JEFFERSON COLLEGE

COURSE SYLLABUS

EDU 225

EDUCATIONAL PSYCHOLOGY

3 Credit Hours

Prepared by:
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Sandy Frey, Social Science Division Chair
EDU225 Educational Psychology

I. Catalogue Description
   A. Prerequisite:
      ENG101 English Composition I
      EDU105 Exploring the Field of Education
      PSY 101 General Psychology

      Prerequisite and/or Co-requisite:
      PSY201 Child Development or
      PSY202 Adolescent Psychology or
      PSY205 Human Development
   
   B. 3 credit hours

   C. Educational Psychology is designed to help students relate the application of psychological principles to teaching, learning, and assessment and the educational practice in P-12 classrooms. This course will focus on the learner and the learning process, teacher characteristics, and classroom processes that increase student motivation. Student diversity and appropriate instructional strategies for students with special needs will also be introduced. (F,S,Su)

II. Expected Learning Outcomes with corresponding Assessment Measures (outcomes are state approved)

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>A. Identify the major theories of learning. (MoSTEP 1.2.2)</td>
<td>Class discussion Reading guides People Project</td>
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<td>B. State the basic principles underlying human development. (MoSTEP 1.2.2)</td>
<td>Class discussion Reading guides Quizzes People Project</td>
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<td>C. Describe ways that students differ in their approaches to learning. (MoSTEP 1.2.3, 1.2.5)</td>
<td>Class discussion Reading guides People Project</td>
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<td>D. Articulate theories of motivation (MoSTEP 1.2.6)</td>
<td>Class discussion Reading guides Quizzes Video evaluation</td>
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<td>E. Illustrate different approaches to classroom and behavior management. (MoSTEP 1.2.6)</td>
<td>Class discussion Reading guides Classroom Management Plan</td>
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III. Course Outline with Unit Objectives (outcomes are state approved)

A. Principles of Development
   1. Piaget’s theory of intellectual development
   2. Vygotsky’s sociocultural view of development
   3. Language development
   4. Personal development
   5. Erikson’s theory of psychosocial development
   6. Kohlberg’s theory of moral development

Unit Objectives:
By the end of the unit, student will:
- Apply basic concepts in Piaget’s theory of intellectual development to simulated learners.
- Apply basic concepts in Vygotsky’s socio-cultural view of development to simulated learners.
- Identify milestones in the development of cognition and language.
- Identify facts that influence personal development.
- Explain the implications of Erikson’s theory of psychosocial development on teaching and learning.
- Identify stages of Kohlberg’s theory of moral development and apply to simulated classroom.

B. Learner Differences
1. Intelligence
2. Socioeconomic status
3. Culture
4. Gender
5. At-risk students

Unit Objectives:
1. Explain how different views of intelligence influence teaching.
2. Define socioeconomic status and explain how it may affect school performance.
3. Explain the role that culture plays in learning.
4. Describe the influence of gender on different aspects of school success.
5. Describe ways that schools and classrooms can be adapted to meet the needs of students place at-risk
6. Describe the laws and regulations that influence teachers’ work with students with exceptionalities.

C. Learning Theories
1. Behaviorist
2. Social cognitive
3. Information processing
4. Constructivism

Unit Objectives:
1. Compare and contrast learning theories (behaviorist, social cognitive, information processing, constructivism).
2. Describe the essential elements of constructivist views of learning and classroom applications grounded in constructivist frameworks.

D. Motivation
1. Theories of motivation
2. Motivation in the classroom

Unit Objectives:
1. Describe the differences between extrinsic and intrinsic motivation
2. Explain learner motivation on the basis of behavioral, humanistic, and cognitive theories.
3. Describe the difference between a learning-focused environment and a performance-focused environment.
4. Explain the role of motivation in developing self-regulation.
5. Describe how classroom climate variables promote student motivation.
6. Identify instructional factors that promote student motivation.

E. Classroom Management
   1. Planning
   2. Communication
   3. Dealing with misbehavior (interventions)
   4. Violence and aggression

Unit Objectives:
1. Explain how instruction and classroom management contribute to productive learning environments.
2. Explain how effective planning can prevent management and behavior problems.
3. Outline the benefits of communicating and involving families in schools.
4. Describe how effective intervention techniques can eliminate management problems.
5. Identify several long-term solutions to serious management problems.

F. Principles of Instruction
   1. Lesson planning
   2. Essential skills

Unit Objectives:
1. Identify essential teaching skills that help promote learning for all students at all levels.
2. Describe the relationships among planning, instruction, implementing instruction, and assessing student learning.
3. Create a simulated lesson plan for a class of imaginary learners based on the Missouri Show-Me Standards and Grade Level Expectations (GLEs).

G. Assessment
   1. Formal and informal assessment
   2. Alternative assessment
   3. Standardized testing

Unit Objectives:
1. Explain basic assessment concepts.
2. Compare and contrast formal assessment, informal assessment, alternative assessment strategies.
3. Describe the use of standardized tests and explain how they influence educational decisions.

IV. Method(s) of Instruction
A. Readings from textbook and supplemental handouts
B. Participation in active learning by reflective activities and peer discussions in classroom or online discussion board
C. Reflection on thought-provoking questions in classroom or online
D. Educational media presented in classroom or online
E. Completing assignments that relate to course content in classroom, outside class or online

V. Required Textbook

*Essentials of Educational Psychology, 2nd ed.*, Jeanne Ellis Ormrod; Merrill; 2009

VI. Required Materials (student)

Textbook
Binder
Binder Dividers

VII. Supplemental References

Library Resources: present offerings and anticipated texts, and journals

VIII. Method of Evaluation (basis for determining course grade)

Participation/Discussion
Projects
Assignments
Reports
Quizzes

IX. ADA Statement

*Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000, ext. 169).*

X. Academic Honesty Statement

*All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website, [http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84](http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84))*