

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2011

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

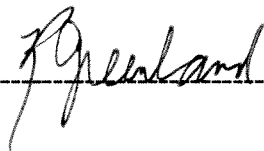
Course Alpha and Number: ED 300

Course Title: Educational Psychology

Reason for initiating, revising, or canceling:

This course guide provides an update for the new textbook.

Roy Greenland




7-20-11

Proposer

Date

Roy Greenland

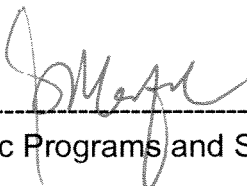


7-20-11

Acting Department Chair

Date

Barbara Merfalen



8-8-11

Dean of Academic Programs and Services

Date

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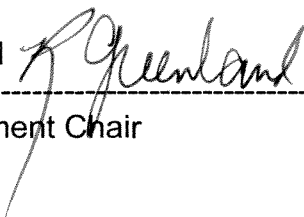
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John Jenkins

Proposer

Date

Roy Greenland



7-20-11

Acting Department Chair

Date

Barbara Merfalen

Dean of Academic Programs and Services

Date

Northern Marianas College

Course Guide

Course: ED 300 Educational Psychology

1. Department

School of Education

2. Purpose

Educational Psychology is a foundation course for education majors across the United States. It provides teachers and prospective teachers with the basic insights and information they need to understand students and the learning process, to motivate students and manage student behavior, to develop effective instructional strategies, and to understand socio-cultural factors as they affect the education of children and adolescents.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Woolfolk, A. Educational Psychology. 10th Edition (Active Learning Edition). Allyn & Bacon 2007.

Readability level: Grade 12.

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester

C. Credits

1. **Number:** 3

2. **Type:** Regular Degree Credits

D. Catalogue Course Description

Educational Psychology is a required course for all education majors. The course presents an analysis of the complex factors involved in learning, multiple intelligences, motivation for learning, individual differences in learning, the psychology of leadership, and socio-cultural factors as they affect education of children and youth.

Prerequisites: Successful completion of all general education requirements with a grade of "C" or better and ED 105, ED 205, ED 211, ED 282 with a grade of "C" or better, or the permission of the Director of the SOE. Prerequisite: EN 202. Math Placement Level: MA 132. (Fall and Spring)

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E. Degree or Certificate Requirements Met by Course

Required for all Bachelor of Science in Elementary Education majors and may be taken as an elective by other interested students with permission of the Director of the SOE.

F. Course Activities and Design

This course is designed to incorporate lectures, demonstrations, and assigned projects. Performance based skills from the projects will be evaluated by the instructor and other class members during classroom critiques.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisites: Successful completion of all general education requirements with a grade of "C" or better and ED 105, ED 205, ED 211, ED 282, with a grade of "C" or better or the permission of the Director of the SOE.

Prerequisite: EN 202. Math Placement Level: MA 161.

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition/lab fee; educational material fee; textbook

Cost to the College: Salary of the Instructor

Instructional resources needed for this course include TV, VCR, laptop, speakers, computer projector, photocopied materials, maintenance of NMC websites and computer labs.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Cognitive Development and Language
 - 1.1 Research in teaching
 - 1.2 Piaget's Theory of Cognitive Development
 - 1.3 Vygotsky's Sociocultural Perspective
 - 1.4 Applying educational psychology in the classroom
 - 1.5 Learner diversity

- 2.0 Personal, Moral, and Social Development
 - 2.1 Aggression and cooperation
 - 2.2 Socialization among family, peers and teachers
 - 2.3 Morality, social responsibility, and self-control
 - 2.4 Personal and social development

- 4.0 Individual Differences
 - 4.1 Multiple Intelligences
 - 4.2 Socioeconomic status
 - 4.3 Cultural diversity
 - 4.4 Gender differences
 - 4.5 Learning styles
 - 4.6 At-risk students
 - 4.7 Creating culturally compatible classrooms

- 5.0 Teaching Students with Exceptionalities
 - 5.1 Applicable public laws
 - 5.2 Learning disabilities
 - 5.3 Physical impairments
 - 5.4 Emotional/behavioral disorders
 - 5.5 The gifted and talented
 - 5.6 Integrating the exceptional child

