions that way.

Course Description

Exploration of key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts. This course includes a 10-hour field experience that is arranged by the individual student (see assignment description for COVID-19 modifications).

Required Texts:

- (1) Woolfolk, A. (2019). *Educational Psychology* (14th edition). Upper Saddle River, NJ: Pearson. ISBN-10: 0-13-477432-9
- (2) Other readings as assigned.

eLearning Commons:

This is an online course using eLearning Commons (eLC), the online learning management system at UGA. You can access eLearning Commons by going to <https://uga.view.usg.edu/> and signing in with your UGA MyID and password.

Course Topics:

This course is an introductory course to the psychology behind teaching. The course topics meet the requirements specified by the University System of Georgia Board of Regents and are consistent with credentialing requirements specified by the Georgia Professional Standards Commission for those pursuing teaching certification. Broadly, this course is also applicable to other disciplines in that the psychological principles embedded within the course provide a foundation to all content areas where teaching and learning occur. In addition, other core and foundational topics are included in course readings, class experiences, and assessments.

Course Structure: There are typically several sections of this course, taught by both faculty and graduate teaching assistants. All sections of the course use the same textbook and assessment materials. You will read the same textbook and have the same assignments and exams as you would in the traditional, face-to-face EPSY 2130 class.

EPSY 2130E is an online course. You are responsible for learning to use eLC, and you must have reliable access to a computer and the internet. Further, given the fact that the class is shorter than the span of a month, **the registrar requires 120 minutes of course participation each day for the 19 days of the course.** This will be intense and things will move quick! Make sure you stay on top of your coursework and don't fall behind.

Many of you are in different time zones and have varying schedules this summer. Thus, we will not have times that we will be required to be online together (i.e., asynchronous online course). Assignments (quizzes, exams, study guides) must be completed within the week in which they are assigned. Your work in this class must be your own, not collaborative work with others unless otherwise noted in the syllabus (i.e., Study Guide and Learning Activity Groups). The acceptance or provision of assistance is a violation of the UGA Academic Honor code.

Course lecture notes and related video links and activities will be posted for each day on eLC (videos are required material unless otherwise noted).

COURSE REQUIREMENTS

Participation (10%):

Your participation grade will be based on you completing and submitting the assigned activities for each class period.

Quizzes (20%):

There will be 7 total quizzes throughout this short summer session. Quizzes are timed (~15 minutes) and focus on application of the material learned in the chapter. Students should not refer to their books or notes or any other materials. All quizzes for the week must be completed by Sunday at 11:59p.

Examinations (30%):

There are three exams: two midterms and a final. Exams are not cumulative. Each will contain between 50 and 60 multiple choice questions. Exams must be finished in the time allotted and during the week they are scheduled (by Sunday at 11:59, except for the final exam which is due by Thursday, 7/8). Plan ahead – a computer or internet problem is not a valid hardship excuse for not taking the exam. You may not refer to books, notes, or any other resources during the exam. [30% of final grade, 10% per examination]. You will have the opportunity to make test corrections and submit correct answers/explanations for missed items for ½ credit. Test corrections are due 48 hours after each exam.

Co-created Study Guides, Learning Activities (15%):

To apply vocabulary and concepts from the text, students will work together to create a study guide and one applied learning activity for each chapter. Students have been assigned to a group (see below). Each group will complete a study guide for 5 different textbook chapters across the summer session that will be shared with one half of the class (Section A study guides are shared with the rest of Section A; Section B study guides are shared with the rest of Section B). To acquire full credit, **each student** is expected to complete **at least** the following **for each chapter**:

Individually, define **one chapter objective** (*i.e., If a group of 3, at least 3 objectives will be completed*).

Individually, define **six vocabulary terms** (*i.e., If a group of 4, at least 24 vocabulary terms will be defined*).

As a group, create **one learning activity** to teach one or more concepts from the textbook (e.g., creating a crossword puzzle or Jeopardy-style game to help learn key terms).

