



EDUC 260 Educational Psychology  
Instructor  
Spring 2014 - ONLINE  
Dakota College at Bottineau

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Educational Psychology	<b>Instructor:</b> Tanya R. Mooney, M. Ed.
<b>Course Prefix/Number:</b> EDUC 260	<b>Office:</b> Online
<b>Class Location:</b> Online	<b>Office Hours:</b> Online
<b>Lecture/Lab Schedule:</b> Online	<b>Instructor Contact Information:</b> <i>Phone: 480-696-0127</i>  <i>Email: tanya.mooney@dakotacollege.edu</i>
<b>Credits: 3</b>	
<b>Pre-/Co-requisites:</b> EDUC 250 Introduction to Education	

**Course Description:** EDUC 260 is intended to provide the student with knowledge about the field of educational psychology and particularly how those ideas apply to effective teaching practices in the classroom. The course will focus on the following essential questions: How should the development of children and adolescents influence our classrooms and teaching practices? How do people learn? How do cognitive, motivational, environmental and cultural factors influence learning?

**Relationship to Campus Theme:** The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions to higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instructional techniques.

**Goals/Objectives:** Upon completion of this course, students will be able to:

- Discuss authorities and theories in the fields of educational psychology
- Explain the relationship between theories and educational practice
- Analyze and reflect upon classroom interactions and structures
- Employ ideas from the field of educational psychology to design appropriate education experiences



### Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	In-class activities; Mini-experiments; Reflections; Critique; Midterm; Final
Rationale for assessment	SEP8K1	Mini-experiments; Final
Common concerns of families of individuals with exceptional learning needs	SEP10K1	In-class activities; Midterm
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Use universal precautions and assist in maintaining a safe, healthy learning	SEP5S2	Mini-experiments; Final
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Mini-experiments; Midterm

*CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.*

### Required Textbooks and Materials:

Ormrod, J. (2011). *Educational psychology: Developing learners* (7<sup>th</sup> ed.). Upper Saddle River, NJ:

Pearson-Merrill Prentice Hall.

### Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points Possible	Points Received
<i>In-Class Activities:</i> Students are expected to participate in various in-class activities, which will be individual or small group, designed to facilitate the learning process. These activities may not be made up in the event of absenteeism unless documentation is provided showing a medical or other emergency. (15 total/10 pts ea)	2K1, 10K1	150	
<i>Mini-Experiments:</i> Students will conduct 3 mini-experiments to apply class concepts to real-life situations. Through this activity, students will also be introduced to basic elements of empirical research. Experiments will conclude with a final report. (25 pts each)	2K1, 8K1, 5S2, 5S4	75	
<i>Reflections on Class Content:</i> Students will choose to assess, critique and reflect upon two specific topics, class discussions or lectures in an effort to make connections between ideas. The goal of this assignment is to demonstrate critical thinking and insights with regards to course material. Students will complete two reflections during the course. (25 pts each)	2K1	50	
<i>Research Critique:</i> This paper gives students the opportunity to expand their knowledge of course material and gain a perspective on educational issues. Students will select a journal article to summarize, analyze and discuss.	2K1, 9S9	75	



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<i>Midterm:</i> The midterm will cover material from the first half of the course and will include material from assigned readings, lectures and class discussions.	2K1, 10K1, 5S4	100	
<i>Final:</i> The final will cover material from the second half of the course and will include material from assigned readings, lectures and class discussions.	2K1, 8K1, 5S2	100	
Total Points Possible & Received:		550	/550

**Grades:** *Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

### **Academic and Institution Policies:**

#### Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together on valued assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

Written work is screened using plagiarism detection software. If plagiarism is detected the student is notified and receives an automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.

#### Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.



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### Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

### Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.



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**Tentative Course Outline** (*Subject to Change*)

**All work associated with this course is due by Monday, May 12<sup>th</sup> at noon, CST.**

Week	Discussion Topic and Activities	Readings	Assignments/ Assessments
Week 1: Jan 13-19	Welcome & Introduction to Educational Psychology	Syllabus Introductory Items	Activity #1
Week 2: Jan 20-26	Cognitive and Linguistic Development	Chapter 2	Activity #2
Week 3: Jan 27- Feb 2	Personal and Social Development	Chapter 3	Mini-Experiment #3 Activity #1
Week 4: Feb 3-9	Group Differences	Chapter 4	Activity #4
Week 5: Feb 10-16	Individual Differences and Special Needs	Chapter 5	Activity #5
Week 6: Feb 17-23	Learning and Cognitive Processes	Chapter 6	Activity #6
Week 7: Feb 24- Mar 2	Knowledge Construction	Chapter 7	Mini-Experiment #2 Activity #7
Week 8: Mar 3-9	Complex Cognitive Processes	Chapter 8	Reflection #1 Activity #8
Week 9: Mar 10- 16	Midterm		
<b>Spring Break March 17-23</b> No EDUC260 online coursework or participation due or required this week.			
Week 10: Mar 24- 30	Behaviorist Views of Learning	Chapter 9	Activity #9
Week 11: Mar 30- Apr 6	Social Cognitive Views of Learning	Chapter 10	Mini-Experiment #3 Activity #10
Week 12: Apr 7-13	Motivation and Affect	Chapter 11	Activity #11
Week 13: Apr 14- 20	Instructional Strategies	Chapter 12	Activity #12
Week 14: Apr 21- 27	Creating a Productive Learning Environment	Chapter 13	Research Critique Activity #13
Week 15: Apr 28- May 4	Classroom Assessment Strategies	Chapter 14	Activity #14
Week 16: May 5- 11	Summarizing Students’ Achievement and Abilities	Chapter 15	Reflection #2 Activity #15
Due no later than Monday, May 12 <sup>th</sup> at noon.	Final		