SEU

COURSE SYLLABUS

Table of Contents

SECTION 1: COURSE INFORMATION

Format: Eight weeks.

Course ID: EDUC 2233

Course Title: Educational Psychology

College: College of Unrestricted Education

Prerequisites: None

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

This course is a study of student diversity, the principles and philosophy of human growth and development, motivation and learning theory, and how these are applied to teaching. Included are introductions to intelligence theories, cultural issues, instructional approaches, learning taxonomies, motivation, and different assessment tools.

Course Overview

In this course, you will gain a better understanding of the different factors that contribute to who each student is that steps foot in your classroom. Each year will be a different group of students that you will need to learn about and adapt your teaching to accommodate. This course will provide you with theories and information that will help you serve your students in the best way possible and teach them as individuals. I know it is not possible to teach every lesson five different ways. I was an educator for fifteen years, so I get it. However, knowing the variety of factors and variability students bring to the table, will allow you to reflect and adjust to be the most effective teacher possible. The more you know about your students and the better relationship you can develop with them, the more effective you will be. This course touches on student diversity, the principles and philosophy of human growth and development, motivation and learning theory, and how these are applied to teaching. You will also be introduced to intelligence theories, cultural issues, instructional approaches, learning taxonomies, motivation, and different assessment tools. Teaching is a complex, but very rewarding profession at the same time.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 4.95 (x hours per week).

Course Materials

> Snowman, J., McCown, R. & Biehler, R. (2014). *Psychology applied to teaching* (14th ed.). Belmont, CA: Wadsworth Cengage Learning.

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- Developing deep knowledge of learners and learning as well as general pedagogical knowledge
- Accommodating the differences and needs of English Language Learners in the classroom community with the goal of successful and positive learning experiences for all students
- Accommodating the differences and needs of Exceptional Learners in the classroom community with the goal of successful and positive learning experiences for all students
- Learning to think like teachers, making decisions based on sound theories of Educational Psychology and with the development of young learners in mind

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

1. Contrast teaching as an art and teaching as a science in light of educational psychology.
2. Describe the major theories of cognitive, psychosocial, and moral development as reflected in an educational setting.
3. Apply behaviorist, social, cognitive (information processing, constructivist) and humanistic learning theories to classroom practice.
4. Use evaluation and assessment procedures to determine the results of educational experiences.
5. Define learner variability (including culture, gender, learning style, language, and socioeconomic background) to classroom practice.
6. Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.
7. Describe the responsibilities and teaching strategies of an ESE-trained teacher to maintain a climate of openness, fairness, and support to the ESE

student.

8. Apply various taxonomies of educational objectives to the educational environment.
9. List well-planned techniques to manage individual and classroom behaviors.
10. Assess the complexities of the teacher's role as an educational psychologist.

Key Performance Indicators
Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments.
Successful students will:

1. Discuss various topics surrounding educational psychology, in depth, using applicable vocabulary and applying knowledge learned throughout the course.
2. Apply research skills on cultural awareness, classroom management techniques, demonstration of educational software, Florida Educator Accomplished Practices (FEAP's), and reflection of the three domains and taxonomies in written assignments or presentations.
3. Apply knowledge of various concepts and functions of educational psychology in a variety of assessments such as classroom management plans, KWL chart, conducting an interview, review activities, etc.
4. Develop your dream classroom.
5. Apply knowledge learned in the course to quizzes.

Late Work

None accepted.

Extra Credit

None accepted.

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS

Aim

When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn

When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply

When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1:

XX/XX/XX - XX/XX/XX

🎯 Aim:

- State the main focus of educational psychology.
- Contrast teaching as an art and teaching as a science in light of educational psychology.
- Describe the major theories of cognitive, psychosocial, and moral development as reflected in an educational setting.
- Explain how the complexities of the teacher's role encompasses educational psychology.