Do your best to make your learning activities creative and engaging. How would you teach this material or these concepts to your students?

Each group will likely want to complete all of the objectives and vocabulary terms, as each study guide will be shared with one half of the class (Group A study guides are shared with the rest of Group A, Group B study guides are shared with the rest of Group B). The more complete a study document is, the more helpful it will be for your fellow students and when studying for the exam. These study guides *should not be the **only resource for exam studying***. Students will still be responsible for all of the information in the textbook and slides. There is no guarantee that co-created work will be 100% accurate. If you are unsure about the accuracy of a concept or term, please e-mail your professor.

Due by 5pm on the identified dates below.

All you have to do to submit the study guides is to make sure that your study guide is up to date in google drive so that your peers can access it. Then you need to submit it to eLC so that I can grade it. Only one person needs to upload the study guide for your group, but feel free to upload it if you would like.

Group and Study Guide Assignments						
Section A	Group 1		Group 2		Group 3	
	Study Guide for Exam 1		Study Guide for Exam 2		Study Guide for Exam 3	

	Chapters: 1, 2, 8, 9, 10 Due Friday 6/18, 5pm		Chapters: 3, 7, 11, 12, 4 Due Friday 6/25, 5pm		Chapters: 5, 6, 13, 14, 15 Monday 7/5, 5pm	
Section B	Group 4		Group 5		Group 6	
	Study Guide for Exam 1 Chapters: 1, 2, 8, 9, 10 Due Friday 6/18, 5pm		Study Guide for Exam 2 Chapters: 3, 7, 11, 12, 4 Due Friday 6/25, 5pm		Study Guide for Exam 3 Chapters: 5, 6, 13, 14, 15 Monday 7/5, 5pm	

Field Experience (20%):

The University System Board of Regents requires a 10-hour field experience in this course. This field experience is arranged by the individual student. This experience is broadly defined but involves relating the principles you are learning in the 2130 course to the children, adolescents, or other learners with whom you are working. Students should select a field experience site and provide documentation about the 10 hours of field work. For example, if you choose to tutor an elementary-aged student, please provide a log of your hours and ask the parent of the child you tutored to sign the log. If you are working with an after-school program or a community-based program, the person who oversees your work can sign your log. In addition to the hours log, students should compose a written response to the following questions: (1) Provide a brief description of the person(s) with whom you worked. Describe their general age, learning needs, and areas of learning in which you provided support; (2) Choose one experience from your ten-hours and relate it to a concept presented in the 2130 class. For example, you might describe how when working with an adolescent who was struggling in mathematics, you applied principles of Vygotsky's theory to assist the student; and (3) Describe how this experience broadens your views on your role in the teaching and learning process. Your written reflection should be no more than three double-spaced pages in length. The log and written reflection are due on or before July 7th.

- **You Arrange the Field Experience:** The field experience for EPSY 2130 is arranged by the student. Please do not engage the Office of Student Services in the College of Education for this placement. Your instructor will provide you with numerous examples of appropriate placements.
- **COVID-19 Accommodations:** Due to COVID-19 we have 2 options for completing this assignment:
 1. Set up a field experience that will allow you to get the 10 hours in a distance format (e.g., zoom)
 2. Reflect and write the paper on a prior experience working with youth
- **Mandatory Required Forms:** To engage in this field experience (distance format only), which is classified as a service-learning experience by the College of Education, you must, complete an authorization for Release of Records and Information form as well as Professional (Tort) Liability Insurance Form.
 - These forms are online and will be sent to you electronically.
 - You are allowed to waive Tort Liability Insurance for this course, but you must still fill out the Tort form and indicate that you are waiving the coverage. Once you receive the form, you should see "waive coverage" as an option, if you do not, still select an any option and submit the form. Then e-mail the Director of the Office of Experiential Learning Taiesha Smith (taiesha.smith@uga.edu). She will delete your original response and resend you the form with the option to waive.
 - This completed and electronically submitted paperwork is due by **June 18th**.
 - Please note: Even though you can waive coverage in my class, if you are a teacher education major, you will be required to purchase it later when you are on practicum on student teaching.
- **Consequences:** You cannot engage in your field experience work until the forms are signed. In addition, any field experience submitted for a student without signed tort paperwork will not be graded and a score of 0 will be entered for that portion of the grade. There are no exceptions to the policy of submitting these forms. They are designed to protect you as well as the university.

