









Syllabus
EDUC 2000
Educational Psychology
2024

Committee Members:

Amy Mancini & Beth Anson, Central Community College
N/A, Metropolitan Community College
Tyler Esch & Loretta Hauxwell, Mid-Plains Community College
N/A, Northeast Community College
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Facilitator: Nick Salestrom

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	05/29/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	05/31/2024	Not Offered
 Chief Academic Officer, Metropolitan Community College	06/07/2024	Decline
 Chief Academic Officer, Mid-Plains Community College	05/29/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	06/05/2024	Adopt
 Chief Academic Officer, Northeast Community College	05/30/2024	Adopt
 Chief Academic Officer, Southeast Community College	05/31/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	05/29/2024	Adopt

I. CATALOG DESCRIPTION

Course Number: EDUC 2000
Course Title: Educational Psychology
Pre-requisite: None

Course Description: This course is a study of the three focal areas in education: the learner, the learning process, and the learning environment. It is a survey of the principles of psychology as applied to classroom teaching, development, learning, motivation, evaluation, adjustment, and educational techniques and innovations.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Acquaint students with theories of cognitive, language, physical, social and emotional development.
2. Explore culture's effects upon learning.
3. Develop awareness of learner differences, learning styles, and age-level characteristics.
4. Explore motivation's relationship to learning.
5. Develop awareness of learning environments.
6. Survey influences on planning of teaching for academic learning.
7. Enable students to demonstrate knowledge of differences and types of classroom assessment and grading methods.
8. Discuss teaching as an art and as a science.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Compare theories of cognitive, language, physical, social and emotional development and their effects on classroom learning.
2. Describe culture's effects upon learning.
3. Describe challenges and ramifications of accommodating varying learning styles, differences, and ability levels.
4. Differentiate between intrinsic and extrinsic motivation and its effects on student learning.
5. Discuss environments, in and out of the classroom, that support/affect learning.
6. Evaluate different approaches to, and influences on, lesson planning, delivery, and effectiveness.
7. Evaluate different approaches to, and influences on, assessment.
8. Compare and contrast teaching as an art and teaching as a science.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Theories of cognitive development and language, physical, social and emotional development
- B. Culture and learning
- C. Learning styles and ability levels
- D. Motivation
- E. Learning environments
- F. Lesson planning and delivery
- G. Assessment
- H. Philosophy of teaching
- I. Age level characteristics

V. INSTRUCTIONAL MATERIALS

- A. Suggested Texts:
 - a. Woolfolk, Hoy (Pearson Education). Current Edition. *Educational Psychology*
 - b. Ormrod, Anderman, Anderman (Pearson Education). Current Edition. *Educational Psychology: Developing Learners*
 - c. Snowman et.al. (Cengage). Current Edition. *Psychology Applied to Teaching*
 - d. Snowman et.al. (Cengage). Current Edition. *Ed Psych*
 - e. (LumenLearning) Current Edition. *Educational Psychology*
- B. Supplemental Texts:
 - a. Bloom. *Taxonomy of Educational Objectives; Volumes 1 & 2*
http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Instructors should make use of and model varied pedagogical techniques, including several of the following:
1. Lecturing
 2. Small and large discussion groups
 3. Collaborative projects
 4. Peer response groups
 5. Journaling
 6. Conferencing
 7. Computer-aided instruction

VII. METHODS OF EVALUATION

- A. Methods of evaluation, although determined by the individual instructor, traditionally include a combination of the following:
1. Attendance and Participation
 2. Assignments
 3. Exams and/or Quizzes
 4. Performance and Observational Assessment
 5. Portfolios

Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.

VIII. INSTITUTIONAL DEFINED SECTION

- A. It is important for students to check requirements at the transfer institution they plan to attend.
- B. Other requirements as determined by instructor/college.