**STATE UNIVERSITY OF NEW YORK**
**COLLEGE OF TECHNOLOGY**
**CANTON, NEW YORK**



**MASTER SYLLABUS**

**PSYC 350:  Educational Psychology**

**Created by:** J. Nixon
**Updated by:**  Edward Boyd

**SCHOOL of BUSINESS AND LIBERAL ARTS**
**SOCIAL SCIENCES DEPARTMENT**
*Last Updated: April 2015*
**FALL 2021**

**A.** **TITLE**: Educational Psychology

**B.** **COURSE NUMBER:** PSYC 350

**C.** **CREDIT HOURS:** 3 Lecture Hours per Week for 15 Weeks

**D.** **WRITING INTENSIVE COURSE**: No

**E.** **GER CATEGORY:** N/A

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

**G.** **COURSE DESCRIPTION:**
In this course students will study 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.

**H.** **PRE-REQUISITES/CO-REQUISITES:** PSYC 220 or PSYC 225

**I.** **STUDENT LEARNING OUTCOMES:**

| *Course Student Learning Outcome [SLO]* | *ISLO # & [Sub-Sets]* |
|---|---|
| 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 Critical Thinking: CA |
| 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 Critical Thinking: CA |
| c. Apply classroom structure and motivational strategies based on human motivation and applied learning research. | 2 Critical Thinking: CA |
| d. Analyze and 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 Critical Thinking: CA |

| KEY | Institutional Student Learning Outcomes [ISLO 1 – 5] |
|---|---|
| ISLO # | ISLO & Subsets |
| 1 | **Communication Skills** <br> Oral [O], Written [W] |
| 2 | **Critical Thinking** <br> *Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]* |
| 3 | **Foundational Skills** <br> *Information Management [IM], Quantitative Lit, /Reasoning [QTR]* |
| 4 | **Social Responsibility** <br> *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]* |
| 5 | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J.** **APPLIED LEARNING COMPONENT**:  No

**K.** **TEXTS:** To be determined by the instructor

**L.** **REFERENCES:**

Ainsworth, M.D.S., Blehar, M., Waters,E., and Walls, S. (1978). *Patterns of Attachment*. Hillsdale, NJ: Erlbaum.

Amabile, T.M. (1996). *Creativity in context: Update to "The Social Psychology of Creativity*." Boulder, CO: Westview Press.

Anastasi, A., & Urbana, S. (1997). *Psychological testing* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.

Bandura, A. (1977a). *Self-Efficacy: Toward a unifying theory of behavioral change.* Psychological Review,  84,181-215.

Bandura, A. (1977b). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bloom, B.S., Englehart, M.B., Furst, E.J., & Krathwohl, O.R. (1956). *Taxonomy of Educational objectives: The classification of educational goals. Handbook I: The cognitive domain*. New York: Longman. Kohlberg, L., (1983). *The psychology of moral development*. New York: Harper-Row.

Piaget, J. (1972). *The psychology of intelligence*. Totowa, NJ: Littlefield Adams.

Renzulli, J.S. (1986). T*he three-ring conception of giftedness: A developmental model for Creative productivity.* In R.J. Sternberg & J.E. Davidson (eds), *Conceptions of giftedness* (pp. 53-92). New York: Cambridge University Press.

Stainback, S., & Stainback, W. (1992). *Schools as inclusive communities*. In W. Stainback & S. Stainback (Eds.), *Controversial issues confronting special education: Divergent perspectives* (pp. 29-43). Boston:Allyn & Bacon.

Sternberg, R.J. (1995). *Styles of thinking in the school. European Journal for High Ability*,6(2), 201-219. Sternberg, R.J. & Grigorenko, G.L. (2001). *Intelligence applied* (2nd ed.) New York: Oxford University Press.

Zigler, E. & Hodapp, R., (1986). *Understanding mental retardation*. New York: Cambridge University Press.

**M.** **EQUIPMENT:**  Technology Enhanced Classroom

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

**O.** **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
At the discretion of the instructor, may include: Exams • Quizzes • Assignments

**P.** **DETAILED COURSE OUTLINE:**
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