- Please note that depending on your self-arranged placement, that setting might have additional requirements for you, such as completing a criminal background check with the local sheriff.

Paper Due Date: No later than July 7th

Research Participation (5%):

As this is an educational psychology course, you will engage in 3 contact/credit hours of research. This experience is designed to help you understand how educational psychology research is conducted. There are two ways you can earn credit:

1. Option 1. Participating in psychology experiments (online). Each experiment you participate in counts for 1 credit. If you procrastinate until the end of the semester to start earning your research participation credits, they may run out of appointments, so I recommend signing up for experiments early. When they run out of appointments, you will have to resort to Option 2 to earn research participation credits.
2. Option 2. Write a 2-page summary of each article you read. Each article summary you write counts for 1 credit. If you choose the written research article summary, you should choose an article from within the last five years from one of these educational psychology journals: *Journal of Educational Psychology*, *Child Development*, *School Psychology Review*, *Educational and Psychological Measurement*, and *Gifted Child Quarterly*. Once you have chosen an article make a copy of it or pdf. Your summary should include:
 - a. A summary that is two pages, typed, and double-spaced. You must use Times New Roman font with a 12-point font size. All margins must be 1". Any summary that is entirely or partly copied word-for-word from a research article is not acceptable. This is plagiarism, which is a serious academic offense.
 - b. A photocopy of the article you have summarized as a separate attachment with your submission on eLC.

If you fail to earn all the required credits either through Option 1 or Option 2, you will receive a zero on this portion of your grade. More information about signing up for experiments is included at the end of the syllabus.

Due Date: No later than July 7th

GRADING

Grades will be based on the following exams and assignments:

Assessment	Estimated Percentage of Course Grade
Participation	10%
Quizzes	20%
Exams (3 x 10%)	30%
Study Guides	15%
Field Experience	20%
Research Participation	5%
Total	100%

Course Grade

Course grades are assigned according to the following criteria:

Percent of points earned	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

COURSE POLICIES

Late Assignments

The student is expected to submit assignments online the week they are due or on the pre-determined time/day. If assignments are received after the due date, a 5% deduction will be taken each day the assignment is late (half a letter grade). If assignments are incomplete, points will be deducted. No assignments will be accepted later than Wednesday, July 7th at midnight. There will be no exceptions to this date and assignments will not be accepted after this time.

Classroom Behavior, Decorum and Civility

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Although students will not obtain participation points, if students do not actively engage in large group, small group, or individual activities, this will result in a meeting with the instructor and goals set to improve. Please minimize distractions by **not** surfing the web, texting, viewing Facebook, or carrying on conversations. Turn mobile phones off during class. Please no fast food in class. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.

Students with Special Needs

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778 or web: <https://drc.uga.edu/>) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

UGA Honor Code and Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/sites/default/files/uga-academic-honesty-policy-may-07.pdf>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and this policy should be directed to the instructor.

Mandatory Reporting: UGA employees, students, and volunteers working in schools and related facilities are considered "mandatory reporters" under state law. This means that you are required by law to report suspected child abuse (for instance, if a student tells you about abuse or you suspect it based on a student's physical appearance or behavior). The protocol for reporting varies depending on the site. If the off-campus site is a legally mandated reporter of abuse, their protocol should be followed. You should immediately contact the person designated as to handle reporting for the site. In schools, this is typically a counselor or assistant principal. Within 24 hours, you must also notify your UGA supervisor of the report. Additional information may be found in the eLC site for this course.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. The College of Education is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students. All students are expected to conduct themselves in an appropriate and ethical manner during their classes. The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Statement on Plagiarism

