Course Prefix/Number/Title: EDUC 260 Educational Psychology

Number of Credits: 3

Course Description: This course introduces the fundamental psychological principles underlying education and examines how these principles can be applied in the class setting to facilitate learning. It includes discussion of relevant theories and topics including student needs, learning styles, cognitive processing, reflecting teaching, and characteristics of learning environment and student assessment. This course introduces humanistic, cognitive, behavioral, and psychological models of classroom management

Pre-/Co-requisites: None

Course Objectives: The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

Instructor: Erika Hamilton, Ed.S.

Office: Thatcher 203

Office Hours: M/W/F: 10:00-11:00, T/R: 11:00-12:00

Phone: 701-228-5425

Email: Erika.hamilton@dakotacollege.edu

Lecture/Lab Schedule: T/R 12:30-1:45, Thatcher 1108

Textbook(s): *Educational Psychology* Fifiteeth Edition, Anita Wollfolk and Ellen L. Usher
        ISBN: 978-0-13-6944904

Course Requirements:
- Attend class sessions and be an active participant
- Complete course reading requirements and assignments in a timely fashion

Tentative Course Outline:

- Weeks 1 and 2: Module One – Setting the Stage, Meeting the Players
    - Chapter One: Learning, Teaching, and Educational Psychology
    - Chapter Two: Who are you? Who are your Students? Cutlure and Diversity

- Weeks 3 – 6: Module Two – Development: Similarities and Differences
    - Chapter Three: Cognitive Development
    - Chapter Four: The Self, Social, and Moral Development
    - Chapter Five: Learner Differences and Learning Needs
    - Chapter Six: Language Development, Language Diversity, and Immigrant Education

- Weeks 7-12 Module Three – Learning and Motivation
  - Chapter Seven: Behavioral Views of Learning
  - Chapter Eight: Cognitive Views of Learning
  - Chapter Nine: Complex Cognitive Processes
  - Chapter Ten: Constructivism and Interactive Learning
  - Chapter Eleven: Social Cognitive Views of Learning and Motivation
  - Chapter Twelve: Motivation in Learning and Teaching
- Weeks 13-15 Module Four – Teaching and Assessing
  - Chapter Thirteen: Creating Supportive Learning Environments
  - Chapter Fourteen: Teaching Every Student
  - Chapter Fifteen: Classroom Assessment, Grading, and Standardized Testing

- Week 16 Final Assessments

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

Relationship to Campus Focus: 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 education 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 instruction techniques

Classroom Policies:
- Regular participation is expected in order to finish all requirements of the class
- Learning activities will require internet connectivity
- Work completed shall be your own.

Student Email Policy:
Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:
According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:
Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:
Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are

required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:
Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. - In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	- Determine if the use of generative AI could enhance student learning in any assignment of project. - Clearly indicate in all course syllabi if generative AI is allowable for any academic work. - If allowable, give specific parameters for how and when generative AI may be used. - If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.