

**SYLLABUS**  
**EDUC 250: EDUCATIONAL PSYCHOLOGY**  
**FALL 2015**

Course Information:

Course #: EDUC 250  
 Credits: 3 credits  
 Prerequisite: ECED 130 or EDUC 240  
 Offered: Fall  
 Time: TR 9:00-10:50  
 Location: EDUC 115

Personal Information:

Instructor: Dr. Carol L. Baldwin  
 Office: CHARLO 102  
 Office hours: MWR 1:00-3:00 & by appt.  
 Drop-ins welcome  
 Telephone: 275-4892  
 Email: c\_baldwin@skc.edu

**REQUIRED MATERIALS:**

**Text:** Santrock, John W. (2011). *Educational Psychology (5<sup>th</sup> Ed.)* McGraw-Hill

**Handouts:**

Peat, F. David (2002). *Blackfoot Physics: A journey into the Native American Universe*. Boston: Weiser Press.

- Chapter 3: Coming-to-knowing, pp. 55-84.

Cajete, Gregory (1999). *Igniting the Sparkle: An Indigenous Science Education Model*. NC: Kivaki Press.

- Chapter 7: Traditional Native American Education, pp. 53-60.
- Chapter 11: The Native American Learner, pp. 88-95.

Rogoff, Barbara (2003). *The cultural nature of human development*. Oxford University Press

- Chapter 7: Thinking with the tools and institutions of culture, pp. 236-281.

**Optional Materials:**

Rogoff, Barbara (2003). *The cultural nature of human development*. Oxford University Press

- Chapter 8: Learning through guided participation in cultural endeavors, pp. 282-326.
- Chapter 9: Cultural change and relations among communities (Note: part of chapter only), pp. 338-366.

**Credit Hours:**

*The structure of this 3-credit course includes 2.5 hours/week of classroom or direct faculty instruction and 1.5 hours of lab time. In accord with SKC Credit Hour policy, students are expected to spend approximately 2 out-of-class hours per 1 hour in the classroom. Therefore, student out-of-class study time should be approximately 5 hours each week. Lab time will include student presentations and writing workshop activities related to completing the TEP Portfolio assignment of the Social Constructivist Paper.*

**CATALOGUE DESCRIPTION:**

***Educational Psychology*** focuses on human learning as related to classroom instruction and management. This course provides coverage of: learning theory, measurement; similarities and differences between learners, and other corollaries to human learning as applied to the field of education.

**COURSE DESCRIPTION:**

Educational Psychology has to do with human learning in the context of classroom instruction and management. In this course, we look at topics such as the impact of cognitive and social development on learning, theories of learning, similarities and differences among learners, cultural perspectives, testing and measurement, and other aspects of learning specific to the field of education. This course uses a *social constructivist (SC)* framework with a focus on experiential teaching strategies that may help a teacher develop broad and flexible classroom activities that work for a wide variety of learners.

**COURSE OBJECTIVES:**

- Show understanding of major developmental and learning theories and how they may be applied to teaching practice
- Discuss the impact of children's developmental stages on learning processes
- Describe ranges of variation in individual development
- Demonstrate respect and appreciation for the experiences and needs of diverse learners
  
- Develop an understanding of the influences of learning styles, multiple intelligences, gender differences, cultural expectations, and exceptionality on student learning
- Gain an understanding of the influence of individual experience, talents, and prior achievements on student learning
- Explore the influences of language, culture, family, and community values on student learning, including multicultural backgrounds, age-appropriate knowledge and behavior, student culture at school, family backgrounds, cognitive patterns and differences, and social and emotional experiences
  
- Be able to apply an understanding of diverse learning styles to the development of curriculum and learning plans
- Learn to plan instruction that takes into account learning theory, education research, various content areas, cultural differences and student developmental stages
- Be able to select teaching and learning strategies that can accommodate diverse learners in the classroom
- Utilize effective oral and written communication skills, research skills and technology skills

The 4 C's: In accord with the mission of Salish Kootenai College, courses at SKC provide an opportunity to develop skills in *communication, critical (clear) thinking, cultural competence* and *citizenship* (the 4 C's). These four learning outcomes are woven into the course objectives.

