Effective Semester / Session: Fall 2011

Type of Action:
- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 300

Course Title: Educational Psychology

Reason for initiating, revising, or canceling:
This course guide provides an update for the new textbook.

Roy Greenland
Proposer

7-20-11

Roy Greenland
Acting Department Chair

7-20-11

Barbara Merfalen
Dean of Academic Programs and Services

8-7-11
Northern Marianas College
CURRICULUM ACTION REQUEST

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John Jenkins
Proposer

Roy Greenland
Acting Department Chair

Barbara Merfalen
Dean of Academic Programs and Services

Date
Date
Date
1. **Department**
   School of Education

2. **Purpose**
   Educational Psychology is a foundation course for education majors across the United States. It provides teachers and prospective teachers with the basic insights and information they need to understand students and the learning process, to motivate students and manage student behavior, to develop effective instructional strategies, and to understand socio-cultural factors as they affect the education of children and adolescents.

3. **Description**

   A. **Required/Recommended Textbook(s) and Related Materials**
      Required:
      Readability level: Grade 12.

   B. **Contact Hours**
      1. **Lecture:** 3 hours per week / 45 hours per semester

   C. **Credits**
      1. **Number:** 3
      2. **Type:** Regular Degree Credits

   D. **Catalogue Course Description**
      Educational Psychology is a required course for all education majors. The course presents an analysis of the complex factors involved in learning, multiple intelligences, motivation for learning, individual differences in learning, the psychology of leadership, and socio-cultural factors as they affect education of children and youth. Prerequisites: Successful completion of all general education requirements with a grade of “C” or better and ED 105, ED 205, ED 211, ED 282 with a grade of “C” or better, or the permission of the Director of the SOE. Prerequisite: EN 202. Math Placement Level: MA 132. (Fall and Spring)
E. **Degree or Certificate Requirements Met by Course**
   Required for all Bachelor of Science in Elementary Education majors and may be taken as an elective by other interested students with permission of the Director of the SOE.

F. **Course Activities and Design**
   This course is designed to incorporate lectures, demonstrations, and assigned projects. Performance based skills from the projects will be evaluated by the instructor and other class members during classroom critiques.

4. **Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**
   Prerequisites: Successful completion of all general education requirements with a grade of “C” or better and ED 105, ED 205, ED 211, ED 282, with a grade of “C” or better or the permission of the Director of the SOE.

5. **Estimated Cost of Course; Instructional Resources Needed**
   Cost to the Student: Tuition/lab fee; educational material fee; textbook

   Cost to the College: Salary of the Instructor

   Instructional resources needed for this course include TV, VCR, laptop, speakers, computer projector, photocopied materials, maintenance of NMC websites and computer labs.

6. **Method of Evaluation**
   Student grades will be based on the regular letter grade system as described below:

   A: Excellent – grade points: 4.0;
   B: Above average – grade points: 3.0;
   C: Average – grade points: 2.0;
   D: Below average – grade points: 1.0;
   F: Failure – grade points: 0.0.

   NMC's grading and attendance policies will be followed.
7. **Course Outline**
   This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

1.0 Cognitive Development and Language
   1.1 Research in teaching
   1.2 Piaget's Theory of Cognitive Development
   1.3 Vygotsky's Sociocultural Perspective
   1.4 Applying educational psychology in the classroom
   1.5 Learner diversity

2.0 Personal, Moral, and Social Development
   2.1 Aggression and cooperation
   2.2 Socialization among family, peers and teachers
   2.3 Morality, social responsibility, and self-control
   2.4 Personal and social development

4.0 Individual Differences
   4.1 Multiple Intelligences
   4.2 Socioeconomic status
   4.3 Cultural diversity
   4.4 Gender differences
   4.5 Learning styles
   4.6 At-risk students
   4.7 Creating culturally compatible classrooms

5.0 Teaching Students with Exceptionalities
   5.1 Applicable public laws
   5.2 Learning disabilities
   5.3 Physical impairments
   5.4 Emotional/behavioral disorders
   5.5 The gifted and talented
   5.6 Integrating the exceptional child