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR

TENTATIVE SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS

*Note – Chapters/modules are presented in a daily fashion below given the 120 minutes/day required as noted by the registrar's office. All work, however, will not be considered late until after 11:59p Sunday of that week, so you can work on the work at your own pace. **The only exception to this rule are study guides they are by 5p on the due date.***

Week 1 - (6/10)

Day	Topic / Readings	Due
Friday	Course Introduction	

Week 2 - (6/13 - 6/17)

Day	Topic / Readings	Due
Monday	Chapter 1 – Learning, Teaching, and Educational Psychology	
Tuesday	Chapter 2 - Cognitive Development	Quiz 1
Wednesday	Chapter 8 - Cognitive views of learning	
Thursday	Chapter 9 - Complex Cognitive Processes	Quiz 2
Friday	Chapter 10 – Constructivism and Designing Learning Environments	Quiz 3 Study Guide for Exam 1

Week 3 (6/20 – 6/24)

Day	Topic / Readings	Due
Monday	Juneteenth	
Tuesday	Chapter 3 - The self, social and moral development	Exam I
Wednesday	Chapter 7 - Behavioral views of learning	Quiz 4
Thursday	Chapter 11 - Social cognitive views of learning and motivation	
Friday	Chapter 12 - Motivation in learning and teaching	Quiz 5 Study Guide for Exam 2

Week 4 (6/27 – 7/1)

Day	Topic / Readings	Due
Monday	Chapter 4 - Learner Differences and Learning Needs	Quiz 6
Tuesday		Exam 2
Wednesday	Chapter 5 - Language development, language diversity, and immigrant education	
Thursday	Chapter 6 - Culture and Diversity	Quiz 7
Friday	Chapter 13 – Managing Learning Environments	

Week 5 (7/4 – 7/8)

Day	Topic / Readings	Due
Monday	4th of July	
Tuesday	Chapter 14 – Teaching Every Student	Study Guide for Exam 3
Wednesday	Chapter 15 – Classroom Assessment, Grading, and Standardized Testing	

Thursday		Note: All research participation and field experiences are due no later 5pm today
Friday		Final Exam

EPSY 2130
Field Experience Log
Summer 2022

[illegible]

Verification includes a signature from the supervisor of your experience or documentation of sign-in/sign-out sheets.

EPSY 2130 Field Experience Rubric

	Exceeds Expectations.	Meets Expectations.	Minimally meets expectations.	Does not meet all expectations.	Does not meet any expectations.
Logistics (Up to 10 points)	9-10 points Paper is turned in on time, and all components (including signed log demonstrating ten hours of field work) are included.	7-8 points <i>Failure to earn full points for logistics will vary.</i>	5-6 points <i>Failure to earn full points for logistics will vary.</i>	3-4 points <i>Failure to earn full points for logistics will vary.</i>	0-2 points <i>Failure to earn full points for logistics will vary.</i>
GUMPS- Grammar, usage, mechanics, punctuation (Up to 10 points)	9-10 points Paper includes little to no grammar issues.	7-8 points Paper includes a few grammar issues.	5-6 points Paper includes grammar issues that are distracting to the reader.	3-4 points Paper includes several grammar issues that are distracting to the reader.	0-2 points Paper is difficult to understand due to surplus of grammar issues.
Description of learner population. (Up to 20 points)	17-20 points A complete description is included, addressing general age, learning needs, and areas of learning in which support was provided.	13-16 points A complete description is included, but some components of the description could be further developed.	9-12 points Description of learner population is missing one of the following: -general age -learning needs - -areas of learning in which support was provided	5-8 points Description of learner population is missing two of the following: -general age -learning needs - -areas of learning in which support was provided	0-4 points No description of learner population is provided.

