A. **TITLE:** EDUCATIONAL PSYCHOLOGY

B. **COURSE NUMBER:** PSYC 350

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE (OPTIONAL):** no

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall and/or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 hours of lecture per week

H. **CATALOGUE DESCRIPTION:** A study of human behavior in educational settings: the application of child and adolescent development and learning principles; including use of tests and measurements, motivation, exceptional learners, classroom and behavior management, cognitive strategies, and introduction to the concept of “Expert” teacher and student.

I. **PRE-REQUISITES/CO-COURSES:** A grade of C or better in PSYC 220 Child Development or PSYC 225 Human Development and minimum of 30 credit hours with G.P.A. of 2.0

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will:

   | a. describe how developmental needs shape the learning process and thus provide the focus for learning, requiring application of Eriksonian, Piagetian, and Vygotskyan principles and Sternberg’s and Gardner’s theories | 2. Crit. Thinking 3. Prof. Competence |
   | b. recognize the need to form an individualized instructional environment based on individual student differences in intelligence, learning style, exceptionality, and socio-cultural background. | 2. Crit. Thinking 3. Prof. Competence 4. Intrapersonal Rel. |
   | c. demonstrate classroom structure and motivational strategies based on human motivation and applied learning research | 1. Communication 3. Prof. Competence |
   | d. identify the characteristics of both the “expert teacher” and “expert student” and describe the distinctions between all manner of summative and formative assessment, including norm-referenced and criterion-referenced grading. | 2. Crit. Thinking 3. Prof. Competence 4. Intra/Interpersonal Relationships |
e. demonstrate proficiency in applying course content to fieldwork, panel presentations, debates, and such other performance components as instructor requires

| 1. Communication  |
| 2. Prof. Competence |
| 3. Intra/Interpersonal Rel. |

K. **TEXTS:** To be determined by instructor; Eg. Psychology Applied to Teaching, Snowman et al, McGraw Hill

L. **REFERENCES:**

M. **EQUIPMENT:** No special equipment needed

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:** Tests, quizzes, projects, study guides At the discretion of the instructor

P. **DETAILED COURSE OUTLINE:**
EDUCATIONAL PSYCHOLOGY

I. General Overview of Educational Psychology
   A. Description of Educational Psychology Today
   B. Sternberg’s “Thinking Triangle”
   C. Development of the Expert Teacher and Expert Student
   D. Research Used in Educational Psychology

II. Cognitive Development
   A. General Concepts for Teaching
   B. Piaget’s Theory of Cognitive Development
   C. Vygotsky’s Sociocultural Theory of Cognitive Development
   D. Information-Processing Theories: Learning and Memory
   E. Language Development

III. Psychosocial Development
   A. Importance of Erikson's Psychosocial Development Model to Teachers
   B. Sexual and Gender Development
   C. Social development
   D. Moral Development (L. Kohlberg's Theory)
   E. Identifying, Understanding, and Managing Developmental Risks in Psychosocial Development

IV. Individual Differences in Thinking
   A. Understanding Differences in Intelligence
   B. Critique of Psychometric Theories of Intelligence
   C. Current Educational Controversies in Intelligence
   D. Cognitive and Learning Styles
   E. Individual Differences in Creativity

V. Exceptional Children
   A. Teaching Exceptional Children
   B. Extremes of Intellectual Function: Giftedness
   C. Extremes of Intellectual Function: Mental Retardation
   D. Challenges to Learning: Learning Disability; Attention Deficit; Behavioral Disorders; Health Problems; Sensory Impairments
   E. Communication Disorders

VI. Group Differences: Socioeconomic Status (SES), Ethnicity, Gender and Language
   A. Socioeconomic Diversity
   B. Ethnic and SES Diversity Inter-Relationship
   C. Gender Diversity
   D. Language Diversity
   E. Multicultural Education

VII. Behavioral Approaches to Learning
    A. Classical Conditioning
    B. Operant Conditioning
    C. Social Learning
    D. Cognitive-Behavioral Behavioral Modification

VIII. Cognitive Approaches to Learning
    A. The “Standard” Memory Model
B. Alternative Models of Memory
C. Retrieving Information
D. Retrieval Failure
E. Constructivist Approaches

IX. Thinking
A. Concept Formation
B. Reasoning Skills
C. Problem Solving
D. Transfer
E. Teaching for Thinking

X. Motivating Students
A. Intrinsic and Extrinsic Motivation
B. Theories of Motivation
C. Role of Arousal
D. Role of Student Goals
E. Role of Student Attributions
F. Motivating Challenging Students

XI. Classroom Management
A. Effective Teachers Management Styles
B. Developing and Implementing Rules and Procedures
C. Maintaining Control and Preventing Problems
D. Specialized Approaches to Classroom Management

XII. Classroom Teaching
A. Principles of Teacher-Centered Teaching
B. Principles of Student-Centered Teaching – Constructivist Teaching

XIII. Standardized Testing
A. What are Standardized Tests?
B. Tests of Aptitude and Interests
C. Assessing Test Quality
D. Interpreting Standardized Test Scores
E. Issues Related to Standardized Testing

XIV. Criterion-Referenced Testing
A. Why Understanding Classroom Assessments Is Important to Teachers
B. Traditional Assessments in the Classroom
C. Authentic Assessments
D. Grading and Reporting Options

Q. LABORATORY OUTLINE: N/A