6.0 Behavioral Views of Learning
   6.1 Contiguity
   6.2 Classical conditioning
   6.3 Operant conditioning
   6.4 Observational learning
   6.5 Applied Behavior Analysis
   6.6 Dealing with diversity through behaviorism
7.0 Cognitive Views of Learning
   7.1 An information-processing model
   7.2 Cognitive processes
   7.3 Long-term memory as a goal of teaching
   7.4 Metacognition: knowledge about cognitive processes

8.0 Cognitive Views of Learning Applications
   8.1 Types of cognitive learning
   8.2 Cognitive strategies (Ausubel & Bruner)
   8.3 Teaching for transfer

9.0 Social Cognitive and Constructivism
   9.1 Social learning theories
   9.2 Constructivism and situated learning
   9.3 Applications of constructivism

10.0 Increasing Student Motivation
    10.1 Theories of motivation
    10.2 Goals, interests, and emotions
    10.3 Personal factors in motivation
    10.3 The classroom: a model for promoting student motivation
    10.4 Cooperative learning: a tool for promoting motivation

11.0 Creating Learning Environments
    11.1 Establishing class procedures
    11.2 Designing learning spaces
    11.2 Student engagement
    11.4 Imposing penalties
    11.5 Family/community partnerships

12.0 Effective Teaching for Academic Learning
    12.1 Using instructional objectives
    12.2 Teacher-directed instruction
    12.3 Student-centered teaching
    12.4 Inclusive classrooms

13.0 Self-regulation, creativity and tolerance
    13.1 Self-regulation and agency
    13.2 Character and compassion
    13.3 Cooperative learning
    13.4 Encouraging creativity
14.0 Classroom Evaluation and Assessment
   14.1 The functions of classroom assessment
   14.2 Teacher-made tests (utilizing objectives)
   14.3 Accommodations in testing
   14.4 Alternative assessments (portfolios and project-based learning)
   14.5 Grading and reporting (percentages, checklists and rubrics)
   14.7 Normative and Standardized testing

8. **Instructional Goals**
   This course will introduce students to:

   1.0 Diversity in the classroom;

   2.0 The application of educational psychology in the classroom;

   3.0 A variety of theories of intellectual, moral, and social development (including those of Piaget, Kohlberg, Erikson, Brunner and Gardner);

   4.0 An outline of how children develop and grow from the early childhood years through adolescence;

   5.0 An explanation of individual differences and the implications those differences have for teaching;

   6.0 The content and implications of applicable public laws;

   7.0 The concept of learning from the behaviorist perspective;

   8.0 Cognitive views of learning theory and learning applications;

   9.0 Methods and activities for increasing student motivation;

   10.0 Plans and activities for managing classrooms, increasing student discipline, and intervening in problem situations;

   11.0 Behavioral and contextual models for instructional planning;

   12.0 A variety of theories, methods, and activities to enhance teaching effectiveness.
9. **Student Learning Outcomes**
Upon successful completion of this course, students will be able to:

1.0 Define diversity and outline plans for dealing with diversity in the classroom;

2.0 Explain applications of educational psychology in the classroom, such as, Ausubel & Bruner's cognitive strategies;

3.0 Name and discuss a variety of intellectual, moral, and social development theories, including those of Piaget, Kohlberg, and Erikson;

4.0 Outline how children develop and grow from early childhood through adolescence;

5.0 Define individual differences, state the implications individual differences have for teaching, and outline plans for dealing with children with exceptional abilities in the classroom;

6.0 Explain the content and discuss the implications of applicable public laws;

7.0 Discuss the concept of learning from the behaviorist perspective;

8.0 List and define cognitive views of learning theory and learning applications;

9.0 Discuss methods and plan activities for increasing student motivation;

10.0 Create plans and list activities for managing classrooms, increasing student discipline, and intervening in problem situations;

11.0 Describe behavioral and contextual models for instructional planning;

12.0 Describe a variety of theories, methods, and activities to enhance teaching effectiveness.
10. **Assessment Measures**
Assessment of student learning may include, but not be limited to, the following:

1.0  Essays
2.0  Quizzes
3.0  Projects
4.0  Final Exam
5.0  Self-assessment