Analysis of experience and application of concepts covered in EPSY 2130. (Up to 40 points)	33-40 points Description of experience is well described. The student thoroughly analyzes the experience and applies concepts covered in EPSY 2130. Clear evidence of analysis is present.	26-32 points Description of experience is well described. Application of concepts covered in EPSY 2130 is sufficient, but could be further developed.	18-25 points Description of experience is described. Application of concepts covered in EPSY 2130 is present, but inadequately developed.	9-17 points Description of experience is not well described, and little to no application of concepts from EPSY 2130 is present.	0-8 points Experience is not described, and no application is present.
Reflection on experience/its effects on personal role in the teaching and learning process. (up to 20 points)	17-20 points Paper demonstrates thorough and thoughtful reflection and analysis of how the experience broadens view of teaching.	13-16 points Paper demonstrates reflection and analysis of how the experience broadens view of teaching, but some ideas could be more fully developed.	9-12 points Paper demonstrates an incomplete reflection and analysis of how the experience broadens view of teaching.	5-8 points Paper demonstrates little to no reflection and analysis of how the experience broadens view of teaching.	0-4 points Paper does not address how the experience broadens view of teaching.

EPSY 2130 Exploring Teaching and Learning Research Participation Guidelines

Danielle Mitchell, RP Coordinator

Office:

Room 323 Aderhold

Hall Office Hours: by appointment

E- mail: dpmit@uga.edu

Research Participation Web site: <https://ugaedpsychresearch.sona-systems.com>

Research Experience Requirement – The research experience requirement is designed to help you understand how educational psychology research is conducted. This semester you will need to complete 2 contact hours of research experience credit. There are two ways in which you can earn credit:

Option 1. Participating in psychology studies.

Option 2. Write 2 page summaries of an educational psychology article you read.

To meet this research requirement, you can submit any combination of research participation credits and article summaries. Each one hour of participation in a research study counts for 1 contact hour's credit; each 2-page article summary you write counts for 1 contact hour's credit. If you procrastinate until the end of the semester to start earning your research participation credits, we may run out of appointments, so we recommend signing up for studies early. When we run out of appointments, you will need to complete Option 2 to earn research experience credits. If you fail to earn all the required credits either through Option 1 or Option 2, you will receive a zero on this portion of your grade.

The LAST day you can earn credit for papers or studies is July 7th, 2022.

Option 1: Participating in Educational Psychology Studies

First, you need to set up a Sona Account. Go to <https://ugaedpsychresearch.sona-systems.com> . On this website, you can sign-up for study sessions, view your study appointments, and check the number of credits you have earned. **Make sure you have identified the Educational Psychology Research Pool and not UGA's Department of Psychology pool!**

To Set Up A New Sona Account:

- 1) Under "New Participant?" Click "Request an account here" & register yourself.
 - a. **You will use your UGA e-mail as your User ID** (Note that the system automatically adds the @UGA.EDU for you, so you do not have to enter this information when entering your email address)
 - b. **For "Student ID Number" use the nine digit portion of the ID number on your UGACard that begins with 810.**
 - i. For example, with a 16 digit number of: 627541 810 043 856 0, the nine digit personal identifier is 810 043 856. Note that it does not include the last digit of the 16-digit number.
- 2) Make sure to select your currently enrolled course(s).

- 3) Within a few hours you will receive your login & password via email, go back to the web site and enter this information in under “User ID” and “Password”
(You have to do step #3 within 3 days after setting up your account or your account will automatically be deleted.)

Second, you should sign up for studies and attend on the date you have signed up for at the place where your study will be carried out:

1. Sign into your account and then click on “Study Sign Up.”
2. Scroll down the list of studies until you find one that interests you. CLICK THE TITLE of the study to find out more information (i.e. more detail about the study, how long it takes, how many credits you will receive, etc.).
3. Under the heading eligibility, make sure you fit the restrictions of what the study is asking. If the space is blank, there are no eligibility requirements and anyone can sign up for that study. *Some studies have restrictions on who can participate.*
4. “Timeslots Available” will appear under the heading “Available?” if that study has times for you to sign up. If you would like to sign up for this study click “Timeslots Available” and then “View timeslots for this study” to see a list of available times the study is taking place.
5. Select the time you would like to participate and then click “sign up” to sign up for the study
6. Make sure you WRITE DOWN when and where the study is or you may miss your appointment.