- 6.0 Behavioral Views of Learning
 - 6.1 Contiguity
 - 6.2 Classical conditioning
 - 6.3 Operant conditioning
 - 6.4 Observational learning
 - 6.5 Applied Behavior Analysis
 - 6.6 Dealing with diversity through behaviorism

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- 7.0 Cognitive Views of Learning
 - 7.1 An information-processing model
 - 7.2 Cognitive processes
 - 7.3 Long-term memory as a goal of teaching
 - 7.4 Metacognition: knowledge about cognitive processes

- 8.0 Cognitive Views of Learning Applications
 - 8.1 Types of cognitive learning
 - 8.2 Cognitive strategies (Ausubel & Bruner)
 - 8.3 Teaching for transfer

- 9.0 Social Cognitive and Constructivism
 - 9.1 Social learning theories
 - 9.2 Constructivism and situated learning
 - 9.3 Applications of constructivism

- 10.0 Increasing Student Motivation
 - 10.1 Theories of motivation
 - 10.2 Goals, interests, and emotions
 - 10.3 Personal factors in motivation
 - 10.3 The classroom: a model for promoting student motivation
 - 10.4 Cooperative learning: a tool for promoting motivation

- 11.0 Creating Learning Environments
 - 11.1 Establishing class procedures
 - 11.2 Designing learning spaces
 - 11.2 Student engagement
 - 11.4 Imposing penalties
 - 11.5 Family/community partnerships

- 12.0 Effective Teaching for Academic Learning
 - 12.1 Using instructional objectives
 - 12.2 Teacher-directed instruction
 - 12.3 Student-centered teaching
 - 12.4 Inclusive classrooms

- 13.0 Self-regulation, creativity and tolerance
 - 13.1 Self-regulation and agency
 - 13.2 Character and compassion
 - 13.3 Cooperative learning
 - 13.4 Encouraging creativity

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- 14.0 Classroom Evaluation and Assessment
 - 14.1 The functions of classroom assessment
 - 14.2 Teacher-made tests (utilizing objectives)
 - 14.3 Accommodations in testing
 - 14.4 Alternative assessments (portfolios and project-based learning)
 - 14.5 Grading and reporting (percentages, checklists and rubrics)
 - 14.7 Normative and Standardized testing

8. Instructional Goals

This course will introduce students to:

- 1.0 Diversity in the classroom;
- 2.0 The application of educational psychology in the classroom;
- 3.0 A variety of theories of intellectual, moral, and social development (including those of Piaget, Kohlberg, Erikson, Brunner and Gardner);
- 4.0 An outline of how children develop and grow from the early childhood years through adolescence;
- 5.0 An explanation of individual differences and the implications those differences have for teaching;
- 6.0 The content and implications of applicable public laws;
- 7.0 The concept of learning from the behaviorist perspective;
- 8.0 Cognitive views of learning theory and learning applications;
- 9.0 Methods and activities for increasing student motivation;
- 10.0 Plans and activities for managing classrooms, increasing student discipline, and intervening in problem situations;
- 11.0 Behavioral and contextual models for instructional planning;
- 12.0 A variety of theories, methods, and activities to enhance teaching effectiveness.

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9. Student Learning Outcomes

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

- 1.0 Define diversity and outline plans for dealing with diversity in the classroom;
- 2.0 Explain applications of educational psychology in the classroom, such as, Ausubel & Bruner's cognitive strategies;
- 3.0 Name and discuss a variety of intellectual, moral, and social development theories, including those of Piaget, Kohlberg, and Erikson;
- 4.0 Outline how children develop and grow from early childhood through adolescence;
- 5.0 Define individual differences, state the implications individual differences have for teaching, and outline plans for dealing with children with exceptional abilities in the classroom;
- 6.0 Explain the content and discuss the implications of applicable public laws;
- 7.0 Discuss the concept of learning from the behaviorist perspective;
- 8.0 List and define cognitive views of learning theory and learning applications;
- 9.0 Discuss methods and plan activities for increasing student motivation;
- 10.0 Create plans and list activities for managing classrooms, increasing student discipline, and intervening in problem situations;
- 11.0 Describe behavioral and contextual models for instructional planning;
- 12.0 Describe a variety of theories, methods, and activities to enhance teaching effectiveness.

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10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Essays
- 2.0 Quizzes
- 3.0 Projects
- 4.0 Final Exam
- 5.0 Self-assessment