

## **EDUC 260 - Educational Psychology**

Dakota College Bottineau, Spring 2020

Tuesday and Thursday - 12:30-1:45

3 Semester Credits

**Instructor:** Ms. Jackie Migler, MS

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**Office:** Thatcher 2213, Tuesday and Thursday, 8:00 – 10:30, Monday and Wednesday, 8:00 – 4:00, Friday by appointment

**Text Book:** Ormrod, Jeanne Ellis; Anderman, Eric M.; and Anderman, Lynley (2017)  
*Educational Psychology: Developing Learners* 9th Edition ISBN – 978013402243-7

**Resources:** This course will use the Internet for viewing videos and various sites exploring educational information. Please make sure that you have access to a computer/internet. There will be additional discussion papers, supplemental readings, and reading assignments that will be required.

**Course Description:** This course will provide the student with knowledge about the field of educational psychology including development and diversity, learning and motivation, and classroom strategies. The course will explore how these concepts apply to effective teaching practices in the classroom.

**Prerequisites:** None

### **Course Goals:**

Upon completion of this course, students will be able to:

- Understand teaching as an evidence based practice
- Differentiate and explain the main points of theories of cognitive development
- Describe the implications of moral and prosocial development over the course of childhood and adolescence
- Apply knowledge to identify effective strategies for working with diverse populations
- Explain how to adapt instruction and classroom practice for the unique strengths and limitations of students with special needs.
- Explain the learning and cognitive processes as it relates to memory
- Describe behavioral strategies including reinforcement, punishment, modeling, self-efficacy, self-regulation, and motivation
- Discuss instructional strategies for use in the classroom including task analysis, identifying goals, cooperative learning, peer tutoring, and reciprocal teaching.
- Identify how they will set up a productive learning environment
- Identify classroom assessment strategies and their purposes

### **Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percentage of total points possible. Drop quizzes may not be made up. There will be a one week grace period to make up any missed exams or assignments (at the discretion of the professor). Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are based on the following criteria:

A - 89.5 - 100% of the total points

B - 79.5 - <89.5% of the total points

C - 69.5 - <79.5% of the total points

D - 59.5 - <69.5% of the total points

F - <59.5% of the total points

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

<b><u>WEEK:</u></b>	<b><u>Discussion Topic and Activities:</u></b>	<b><u>Assignment/Readings:</u></b>
Week 1	T - Review syllabus, Questionnaire, Overview of the Class TH - Evidence based practice, research types, research in your classroom setting, collecting data and drawing conclusions, effective study strategies	Read Chapter 1 for TH (week 1)
Week 2	Brain development and influence on learning, Piaget, Vygotsky, language development	Read Chapter 2 for T (week 2)
Week 3	Personality development, self-perception, peer relationships and interpersonal understandings, social cognition, moral and prosocial development Th – lecture, study guide	Read Chapter 3 for T (week 3)
Week 4	<b>T - EXAM</b>	<b><u>EXAM #1 (1-3) - T</u></b>

	TH - Differences - gender, SES, at risk, cultural and ethnic	Read Chapter 4 for TH (week 4)
Week 5	Intelligence, Cognitive styles and dispositions, IDEA (special education), adapting instruction	Read Chapter 5 for T (week 5)
Week 6	Cognitive Psych views on learning, Memory, Long term memory storage, knowledge construction, diversity in Cognitive processes	Read Chapter 6 for T (week 6)
Week 7	Metacognition and learning strategies, transfer, problem solving, creativity, critical thinking, diversity and accommodating differences Th – lecture and study guide	Read Chapter 7 for T (week 7)
Week 8	<b>T - EXAM</b>  TH - 5 basic assumptions on theories of learning, social interactions, cultures, society and technology, academic domains	<b><u>EXAM #2: (4-7) on T</u></b>  Read Chapter 8 for TH (week 8)
Week 9	Behaviorism, classical conditioning, instrumental conditioning, strategies for encouraging productive behaviors, strategies for discouraging undesirable behaviors, addressing difficult behaviors, behaviors and consequences	Read Chapter 9 for T (week 9)
Week 10	Social Cognitive Theory, reinforcement and punishment, modeling, self-efficacy, self-regulation, theoretical perspectives of learning	Read Chapter 10 for T (week 11)
Week 11	Spring Break	XXXXXXXXXXXX
Week 12	Motivation (Intrinsic and Extrinsic), Basic Human Needs, Effects on motivation	Read Chapter 11 for T (week 12)

	(cognitive and sociocultural, teacher), TARGETS, affect and its effects, motivating students, study guide	
	<b>Exam #3</b>	<b><u>EXAM #3 (Ch 8-11)</u></b>
Week 13	Instructional principles, planning, appropriate instructional strategies (teacher/learner), instructional goals	Read Chapter 12 (week 13)
Week 14	Setting conducive to learning, sense of community, dealing with misbehaviors, aggression and violence, PBIS, CPI, discipline, zero tolerance, FBA, BIP, restorative justice	Read Chapter 13 (week 14)
Week 15	Forms and purposes of assessment, using assessment and feedback, Qualities of good assessment, informal and formal assessment, diversity	Read Chapter 14 (week 15)
Week 16	Summarizing the results of assessment, final class grades, portfolios, standardized tests, high stakes testing, diversity, confidentiality and communication	Read Chapter 15 (week 16)
Week 17	Trauma Sensitive Schools, review	
	<b>Exam #4</b>	<b><u>Exam #4 covering Ch 12-15</u></b>

**May 3 - Final Exam covering Ch 12-15**

**Tentative Course Assignments and Assessments:**

There will be weekly readings, assignments and assessments.

<b><u>Week (Date Due):</u></b>	<b><u>Assignment:</u></b>	<b><u>Points</u></b>
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Weekly	Participation attendance points	5 points per week
Week 4	Exam 1 (1-3)	50 points
Week 5	Outline of research paper	20 points
Week 8	Exam 2 (4-7)	50 points
Week 10	Research paper	100 points
Week 12	Exam 3 (8-11)	50 points
Week 13	Behavior plan	30 points
Week 15	Review of state assessment site	20 points
Quizzes or in class work		
Week 17	Final (12-15)	50 points

**Additional assignments and quizzes may be added.**

### **Paper Requirements:**

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited and a reference page must be provided. Further information regarding topic, required content and scoring rubric will be provided.

### **Exams:**

There will be four exams given in this course. Additional information regarding the content of the exams will be given prior to the exam administration. A study guide will be provided for each exam. Exams are open book, open note.

### **Class Participation:**

**Attendance in class is very important.** Participation/attendance points will be given for each class. If you need to miss a class, please let me know by email prior to the class.

### **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 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:**

- Please follow respectful etiquette regarding cell phones and related technology. If you must take a call (for an emergency), please take the call in the hallway. If these technologies are used in the classroom and become a disruption to the class, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors and guests.

### **Academic Integrity:**

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook. **“Faculty members have the prerogative of determining the penalty for prohibited academic conduct in their classes. Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case.”**
- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in classroom discussions. Lack of attendance and participation will affect your final grade. The student is responsible for the information presented in class whether they are in attendance or not.

### **Confidentiality:**

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

### **Disabilities and Special Needs:**

If you have a disability for which you are or may be requesting an accommodation, please contact me as early as possible in the semester so that we can work together to most appropriately meet your needs.