COURSE INFORMATION FORM

DISCIPLINE       EDUC
COURSE TITLE     Educational Psychology

CATALOG DESCRIPTION
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.

PREREQUISITES PSYC 140
ENGL 101 and PSYC 140 with grades of C or better

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:

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

GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.
PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1.

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Quizzes/exams 1, 10
2. Research reports 5
3. Class presentations 3, 11, 12, 13
4. Lesson plans 1, 4, 6, 7, 8, 9
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An asterisk can be used to mark an item as optional.

I. Learning Theories
   A. Behaviorist
   B. Social cognitive
   C. Information processing
   D. Constructivism

II. 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

III. Learner Differences
   A. Intelligence – Multiple intelligences
   B. At-risk students
   C. Exceptionalities

IV. Motivation
   A. Theories of motivation
   B. Motivation in the classroom

V. Classroom Management
   A. Planning and communication
   B. Behavioral interventions
   C. Developmental discipline

VI. Principles of Instruction
   A. Lesson planning
   B. Essential skills

VII. Assessment
   A. Formal and informal assessment
   B. Formative and summative assessment
   C. Alternative assessment
   D. Standardized testing