**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**PSY 220 – Educational Psychology**

**Course Outline**

**Course Number & Name:**  PSY 220 Educational Psychology

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in PSY 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: The practical application of psychological principles to the educative process is explored. The theoretical ideas behind the practices are explained. Methods of student evaluation are considered. Techniques of motivating students are described and related to studies of efficient learning methods. Special problems of adjustment and their effects on school performance are discussed.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. discuss the significance of psychological theory in the field of education;

2. explain the major theories of the leading researchers;

3. describe the cognitive, emotional, and social development of the individual;

4. discuss the teacher’s important role in designing instruction appropriate to the stages of human development;

5. suggest teaching methods that help create a positive environment;

6. connect principles of educational psychology to the successful methods of teaching employed by historic and successful academicians; and

7. develop and apply academic critical thinking.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Discuss the significance of psychological theory in the field of education:

* 1. *discuss the difficulties teachers face when putting educational/psychological theory in practice;*
  2. *discuss the implication of psychological theory to meet the needs of teachers from various cultures, religious beliefs, and political persuasions;* and
  3. *analyze how the socio-economic background of students can affect, improve, or depress their learning*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Explain the major theories of the leading researchers:

2.1 *describe the basic elements of leading psychological theory;*

2.2 *connect teaching strategies to foundations of cognitive, behavioral, or humanistic theory;*

2.3 *describe the major theories of learning and apply them to classroom planning, management, and instruction;* and

2.4 *explain the meaningful use of Bloom’s taxonomy and grading rubrics*

3. Describe the cognitive, emotional, and social development of the individual:

3.1 *identify the stages of individual development;*

3.2 *interpret the behavior and/or understand students in relation to their individual, specific development in all areas (i.e., social, emotional, cognitive, and physical);* and

3.3 *state the characteristics of students at different grade levels by studying the many facets of human development and explain their implications for learning and instructional design*

4. Discuss the teacher’s important role in designing instruction appropriate to the stages of human development:

4.1 *analyze (discover) personal areas of strengths and weaknesses in regard to teaching according to academic standards;*

4.2 *explain what motivates students’ behavior and how to facilitate and motivate students’ learning;* and

4.3 *discuss and apply concepts of standardized and non-standardized assessment techniques to the teaching process in order to best assess student progress*

5. Suggest teaching methods that help create a positive environment:

5.1 *describe the individual differences and problems of adjustment in the classroom in an attempt to answer questions such as “Why do some students learn more than others?” and arrange these in the form of a model of the teaching/learning process within a safe environment;*

5.2 *design and practice collaborative learning, cooperative learning, and scaffolding;*

5.3 *identify and suggest teaching methods that ensure appropriate studying and learning techniques;*

5.4 *identify and suggest teaching methods that ensure the proper and timely distribution of course materials;*

5.5 *identify and suggest teaching methods that ensure the incorporation of ethics and significant diversity into the classroom environment;*

5.6 *develop a set of goals and objectives related to superior teaching and supported by tenets of educational psychology;*

5.7 *discuss how to deal with problems and classroom disruptions;* and

5.8 *create an active learning environment*

6. Connect principles of educational psychology to the successful methods of teaching employed by historic and successful academicians:

6.1 *describe the significance of the Socratic method of teaching and learning;*

6.2 *describe the significance of the Imhotep Kemetic method of teaching;* and

6.3 d*esign instructional objectives related to the domains of learning*

**Measurable Course Performance Objectives (MPOs)** (continued):

7. Develop and apply academic critical thinking:

7.1 *discuss the important role educational psychology plays in answering practical problems in education;* and

7.2 *raise essential questions, gather relevant information, and communicate with students to assist them in solving complex problems*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular and prompt attendance to all class sessions.

2. Participate in class discussions.

3.    Complete all assignments and take all quizzes and exams that are scheduled.

4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs 10 – 15%

Logs are written exercises designed to heighten student’s awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

**Methods of Evaluation:** (continued)

**% of**

**Grading Components final course grade**

* **Reaction Papers 15 – 20%**

Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or “self-help” books in psychology), discuss their “emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

* **Written/Oral Presentation of Child, Teenager, Adult, 15 – 25%**

**Agency, or Professional in the Field**

The written/oral presentation of the interview of a child, teenager, adult, agency, or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class and related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

**Methods of Evaluation:** (continued)

**% of**

**Grading Components final course grade**

* Exams (number of exams and dates specified by the instructor) **20 – 30%**

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

**Note**: The instructor will determine the specific components as appropriate for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Sternberg, R. J. & Williams, W. M. (2010). *Educational Psychology* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc./Merrill.

Note: It is the instructor’s discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

**Unit Areas/Topic**

1 Significance of Psychological Theory in Education – The utilization of psychological theory (or theories) in teaching. The consideration of theoretical-use based on students’ diversity and specific ways of learning.

2 Major Theories – An examination of the methods of Socrates, Howard Gardner, Slavin, and others to reach students relative to their learning abilities, learning styles, and interests.

3 Development of the Learner – The cognitive, emotional, physical, and social development of student learners.

4 Designing Appropriate Instructions – Assessing and designing appropriate lessons and teaching strategies to meet the needs of individual students.

5 Creating a Positive Learning Environment – Ensuring a safe, comfortable and secure environment that encourages learning with and without assistance from the teacher and dependent on various factors (e.g., assessments of students, diversity of students, learning styles, teacher’s competence and interests in teaching, as well as the inclusion of teaching tools, materials and other resources).

6 (Optional) Principles and Use of Early Teaching Methods – Use of teaching tools presented by ancient historic, successful academicians.

7 (Optional) Academic Critical Thinking – Open the door to critical questions, opinions, comments, and constructive criticism.

**Note:** In PSY 220, the instructor must cover Units 1 – 5 listed above minimally in any reasonable order throughout the semester/term. The instructor may include additional areas based on his/her expertise and/or interest.