

Syllabus
EDUC2000
Educational Psychology
2018

Committee Members:

Craig Ratzlaff, Central Community College
Kweku Ocran, Little Priest Tribal College
Jessica Kunz, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
Kristine Sudbeck, Nebraska Indian Community College
No Representative, Northeast Community College
Kim Paul, Southeast Community College
No Representative, Western Community College

Facilitator: Tyler Esch

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

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| <u><i>Deb Brennan</i></u> Deb Brennan (Apr 10, 2018) Chief Academic Officer, Central Community College | Adopt |
| <u><i>Janyce L. Woodard</i></u> Janyce L. Woodard (Apr 9, 2018) Chief Academic Officer, Little Priest Tribal College | Adopt |
| <u><i>Tom McDonnell</i></u> Tom McDonnell (Apr 24, 2018) Chief Academic Officer, Metropolitan Community College | Adopt |
| <u><i>Jody Tomanek</i></u> Jody Tomanek (Apr 9, 2018) Chief Academic Officer, Mid-Plains Community College | Adopt |
| <u><i>Kristine Sudbeck</i></u> Kristine Sudbeck (May 1, 2018) Chief Academic Officer, Nebraska Indian Community College | Not Offered |
| <u><i>Lyle Kathol</i></u> Lyle Kathol (Apr 11, 2018) Chief Academic Officer, Northeast Community College | Not Offered |
| <u><i>Dennis Headrick</i></u> Dennis Headrick (Apr 9, 2018) Chief Academic Officer, Southeast Community College | Adopt |
| <u><i>Kim Kuster Dale</i></u> Kim Kuster Dale (Apr 11, 2018) Chief Academic Officer, Western Nebraska Community College | 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. Develop awareness of culture and its effects upon learning.
3. Develop awareness of learner differences and learning styles.
4. Develop awareness of motivation in relationship to learning.
5. Develop awareness of learning environments.
6. Develop awareness of factors that influence the planning of teaching for academic learning.
7. Enable students to demonstrate knowledge of differences and types of classroom assessment and grading methods.
8. Differentiate between teaching as an art and as a science.
9. Describe age level characteristics.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

For Objective 1 (INTASC #2):

1(a). Examine and compare theories of cognitive, language, social, physical, and emotional development.

1(b). Conclude how differences in these theories affect classroom learning.

For Objective 2 (INTASC #3, 10):

2(a). Identify cultural effects on learning.

2(b). Examine and compare those cultural effects on learning.

For Objective 3 (INTASC #3, 7, 9, 10):

3(a). Examine challenges and ramifications of planning to accommodate varying learning styles and ability levels.

3(b). Associate awareness of learner differences and learning styles with personal learning.

For Objective 4 (INTASC #3, 5, 6, 8):

4(a). Differentiate between intrinsic and extrinsic motivation and its effects on student learning.

4(b). Analyze the impact of extrinsic factors on motivation.

For Objective 5 (INTASC #1, 2, 3, 5, 10):

5(a). Identify intellectual, moral, physical, emotional, and social environments.

5(b). Imagine environments, in and out of the classroom, that support/affect learning.

For Objective 6 (INTASC #1, 4, 7):

6(a). Recognizing different approaches to lesson planning and delivery.

6(b). Distinguish the influence on lesson design of local, state, and federal policies.

6(c). Interpret the effects of individual differences on the instructional planning process.

For Objective 7 (INTASC #1, 4, 7):

7(a). Recognizing different approaches to lesson planning and delivery.

7(b). Distinguish the influence on lesson design of local, state, and federal policies.

7(c). Interpret the effects of individual differences on the instructional planning process.

For Objective 8 (INTASC #1, 4, 7):

8(a). Compare and contrast the basis of teaching as an art and teaching as a science.

8(b). Develop and/or refine a philosophy of teaching.

For Objective 9 (INTASC #2, 3, 4, 5, 6):

9(a). Understand developmentally appropriate age-level characteristics.

9(b). Understand the impact of the range of developmental levels within classrooms.

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

Suggested Text

- A. Suggested texts
Woolfolk, Hoy (Pearson Education). Current Edition. *Educational Psychology*
Snowman et.al. (Cengage). Current Edition. *Psychology Applied to Teaching*
Snowman et.al. (Cengage). Current Edition. *Ed Psych*
- B. Supplemental Texts:
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 includes a combination of the following:
 - 1. Attendance and Participation
 - 2. Daily Assignments
 - 3. Written Exams and/or Quizzes
 - 4. Performance and Observational Assessment
 - 5. Revisions

- 6. Final Drafts
- 7. Portfolios

B. Instructors will distribute and discuss evaluation and grading policies with their students at the beginning/during the term.

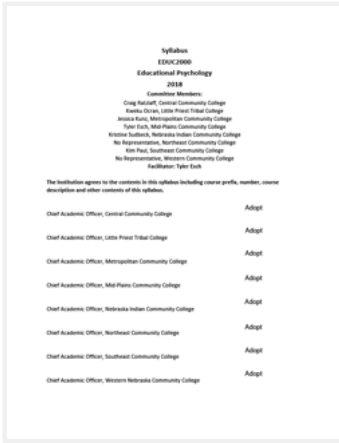
VIII. INSTITUTIONAL DEFINED SECTION

- 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.

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