NOTE: Although Sona Systems will email you a reminder of your study appointment most of the time, occasionally this does not happen. Even if you are not emailed the appointment reminder you are STILL responsible for showing up.

Some common problems with registering and what you should do

The first thing you need to do is register yourself on the web site. Do this by going to <https://ugaedpsychresearch.sona-systems.com> and follow the instructions given on the first page of this packet. The following are some common problems you may encounter while registering and what you should do.

It won't send me my password

If you have not received your login and password via email within a few hours of registering it means something has gone wrong. Sometimes students incorrectly enter their email address. Sometimes the system just glitches and doesn't send the information. Make sure to first check your e-mail's spam folder and then if it is not there, you should immediately email the RP Coordinator (dpmit@uga.edu) and give your full name, the last 4 digits of your 810 number, educational psychology class, class period, and the professor's name. She can then send you your login and password.

After I input my information it says I “already exist” and won't let me register

You may already have an account on the web site from a previous semester, if so, use your old User Id & password on the login page. If you don't remember this information email the RP Coordinator. Some people, because they incorrectly enter some piece of information the first time, will try to register again. When you register the first time your account is immediately created, even if your inputted information is incorrect, and will stay on the web site for 3 days waiting for you to activate it

with your login and password. This is why you can't register again for that 3-day period because your account "already exists" in the system. You need to email the RP Coordinator.

How do I cancel an appointment for a study?

You may only cancel a study AT LEAST 24 hours before your appointment time. After signing into your account click "My Schedule & Credits" and then find the study you need to cancel. To cancel your appointment, just click on the "cancel" button. This will send you to a second page that asks "Are you sure you want to cancel this signup?" if you would still like to cancel click the button "Yes, I want to cancel". If you must cancel after the 24-hour cancellation period, contact the Principal Investigator for the study and ask the director to cancel your session for you. You can find the study director's contact information by clicking on the study name under "study sign ups" on your "My Schedule & Credits" page.

What happens if I miss an appointment for a study?

If you miss your scheduled appointment without notifying the study director, you will receive an "unexcused no-show." If you obtain 3 "unexcused no-shows" your account will lock and you will no longer be able to complete your research requirement by participating in studies. You will now have to write article summaries.

How do I check my total number of earned credits?

To check your credit balance, simply log into your account. Then click "My Schedule and Credits", at the top of the page and it will tell you how many credits you have earned. This page will also tell you how many "unexcused no-shows" you have obtained and also which credits are "still pending". Still pending means the study you signed up for has already taken place but the study director has yet to give you credit for it. This is normal and you should receive credit within a few days. If a study is "still pending" after a couple weeks contact the study director and ask him or her to give you credit. You can find the study director's contact information by clicking on the study name under "study sign ups" on your "My Schedule & Credits" page.

What if I notice my credits are incorrect?

If your credits are incorrect please contact the RP Coordinator at dpmit@uga.edu and explain the situation. The coordinator will then take steps to see that the credits are corrected.

Option 2: Writing Research Article Summaries

First, choose an article to read and read it.

Choose an article from within the last five years from one of these educational psychology journals: *Journal of Educational Psychology*, *Child Development*, *School Psychology Review*, *Educational and Psychological*

Measurement, and Gifted Child Quarterly (OR, if your professor has given you a list of articles to choose from, then choose from those). Once you have chosen an article make a copy of it or pdf.

Second, write a summary of it.

- (1) The summary should be two pages, typed and double-spaced. You must use Times New Roman font with a 12-point font size. All margins must be 1". Any summary that is entirely or partly copied word-for-word from a research article is **not acceptable**. This is plagiarism, which is a serious academic offense.
- (2) Email your summary and a copy of the article to your instructor on ELC, so he or she can give you credit.

All papers must be submitted by, July 7th 2022.