

COURSE OUTLINE

Psychology 150
Educational Psychology

I. Catalog Statement

Psychology 150 is designed to provide students with a fundamental understanding of the theoretical foundations of learning theories and their application in school settings. The course will focus on the evaluation of these applications as each contributed to the development of American Education. It will also provide a basis for understanding both failed and successful efforts toward remediation and reform, using psychology as a means of analysis.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Psychology 101 or Social Science 101; and Eligibility for English 101

II. Course Entry Expectations

Skills expectations: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 12th grade level or above;
2. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
3. take good lecture notes and follow complex oral directions;
4. demonstrate familiarity with major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology;
5. critically analyze major theoretical perspectives of psychology;
6. demonstrate knowledge and understanding of biological bases of behavioral and mental processes, sensation, perception, learning, memory, cognition, consciousness, individual differences, personality, social psychology, developmental changes across the lifespan, psychological disorders, emotion, and motivation;
7. describe and demonstrate an understanding of applied areas of psychology;
8. recognize and understand the impact of diversity on psychological research, theory, and application;

9. understand and apply psychological principles to personal experience as well as social and organizational settings.

III. Course Exit Standards

Upon successful completion of the required coursework, students will be able to:

1. define psychology as a science;
2. describe the major schools of psychology and discuss the role each has played in education;
3. analyze student characteristics and needs using principles of psychology;
4. compare and contrast behaviorist learning theory, constructivism, and cognitive psychology;
5. evaluate theories of teaching and learning;
6. discuss the relationship between the history of psychometrics and current trends in assessment;
7. apply principles of psychology to the classroom.

IV. Course Content

Faculty Contact Hours = 48 hours

A. Psychology and Science	6 hours
1. Ways of knowing and the scientific method	
2. Research as a resource to inform and improve teaching	
3. Action research versus traditional research	
B. The Subject Matter of Educational Psychology	4 hours
1. Students	
2. Families	
3. Communities	
4. Self	
C. Schools of Psychology and Education	4 hours
1. Psychodynamic psychology	
2. Behaviorism	
3. Cognitive psychology	
4. Humanistic psychology	
5. Biological psychology	
6. Sociocultural psychology	
D. Learning Theories	14 hours
1. Classical and operant conditioning	
2. Social cognitive learning and triadic reciprocal causation	
3. Information processing model	
4. Genetic epistemology	
5. Constructivism	
E. The Classroom	10 hours

1. Designing for learning
2. Motivation
3. Classroom management

- F. Assessment 10 hours
1. Psychometrics
 2. Distinguishing between standardized assessment and standardized instruction
 3. Summative and formative evaluation
 4. Rubric development
 5. Project based learning and assessment

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lecture;
2. discussion;
3. small group projects;
4. classroom observations;
5. on-line instruction;
6. field trips;
7. guest speakers.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. homework assignment (e.g. short reaction paper to NCLB legislation);
2. essays demonstrating application of concepts and critical thinking skills (e.g. the development of the student's own pedagogic creed);
3. research paper demonstrating use of sources and critical thinking skills (e.g. a proposal for a new approach to teaching and assessing math in 4th grade);
4. individual projects (e.g. presenting the pros and cons of *The Homework Myth*);
5. group projects (e.g. power point presentation of stages of cognitive development as they are applied to the classroom).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. three to four one-hour examinations and a final examination requiring demonstration of course exit standards;
2. class participation demonstrating course exit standards;
3. written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner.

VIII. Textbook(s)

Santrock, John. *Educational Psychology 5th Edition*. New York: McGraw Hill, 2010.

Print.
14th Grade Textbook Reading Level ISBN 978-0073378787

IX. Student Learning Outcomes

Upon successful completion of the required coursework in students will be able to:

1. describe the major schools of psychology and discuss the role each has played in education;
2. analyze student characteristics and needs using principles of psychology;
3. compare and contrast behaviorist learning theory, constructivism, and cognitive psychology;
4. evaluate theories of teaching and learning;
5. discuss the relationship between the history of psychometrics and current trends in assessment;
6. apply principles of psychology to the classroom.