



COURSE OUTLINE

Course Number
PSY201

Course Title
Educational Psychology

Credits
3

Hours:
lecture/Lab/Other
3

Co- or Pre-requisite PSY 101

Implementation
sem/year
Spring 2013

Catalog description (2006-2009 Catalog):

An in-depth study of fundamental concepts and principles with broad applicability to classroom practice, supporting the preparation and continuing development of educational and human-service professionals. Topics include student development, student diversity, learning, cognitive processes, motivation, and instructional and assessment strategies.

Is course New, Revised, or Modified? [Modified courses are those which have a new prefix or course number]

Spring 2013

Required texts/other materials:

Educational Psychology: Reflection for Action, 3rd Edition

Angela O'Donnell, Johnmarshall Reeve, Jeffrey Smith
December 2011, ©2012

Revision date:

Course coordinator: Elizabeth DeGiorgio
LA122 X3862

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

Multi media resources at the virtual college

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

Virtual college resources – angel platform

Web links

Cases

Podcasts

Videos

Articles

Organizations

Course Competencies/Goals:

The student will be able to:

- 1. Use the concepts, language, and major theories of psychology.
- 2. Explain major perspectives of psychology: behavioral, cognitive, and sociocultural.
- 3. Describe psychology in relation to other disciplines or interdisciplinary fields of study, Particularly education.
- 4. Demonstrate knowledge and understanding in theory and research in learning and cognition, individual differences, and developmental changes; overarching themes in psychology; applications of psychology.
- 5. Explain different research methods used by psychologists.
- 6. Explain how psychological theories and principles relate to everyday life.
- 7. Transfer knowledge from classroom learning and research findings to applied situations.
- 8. Adopt psychological explanations as a foundation for understanding and problem solving.
- 9. Recognize ambiguity and assume behavioral explanations will be complex.
- 10. Examine the major sociocultural components that have influenced individual identities.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Unit I TEACHING

Chapter 1 Educational Psychology and Reflective Teaching

Chapter 2 Teachers and Teaching

Learning Objectives

The student will be able to...

- Recognize the focus of educational psychology on learning and developing teacher expertise and use problem solving models to solve classroom problems. (CC3,G1,CS A,B)
- Recognize how the demographic changes in the U.S. population will affect schools and classrooms; describe how the Individuals with Disabilities Act (IDEA) influences the goals and responsibilities of teachers and schools toward their students; identify categories of students who can be considered as having special needs (CC5,G3,CS A,B)
- Define theory and describe its role in educational psychology; describe the major research methods employed by educational psychologists, noting the purposes and limitations of each. (CC5,G1,CS,A,)
- Understand the basic structure, attributes, and function of Ausubel's approach for meaningful learning and direct instruction; contrast teacher-centered approaches with student-centered approaches (CC4,7,G5,CS,B)
- Distinguish among the types of explanations; understand what makes a good teacher explanation; explain the role of feedback in instruction; understand the role of teacher questions and explain how teachers can construct questions to advance students' reasoning (CC 9,G5, CS,B)

Unit II Development

Chapter 3 Cognitive Development

Chapter 4 Social Development

Learning Objectives

The student will be able to...

- Explain the roles of adaptation and schemas in cognitive development; define assimilation, accommodation, operations, disequilibrium ;Identify the four major stages of development; describe the major characteristics and developmental achievements of each stage (CC1,2,4 G1,CS,B)
- Explain how the theory influences teachers' approaches to individual differences among children, the stimulation of curiosity, and the use of discovery-based learning (CC 2,4,G1,8,CSB)
- Describe the role of apprenticeship in cognitive development; explain the dynamics of scaffolding in the zone of proximal development; contrast the Piagetian view of the role of language in cognitive development with the Vygotskian view; understand how private speech influences cognitive development; explain the relationship between cognitive development and cultural tools; understand how peers can promote positive sociocognitive development (CC2,4,G5,CSB)
- Describe the role of the innate language learning devices in the development of language; define syntax, phonology, and semantics; explain the relationship between brain function and language disabilities; define

bilingualism and describe what research suggests about the acquisition of a second language (CC1,4G5CSB,G)

