

Moberly Area Community College

Common Syllabus

EDU245 Educational Psychology

Current Term

Instructor:

Office Number:

Office Hours:

Response Time: I typically respond to student emails within 24 hours, Monday through Friday.

Contact Information:

Classroom Number:

Section number(s):

Class days and time:

Catalog Description: EDU245 Educational Psychology (3-0-3)

This course is designed to help students relate theories and principles of educational psychology to teaching, learning, and assessment. This course focuses on the diversity of learners and learning processes, as well as teacher characteristics, classroom strategies, and data analysis in P-12 classrooms. Appropriate strategies for increasing motivation, multi-dimensional development, and academic achievement for all learners are introduced. (FA, SP)

Prerequisite: PSY101 General Psychology and LAL101 Composition I Placement

Text(s): The text is an ebook included with the class. There is no print option available in the MACC bookstore.

Title: *Educational Psychology*
Author: Santrock
Edition: 8th Edition
Publisher: McGraw-Hill

Other Required Materials: An open mind
An electronic/digital storage device
A working email address which you check on a regular basis

Purpose of Course: This course is intended to introduce students to the psychological theories of learning, development, and motivation which will become a basis for their individual theories about teaching and learning which will in turn drive their decision-making in the classroom.

Course Objectives (CO): Upon successful completion of this course, students should be able to demonstrate the objectives listed below. Acquisition and retention of these objectives is dependent on the student being a reflective participant in the course. Appropriate objectives are linked to the Missouri Teacher Standards and the Missouri Standards for the Preparation of Educators (MoSPE 1).

Course Outcomes:

The student will:

1. Demonstrate an awareness of teaching methodologies used to engage students in subject matter (MTS/MIPEC 1A2).
2. Demonstrate a basic knowledge of principles of human development (MTS/MIPEC 2A1).
3. Demonstrate a basic knowledge of theories of learning (MTS/MIPEC 2A3).
4. Demonstrate an understanding that students differ in their approaches to learning (MTS/MIPEC 2A4).
5. Identify how students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning (MTS/MIPEC 2A5).
6. Demonstrate an understanding of the importance of using appropriate strategies to meet individual student needs (MTS/MIPEC 3A2).
7. Demonstrate a basic understanding of multiple strategies for effective student engagement (MTS/MIPEC 4A3).
8. Recognize principles of classroom management, motivation, and engagement (MTS/MIPEC 5A1).
9. Recognize the importance of using formative and summative assessment strategies (MTS/MIPEC 7A1).
10. Recognize how data are used to guide informed educational decisions (MTS/MIPEC 7A2).
11. Recognize the importance of self- and peer assessment (MTS/MIPEC 7A3).
12. Recognize the role of assessment data in showing the effectiveness of instruction on individual/class learning (MTS/MIPEC 7A4).
13. Recognize the importance of collaboration in the data analysis process (MTS/MIPEC 7A6).

Course Outline:

- 1. Learning Theories**
 - a. Behaviorist
 - b. Social cognitive
 - c. Information processing
 - d. Constructivism
- 2. Principles of Development**
 - a. Piaget's theory of intellectual development
 - b. Vygotsky's socio-cultural view of development
 - c. Language development
 - d. Personal development
 - e. Theories of social and moral development
- 3. Learner Differences**
 - a. Intelligence – Multiple intelligences
 - b. At-risk students
 - c. Exceptionalities
- 4. Motivation**
 - a. Theories of motivation
 - b. Motivation in the classroom
- 5. Classroom Management**

- a. Planning and communication
- b. Behavioral interventions
- c. Developmental discipline
- 6. Principles of Instruction**
 - a. Lesson planning
 - b. Essential skills
- 7. Assessment**
 - a. Formal and informal assessment
 - b. Formative and summative assessment
 - c. Alternative assessment
 - d. Standardized testing

Textbook Outline:

Chapter 1: Educational Psychology: A Tool for Effective Teaching

Exploring Educational Psychology
Effective Teaching
Research in Educational Psychology

Chapter 2: Cognitive and Language Development

An Overview of Child Development
Cognitive Development
Language Development

Chapter 3: Social Contexts and Socioemotional Development

Contemporary Theories
Social Contexts of Development

Chapter 4: Individual Variations

Intelligence
Learning and Thinking Styles
Personality and Temperament

Chapter 5: Sociocultural Diversity

Culture and Ethnicity
Multicultural Education
Gender

Chapter 6: Learners who are Exceptional

Children with Disabilities
Educational Issues Involving Children with Disabilities
Children who are Gifted

Chapter 7: Behavioral and Social Cognitive Approaches

What is Learning
Behavioral Approaches to Learning
Applied Behavior Analysis in Education
Social Cognitive Approaches to Learning

Chapter 8: The Information-Processing Approach

The Nature of the Information-Processing Approach
Attention
Memory

Expertise
Metacognition

Chapter 9: Complex Cognitive Processes

Conceptual Understanding
Thinking
Problem Solving
Transfer

Chapter 10: Social Constructivist Approaches

Teachers and Peers as Join Contributors to Students' Learning
Structuring Small-Group Work

Chapter 11: Learning and Cognition in the Content Areas

Expert Knowledge and Pedagogical Content Knowledge
Reading, Writing, Mathematics, Science, Social Studies

Chapter 12: Planning, Instruction, and Technology

Teacher-Centered Lesson Planning and Instruction
Learner-Centered Lesson Planning and Instruction
Technology and Education

Chapter 13: Motivation, Teaching, and Learning

Exploring Motivation
Achievement Processes
Motivation, Relationships, and Sociocultural Contexts
Exploring Achievement Difficulties

Chapter 14: Managing the Classroom

Why Classrooms Need to be Managed Effectively
Designing the Physical Environment of the Classroom
Creating a Positive Environment for Learning
Being a Good Communicator
Dealing with Problem Behaviors

Chapter 15: Standardized Tests and Teaching

The Nature of Standardized Tests
Aptitude and Achievement Tests
The Teacher's Roles
Issues in Standardized Tests

Chapter 16: Classroom Assessment and Grading

The Classroom as an Assessment Context
Traditional Tests
Alternative Assessment
Grading and Reporting Performance

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

Evaluation of Student Learning: Students will be provided opportunities to demonstrate their understanding of and ability to meet course objectives in a variety of assessments experiences. Many of these experiences will be performance-based, some will have timed components. These experiences will allow students to communicate not only what they have learned from the readings and from the classroom experience, but also what they can DO with that information related to teaching.

Grading Scale:

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

Description of Major Assignments:

Schedule of Student Assignments/Activities:

Per instructor

Instructor Policies:

Tardiness:

Per instructor policy

Make up and late work:

Per instructor policy

Extra credit work:

Per instructor policy

Collegewide Policies:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).