💡 Learn:

- **Read:** Chapter 1 - Applying Psychology to Teaching
- **Read:** Chapter 2 - Theories of Psychosocial and Cognitive Development
- **Read:** Begin reading your selected book from the provided list for your Cultural Awareness Task to be completed in Module 5
- **View:** resources (provided in course)

💻 Apply:

- Meet the Class
  - o Due: Saturday (initial post), Tuesday (response posts)
  - o Points: Ungraded

- Module 1 Discussion Forum
  - o ILOs: 10
  - o Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 30

- Book Selection for Cultural Awareness Task

- o ILOs: 6

- o Due: Saturday

- o Points: 10

- ➢ Module 1 Quiz

  - o ILO: 1, 2, 10

  - o Due: Tuesday

  - o Points: 30

MODULE 2:

XX/XX/XX - XX/XX/XX

◎ Aim:

- ➢ Describe one or more aspects of the physical, social, emotional, and cognitive development of various age-levels of students.
- ➢ Define intelligence.
- ➢ Contrast contemporary theories of intelligence and the traditional view. Provide examples of how Robert Sternberg and Howard Gardner's theories of intelligence can be used to guide classroom instruction.

💡 Learn:

- ➢ **Read:** Chapter 3 - Age-Level Characteristics
- ➢ **Read:** Chapter 4 - Understanding Student Differences
- ➢ **Read:** Continue reading your selected book for your Cultural Awareness Task to be completed in Module 5
- ➢ **View:** resources (provided in course)

💻 Apply:

- ➢ Module 2 Discussion Forum
    - o ILOs: 5
    - o Due: Saturday (initial post), Tuesday (response posts)
    - o Points: 30
- ➢ Interviewee Secured
    - o ILOs: 7
    - o Due: Tuesday
    - o Points: 10

- Computer Educational Software Demonstration
    - ILOs: 5, 7
    - Due: Tuesday
    - Points: 100

- KWL Chart for Computer Educational Software
    - ILOs: 5, 7
    - Due: Tuesday
    - Points: 20

- Module 2 Quiz
    - ILO: 2, 5
    - Due: Tuesday
    - Points: 30

MODULE 3:

XX/XX/XX - XX/XX/XX

◎ Aim:

➢ Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.

➢ Describe the four basic approaches to multicultural education.

➢ Describe learner variability and how it applies to classroom practices.

💡 Learn:

➢ **Read:** Chapter 5 - Addressing Cultural and Socioeconomic Diversity

➢ **Read:** Chapter 6 - Accommodating Student Variability

➢ **Read:** Continue reading your selected book for your Cultural Awareness Task to be completed in Module 5

➢ **View/read:** resources (provided in course)

🖥️ Apply:

➢ Module 3 Discussion Forum

  o ILOs: 5, 7

  o Due: Saturday (initial post), Tuesday (response posts)

  o Points: 30

➢ Cultural Awareness Task Checkpoint

  o ILOs: 5, 6

  o Due: Tuesday

  o Points: 20

➢ Module 3 Quiz

  o ILO: 5, 6, 7

  o Due: Tuesday

  o Points: 30

MODULE 4:

XX/XX/XX - XX/XX/XX

Aim:

➢ Identify the concepts of Behavioral Learning Theory.

➢ Apply the Behavioral Learning Theory: Operant Conditioning to classroom practices.

➢ Identify the concepts of Information-Processing Theory.

➢ Apply the Information-Processing Theory to classroom practices.

➢ Explain how the Behavioral Learning Theory: Operant Conditioning and Information-Processing Theory can be used with an ESE population of students.

Learn:

➢ **Read:** Chapter 7 - Behavioral Learning Theory: Operant Conditioning

➢ **Read:** Chapter 8 - Information-Processing Theory

➢ **Read:** Continue reading your selected book for your Cultural Awareness Task to be completed in Module 5

➢ **View:** resources (provided in course)

Apply:

➢ Module 4 Discussion

  o ILOs: 3, 7

  o Due: Saturday (initial post), Tuesday (response posts)

  o Points: 30

➢ Support System Interview (ESE Summary Paper)

  o ILOs: 7

  o Due: Tuesday

  o Points: 100

14

- ➤ Module 4 Quiz

    - ○ ILO: 3

    - ○ Due: Tuesday

    - ○ Points: 30

- ➤ ePortfolio Submission 1

    - ○ Due: Tuesday

    - ○ Points: 10

MODULE 5:

XX/XX/XX - XX/XX/XX

🎯 **Aim:**

- ➢ Apply the Social Cognitive Theory to classroom practices.
- ➢ Note how technology can be used to promote self-regulated learning.
- ➢ Apply the Constructivist Learning Theory, Problem Solving, and Transfer to classroom practices.
- ➢ Discuss how the Social Cognitive Theory and Constructivist Learning Theory, Problem Solving, and Transfer theories can be applied to classroom practices.