- Explain how new electronic technologies can provide support to students with special needs; describe strategies that teachers can use to promote language development; understand the relative strengths of Piagetian-based approaches to learning and Vygotskian-based approaches to learning when developing instructional strategies.(CC4G1,2,3,4,5CSE)
- Identify key attributes of a high-quality relationship; describe the roles those attributes have in establishing and maintaining a high-quality relationship; contrast the nature of a high-quality relationship with that of a low-quality relationship; explain why it is the teacher’s responsibility to establish high-quality relationships with students (CC 4,6,810 G3,5,CS B,C)
- Define moral reasoning; describe the nature of moral reasoning at the preconventional, conventional, and postconventional levels; explain what teachers can do to advance the moral reasoning of their students (CC4,G9,CS B,C)
- Contrast the various forms of aggression; explain how moral cognition, moral emotion, and the moral self influence *moral action*; describe a classroom environment that promotes social skills; define social competence, and note its benefits; devise strategies that can enhance students’ social competence and promote emotional regulation(CC4,G9,CS B,C)
- Define “self-concept;” account for the ways that students’ increasingly sophisticated realism, abstraction, and differentiation govern the development of the self-concept; explain why and how teachers can enhance the self-concept of students (CC10, G5,CS B)
- Note the particular difficulties that students with special needs have in developing high-quality relationships with teachers and others; reiterate the actions the actions that teachers can take to enhance the social development of all students (CC10,G8,CS B)

Unit III Theory

Chapter 5 Behavioral Learning Theory

Chapter 6 Managing Learning in Classrooms

Chapter 7 Cognitive Learning Theory

Chapter 8 Social Learning Theory, Complex Cognition, and Social Constructivism

Learning Objectives

The student will be able to...

- Define learning; be able to distinguish among the behavioral, cognitive, and sociocultural views of learning (CC2, G5,CS B)
- Identify the key principles of contiguity theories (e.g., classical conditioning) and operant learning; paraphrase the Law of Effect; identify consequences that are reinforcers and ones that are punishers; Define reinforcement; be able to distinguish a between positive and negative reinforcers, and provide examples of each; examine the role of rewards in the classroom; be able to distinguish between positive and negative punishment, and provide examples of each, and describe the possible side effects of punishment in the classroom; be able to distinguish between continuous and intermittent schedules of reinforcement; detail the effects of each schedule on performance (CC4,G5,9, CS B,C)

- Develop an integrated model of classroom management that balances reinforcement and punishment; explain how shaping, observational learning, inductive reasoning, and differential reinforcement fit into that model (CC 7,G4,5 CS A,B,E)
- Explain the implications of behavioral learning theory for instructional practices; describe the basic principles of mastery learning; point out the influences behavioral learning theory on educational software (CC7, G4,5 CS B,D,E)
- Explain how the diverse nature of modern classrooms results in complex challenges for teachers; identify classroom management principles that have been successful in diverse classrooms; describe strategies that promote desirable behaviors among students with special needs (CC4, 8 G 7 CS G)
- Identify the key features of cognitive and constructivist theories of learning; be able to distinguish among the endogenous, exogenous, and dialectical forms of constructivism; Identify the major features of the information-processing model; define attention, perception, and working memory, and describe their roles in the model; develop a set of classroom practices that are compatible with the characteristics of working memory (CC4, 7, G 5, CS B)
- Describe the relationship between social learning theory and behaviorism, and identify the cognitive elements of the theory; note the basic assumptions of social learning theory, with special attention paid to the role of vicarious experiences, vicarious reinforcement, and vicarious punishment; Define observational learning; detail factors that influence observational learning; provide examples of modeling in instruction; note the effects of modeling on behavior; list and describe the conditions necessary for observational learning; (CC4, 7, G 5, CS B)
- Explain how ethnicity, race, gender and special needs can influence group interactions; identify steps teachers can implement to monitor and increase the participation of diverse learners (CG 4, 7,G 5,6 CSG)

Unit IV Motivation

Chapter 10 Motivation and Engagement

Chapter 11 Motivation to Learn

Learning Objectives

The student will be able to...

- Define motivation; describe the major approaches to the promotion of motivation and engagement; describe the dialectical approach to motivation; explain how teachers can promote motivation among diverse learners; Define intrinsic and extrinsic motivation; identify the sources of each; generate a list of common positive classroom reinforcers (CG 1,3,G 3,5, CS B, A)
- Develop techniques for enhancing students' sense of autonomy, competence, and relatedness; understand the effective use of extrinsic motivation, and weigh the hidden costs of rewards in classroom activities; explain the value of using extrinsic rewards in informational ways (CG 6,7 G 5, CS B)
- Relate how teachers can help balance the expectations of schools with the interests and perceptions of success held by diverse learners; balance the benefits and limitations of extrinsic motivators for students with special needs; examine the use of a dialectical approach to motivation for those students (CG4, 10,G 5,8,9 CS B, G)
- Identify the essential elements of a goal-setting program, the effects of achievement goals, goal specificity and difficulty, feedback, and implementation intentions (CG 6,7,8 G B, CS B)

- Explain the dynamics of helplessness, developing responsive classroom environments and optimistic explanatory styles, enhancing a sense of hope, and providing multiple pathways toward student goals (CG6,G9,CS F, G)

Unit V Diversity

Chapter 12 Individual Differences and Special Needs

Chapter 13 Issues in Diversity

Learning Objectives

The student will be able to...

