

EPSY 302
EDUCATIONALPSYCHOLOGY 302
Educational Psychology

PREREQUISITES:

Education 202 or equivalent, Provisional or Full SARTE Status.

COURSEDESCRIPTION

Credit 3 hours. An investigation of contemporary research and practice in educational psychology, including such topics as behavioral and cognitive theories of learning, creativity and problem-solving, and classroom management and motivation.

Topics include education research, classroom management, motivation, creativity, problem solving, intelligence, and diversity. Consideration and sensitivity to the needs of special learners, varying socioeconomic levels, ethnicity, cultural differences, and gender equity will also be addressed in the course.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (sb), knowledge of the learner (kl), best pedagogical practices (pp), and content knowledge (ck). These components are based on current research about effective teaching and learning for novice and accomplished teachers. Our program reflects these critical components in order to prepare our teacher candidates from the beginning teacher education course through the student teaching experience and into a successful career.

RECOMMENDEDTEXTBOOK

Travers, J., Elliott, S. & Kratochwill, T. (1993). Educational psychology. Madison, WI:Brown & Benchmark.

COURSEOBJECTIVES

The student will be able to:

1. Define and give examples of essential terms associated with educational psychology. (ck)
2. Illustrate the influence of educational psychology on classroom practice. (sb,kl,pp,ck)
3. Describe major research methods and techniques and use this knowledge to analyze various research articles.(sb,kl,pp,ck)
4. Identify and explain major theories of cognitive development and language acquisition. (kl,ck)
5. Identify and explain major theories of psychosocial and moral development. (kl,ck)
6. Discuss the role that relationships play in learning and identify means of improving

relationships among various participants, including parents, and describe techniques for changing behavior.(sb,kl,pp,ck)

7. Explain cognitive learning and translate various theories into classroom practice. (sb,kl,pp,ck)
8. Describe several taxonomies of thinking skills and provide examples of their use in the classroom. (sb,kl,pp,ck)
9. Discuss the three domains of learning including the theoretical and practical basis for writing performance objectives. (sb,kl,pp,ck)
10. Explain the major theoretical bases and formats of intelligence tests. (ck)
11. Identify methods that promote the use of problem-solving strategies in the classroom. (sb,kl,pp,ck)
12. Describe contemporary motivational theories and relate them to classroom practices. (sb,kl,pp,ck)
13. Differentiate among and provide examples of goals, objectives, activities, and learning outcomes. (sb,kl,pp,ck)
14. Explain major learning theories.(kl,ck)
15. Describe various models of classroom management and judge the viability of each for varying levels of development.(sb,kl,pp,ck)
16. Explain key concepts necessary to understand individual differences and determine the impact of providing for exceptionalities within the classroom (PL94-142). (sb,kl,pp,ck)
17. Describe, compare and contrast various assessment techniques. (kl,pp,ck)
18. Ascertain the importance of standardized assessment and interpret standardized test scores. (sb,kl,ck)
19. Discuss ethical issues related to assessment techniques, test scores, and reporting procedures. (sb,kl,ck)

COURSE EVALUATION

Students will be evaluated through written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

ACCOMMODATIONS

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room #203 Student Union.

WRITING STYLE

Written work in this course must be completed in APA style.

REFERENCE LIST

Banks, J. A.(Ed.). (1993). Multicultural education: Issues and perspectives (2nd ed.).Boston: Allyn & Bacon.

Biehler, R.F., & Snowman, J. (1993). Psychology applied to teaching (7th ed.).

Boston:Houghton Mifflin.

Borich, G. D.,& Tombari, M. L. (1995). Educational psychology: A contemporary approach. New York: Harper Collins.

Dembo, M. H.(1991). Applying educational psychology in the classroom (4th ed). New York:Longman.

Hamacheck, D.E. (1990). Psychology in teaching, learning, and growing (4th ed.). Boston: Allyn & Bacon.

Haring, N. G.,& McCormick, L. (eds.). (1990). Exceptional -children and youth: An introduction to special education (5th ed.). Columbus: Merrill Publishing.

Jones, N.,& Frederickson, N. (1990). Refocusing educational psychology. New York:Palmer Press.

Kaplan, P. S.(1990). Educational psychology for tomorrow's teacher. St. Paul, MT: West.

Levin, J.,& Nolan, J. F. (1991). Principles of classroom management: A hierarchal approach. Boston: Allyn & Bacon.

McCowan, R. R.(1992). Educational psychology and classroom practice: A partnership. Boston: Allyn &Bacon.

Moll, L. C.(Ed.). (1990). Vygotsky and education: Instructional implications and applications of sociohistorical psychology. New York: Cambridge UniversityPress.

Ormrod, J. E.(1995). Educational psychology: Principles and applications. Englewood Cliffs, NJ: Merrill.

Owens, R. E., Jr. (1992). Language development: An introduction (3rd ed.). New York: Merrill.

Pressley, M.,& McCormick, C. B. (1995). Advanced educational psychology for educators, researchers, and policy makers. New York: Harper Collins College Publishing.

Pressley, M.,& McCormick, C. B. (1995). Cognition, teaching and assessment. New York Harper Collins College Publishing.

Routman, R.(1991). Invitations: Changing as teachers and learners K-12. Toronto: Irwin Publishing.

Siegler, R. S.(1991). Children's thinking (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Slavin, R. E.(1991). Educational psychology: Theory into practice (3rd ed). Boston:

Allyn & Bacon.

Stipek, D. J.(1993). *Motivation to learn: From theory to practice* (2nd ed.). Boston: Allyn & Bacon.

Tierney, R.J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher-Gordon Publishers.

Woolfolk, A.E. (1995). *Educational Psychology* (6th ed.). Boston: Allyn & Bacon.