💡 **Learn:**

- ➢ **Read:** Chapter 9 - Social Cognitive Theory
- ➢ **Read:** Chapter 10 - Constructivist Learning Theory, Problem Solving, and Transfer
- ➢ **Read:** Finish reading your selected book for your Cultural Awareness Task to be completed in this module.
- ➢ **View:** resources (provided in course)

💻 **Apply:**

- ➢ Module 5 Discussion
  - o ILOs: 2, 3
  - o Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 30
- ➢ Cultural Awareness Task Project Presentation
  - o ILOs: 5, 6, 7
  - o Due: Tuesday
  - o Points: 200

- ➢ Module 5 Quiz
  - o ILOs: 2, 3
  - o Due: Tuesday
  - o Points: 30

MODULE 6:

XX/XX/XX - XX/XX/XX

🎯 Aim:

- Describe various factors that influence student motivation and how those factors play a part in that motivation.
- Provide examples of the ways in which self-perceptions influence student motivation.
- Identify authoritarian, permissive, and authoritative styles of teaching.
- Explain various techniques for classroom management and how you would apply them in your classroom.

💡 Learn:

- **Read:** Chapter 11 - Motivation and Perceptions of Self
- **Read:** Chapter 12 - Classroom Management
- **View/read:** resources (provided in course)

💻 Apply:

- Module 6 Discussion
    - ILOs: 5, 7, 9, 10
    - Due: Saturday (initial post), Tuesday (response posts)
    - Points: 30
- Classroom Management Techniques
    - ILOs: 9, 10
    - Due: Tuesday
    - Points: 50
- Module 6 Quiz
    - ILOs: 9, 10
    - Due: Tuesday
    - Points: 30

MODULE 7:

XX/XX/XX - XX/XX/XX

🎯 Aim:

- ➢ Explain why and how you would use the taxonomies in the cognitive, affective, and psychomotor domains to help you create educational objectives in an educational environment.

- ➢ Describe the humanistic approach to teaching and defend its usefulness as an approach to instruction.

- ➢ Note the elements that make up the social learning approach to teaching (also known as cooperative learning) and explain why it works.

- ➢ Compare and contrast different methods by which student learning can be assessed.

- ➢ Explain the various purposes of assessment and the kinds of evaluative judgments that derive from each purpose.

💡 Learn:

- ➢ **Read:** Chapter 13 - Approaches to Instruction
- ➢ **Read:** Chapter 14 - Assessment of Classroom Learning
- ➢ **View:** resources (provided in course)

💻 Apply:

- ➢ Module 7 Discussion

  - o ILOs: 4, 5, 8, 10

  - o Due: Saturday (initial post), Tuesday (response posts)

  - o Points: 30

- ➢ Three Domains/ Taxonomies Lesson & Reflection

  - o ILOs: 1, 2, 7, 10

- o Due: Tuesday

- o Points: 100

- ➢ Module 7 Quiz

  - o ILOs: 1, 3, 4, 5, 7, 8

  - o Due: Tuesday

  - o Points: 30

- ➢ ePortfolio Submission 2

  - o ILOs: 1, 2, 7, 8, 10

  - o Due: Tuesday

  - o Points: 10

MODULE 8:

XX/XX/XX - XX/XX/XX

🎯 Aim:

➢ Define the term "standardized test"; explain why reliability, validity, and norms are important characteristics of standardized tests; list four types of test scores; and point out how norm-referenced tests are different from criterion-referenced tests.

➢ Explain why and how standardized tests are being used for accountability purposes in education and analyze research findings on the effects of high-stakes testing.

➢ Explain ways to utilize and analyze student learning to shape and improve your teaching.