- Identify and describe the key contributions of Spearman, Thurstone, and Catell toward the understanding of intelligence; describe the major facets of Sternberg's Triarchic Theory of Intelligence; explain the implications for teaching engendered by Sternberg's Theory of Successful Intelligence; describe the major assumptions of Gardner's Theory of Multiple Intelligences, identify its major features, explain why it has attracted the attention of many educators, and note the criticisms of the theory; define metacognition(CG 2,4,G5, CS B)
- Define IQ (intelligence quotient) and describe how it is calculated; recognize that some tests are designed to be administered to groups and some to individuals; describe the structure of the popular intelligence tests; explain the role of rapport between examiner and examinee in testing; explain why measured intelligence is positively correlated with school achievement (CG2,4,G5, CSB)
- Detail the requirements of federal laws for students with special needs; outline the features of an individualized education plan (IEP), and describe its role in the education of a student with special needs; explain the purpose of a prereferral intervention team; describe the referral process for a student who might have special needs (CG 1, 6,7, G 1,3, CS C,E)
- Distinguish among the major categories of learning disabilities; list early indicators of learning disabilities; identify signs of attentional difficulties in a student; Identify forms of physical and sensory challenges; note how these challenges can affect student performance; explain how assistive technologies can benefit students with sensory or physical challenges; explain how such challenges can affect cognitive, social, and emotional development (CG 1,4, G 5,8 CS B, G)

Unit VI

Chapter 14 Assessment for Learning

Chapter 15 Standardized and Standards-Based Assessments

Learning Objectives

The student will be able to...

- Identify principles that teachers can follow to inform their assessment decisions; describe the roles of validity and reliability in classroom assessment; point out how teachers can enhance freedom from bias in their assessment tools; explain how information gathered from assessments can advance instruction and learning (CG 1, 2, 4 G 1,5, CS D, E)
- Explain how to determine what to assess; distinguish between the generative and recognition assessment formats, and identify the major types of recognition and generative assessment, and note their strengths and weaknesses; identify the major forms of alternative assessment; describe effective steps for developing an alternative assessment (CG 7,8, G 3,9 CS B, C)

- List procedures that teachers can implement to emphasize the importance of assessment and that help students maximize their performances on assessments; understand the effects of feedback on students; detail practices that enhance the power of feedback; explain how to implement effective communication between teacher and student in conferences (**CG 6,7 G 1, CS B**)

Distinguish among the major forms of assessment, and identify the major uses of each; define the three measures of central tendency: mean, median, and mode, and describe how they are derived; define the measures of variability: variance and standard deviation, and describe how they are derived; define z-scores and normal distribution, and note how they are used; identify the most commonly used scales in assessment programs, and point out their best uses; explain how educators determine passing and proficiency scores for standard assessments; detail the major approaches to standards setting (**CG 1, 4, G 5, CS B**)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Students are provided with specific guidelines and rubrics to complete all course requirements. Students are awarded points for performance on individual tasks.

1. Articles examining different aspects of student's diversity are investigated and reviewed.
2. Self generated questions relating to educational psychology are answered through research of experimental studies.
3. Assessment through t home open book quizzes, and in class, essay questions.
4. Classroom discussions to promote critical thinking and effective communication
5. Discussion forums online to extend chapter content
6. Case based reasoning- groups develop strategies for resolving case issues.
7. Group presentations
8. Web link activities

Academic Integrity Statement: [Include a statement affirming the college's Academic Integrity policy and any specific implications for the course. See <http://mlink.mccc.edu/omb/OMB210.pdf>]

Plagiarism is the use of another's words or ideas without acknowledgment. It is the equivalent of theft. Some plagiarism is extreme and willful (i.e., buying term papers). Other forms of plagiarism may arise from carelessness or ignorance (i.e., misusing quotation marks or citations). Plagiarism of any kind is not acceptable nor will it be tolerated.

Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

Course Competencies/Goals:

The student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit IV: The Renaissance

The student will be able to

- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Describe “humanism” and show its effect on philosophy, education, attitudes toward politics, and the writing of history. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Evaluate the impact of classical models on Renaissance art, and what was “new” about Renaissance art. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective (“New Monarchies”; “Renaissance states”). **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli’s *The Prince*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**