Moberly Area Community College
Common Syllabus
EDU245 Educational Psychology
Current Term

Instructor: 
Office Number: 
Office Hours: 
Contact Information: 
Classroom Number: 
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

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

Assessment 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%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments: Students must retain a duplicate copy of major projects for themselves as possible artifacts to include in their preliminary candidacy portfolio.

Per Instructor – Required Assignments – Detailed handouts will be provided in class. One copy of each assignment completed should be turned into the instructor for grading. The following provides a brief description of each category:

1. Reflection/Analysis/Writing
   a. Self-Assessments
   b. Reactions to Readings -as assigned
   c. Book Reflection.
   d. Case Studies
2. Assessment
   a. Quizzes (Some of which will be announced.)
   b. Tests
   c. Final Exam
3. Projects
   a. Year-long Plan
   b. Subject Area Lesson/Unit/Semester Plans
   c. Classroom Organization and Management Plans

Schedule of Student Assignments/Activities: Per instructor

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- 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.

College / Instructor Policies:
**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<p>| In Seat Course | Physically attending scheduled, face-to-face, class meetings |</p>
<table>
<thead>
<tr>
<th><strong>Virtual Course</strong></th>
<th>Being present, via appropriate platform, for scheduled class meetings/activities</th>
</tr>
</thead>
</table>
| **Hybrid Course** | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
| **Online Course** | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses.

**Tardiness:** Per instructor policy

**Make up and late work:** Per instructor policy

**Extra credit work:** Per instructor policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or
contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.