💡 Learn:

➢ **Read:** Chapter 15 - Understanding Standardized Assessment

➢ **Read:** Chapter 16 - Learning from Teaching

💻 Apply:

➢ Module 8 Discussion

  o ILOs: 4, 10

  o Due: Saturday (initial post), Tuesday (response posts)

  o Points: 30

➢ Classroom Dream Presentation

  o ILOs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

  o Due: Saturday

  o Points: 100

➢ Classroom Dream Presentation Discussion

- o ILOs: 2, 3, 7, 8, 9, 10

- o Due: Saturday (initial post), Tuesday (response posts)

- o Points: 30

- ➢ Module 8 Quiz

  - o ILOs: 4

  - o Due: Tuesday

  - o Points: 30

SECTION 4: ASSESSMENTS

Discussion Forums

Description

Discussion Question:

- ➢ Initial Response
  - o The initial post shall be no less than 200 words if written or 2-3 minutes if using video responses. Post should consist of applicable terminology to the course and address the prompt or question(s) with deep thought and critical thinking. Posts should contribute to the discussion and promote further discussion with peers.
- ➢ Follow-Up Discussion Responses:
  - o Students are required to submit at least two follow-up responses to another student's initial discussion post.
  - o Responses to the instructor will count towards one of your follow-up comments.
  - o The follow-up responses shall be no less than 100 words if written or 1-2 minutes if a video response.
  - o Responses should be thought provoking and encourage further discussion.

Discussion Question Response Deadline:

- ➢ Initial Response Deadline
  - o Saturday at 11:59 PM EST (unless otherwise posted)
- ➢ Follow-Up Responses Criteria and Deadline
  - o Students are required to submit at least two follow-up responses to another student's initial discussion post.
  - o Students are required to submit their initial post and two follow-up responses on separate days. As such, students must log into MyFIRE and submit discussion responses on at least three separate days during the week.
  - o Tuesday at 11:59 EST

Total Possible Points

240

Quizzes

Description

Quizzes will be required based on the textbook readings. They are open note and/or open book, but not "Open friend". You may not work collaboratively with others to complete them.

Total Possible Points

240

Assignments

Description

Various other assignments will be required throughout the course. The detailed instructions for each assignment can be found in the course.

Total Possible Points

390

Cultural Awareness Task Project Presentation

Description

FEAPs: 7.1: Relate the nature and role of culture, cultural groups, and individual cultural identities into learning experiences for all students.

This project involves individual reading on a specific cultural diversity topic (from the selection of books provided) and the creation of a screencast presentation on the topic.

➢ Eight to ten slides (not including the title or reference slide)

➢ Describe five issues addressed in your reading and provide solutions and teaching strategies to the issues addressed. Use additional support to reinforce strategies chosen to address the issues.

➢ Biblical integration expected on each of the issues

➢ APA formatting

➢ Proper grammar

➢ Be creative and use images with alt text for ADA compliance.

➢ Create a screencast of you presenting your presentation.

Total Possible Points

220

Classroom Dream Presentation

Description

➢ **FEAPs:**

   o (a).3.e - Relate & integrate the subject matter with other disciplines & life experiences.

➢ Students will be given a set of information from which students will develop a dream classroom and an interdisciplinary project for a set of imaginary students. Students will integrate key concepts and theories learned in this course in the design of the classroom and project. Considerations for English Language Learners and Exceptional Students are also required. Students will create a screencast presentation walking us through their dream classrooms (drawing or 3D creation).

25

The presentation should be 5-7 minutes. By choosing a specific grade and subject matter, students will relate and integrate the subject matter with other disciplines and life experiences. For example, students can design music, art, or physical education classrooms based on those disciplines and needs of related life experiences/curriculums for best practices.

- o Classroom set-up. NO BUDGET RESTRICTIONS! You can use www.4teachers.org, draw a picture, or make a 3-D classroom set-up, etc.

- o Classroom set-up (written explanation with 3 diversities addressed - 2 must be ESE & ESOL - You can also use gender as an extra one. Don't forget that talented and gifted is a branch of ESE (Exceptional Student Education))

- o Design the ideal classroom (with written explanation) Classroom Management plan they would like to implement and how they would run their classroom.

- o Present it to the class using screencast.

Total Possible Points

130