**COURSE REQUIREMENTS:**

A variety of instructional strategies will be used including discussion, cooperative learning, group projects, presentations, film, writing exercises and lab activities. Students will participate in group activities and discussions using such skills as clear thinking, problem solving, self-evaluation techniques and awareness of culturally relevant issues. A portion of this class will address development and learning in the context of differing cultural

experience. Students plan and demonstrate instruction modules to accommodate diverse learning styles and needs.

### **CLASS EXPECTATIONS:**

**Attendance:** it is expected that you attend all classes! Activities in this course are built upon material presented during class time. Some of the material is from the book, but much is supplemental to the book, so missing a day of class can be problematic. Also, there will be activities each week, some of which cannot be made up due to the nature of the assignment.

Please make every effort to be on time for class and to stay until class ends. If you must arrive late or leave early, please let the instructor know ahead of time. It is your responsibility to collect notes, handouts, instructions and other materials that you miss. Please do this without disrupting class activities. We will set up a “buddy system” to help accommodate unexpected or emergency misses.



## **Cell Phone Policy**

Please turn cell phones **OFF** cell when class starts and keep them in the OFF position the entire time, **unless asked to look up material on the phone**

### **ASSIGNMENTS:**

**Tests:** there will be two tests over the material in the book, lectures and handouts. These will focus on main concepts of the course and will be mainly factual in nature.

**Stage II TEP Portfolio entry: Social Constructivist Essay:** *Use an experiential social constructivist theoretical orientation to describe what it means to be a teacher and educational leader*

<p><b>InTASC Principle 1: Learner Development</b></p>	<p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <span style="float: right;">PEPP 10.58.501 (1)(a)</span></p> <p><b>1(d)</b> The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</p>
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Your assignment is to write a five-page paper (double spaced 12-point font) on the above topic. Early in the course, we will do class activities and writing exercises to help you get started on this essay. This will help show how every person brings their own (constructivist) viewpoint to a situation and reacts to it according to their past experience

and future expectations. Students will work in groups to describe and define SC as a starting point for the essay.

The SC paper will include a Cultural Reflection section. To get started on the Cultural Reflection section, we will watch a film in class. **Several handouts on culture and education** will be provided. You may choose **three** (including the film) for your paper (more, or all, if you wish). The cultural reflection section will integrate the perspectives you encounter in the film and the readings, as well as aspects of your own culture, as appropriate.

A template and further instructions for the SC paper will be handed out separately and discussed further. The rough draft of the Social Constructivist essay is due Week 6. You will then modify your rough draft and submit a final essay at Week 10.

**Homework and reading reflections:** Homework assignments and reading reflections will be due at the beginning of class on the scheduled due date. Typing is strongly preferred. Submission by email is also acceptable and subject to the same due dates/times. On all assignments, be sure to follow instructions and complete your work in a thoughtful and professional manner.

**In-Class group assignments and reaction papers.** You will at times be asked to write a reaction paper on a topic or activity covered in class. **Missed group assignments or reaction papers due to unexcused absences cannot be made up.** If you miss class due to an excused absence there may be options for making up missed group or reaction papers (visit with the instructor about this). **It is your responsibility to contact the instructor regarding make-up work.**

**Learning Unit:** Students will work in pairs to develop a Learning Unit consisting of three modules, and will teach **one** of the modules in class, with the class acting as students in the appropriate grade level. Instructions and teaching plan template will be provided in a separate document. You will need to meet briefly with the instructor to discuss your module before the due date and presentation.

**Interview assignment:** For this assignment, you will interview an experienced teacher about their professional experiences and their advice to new teachers. Instructions will be discussed and handed out separately.

**Extra Credit:** Opportunities for extra credit always come up during the quarter. A total of 10 extra credit points can be earned. Examples of extra credit might include:

- Doing an extra activity
- Researching a particular topic
- Observing some psychological phenomenon in the world
- Attending a lecture or film
- Finding something in a magazine or newspaper
- Observing something on TV

For extra credit, hand in a brief typewritten report (½ -1 page) that includes a description of the activity and appropriate comments about it. Extra credit may be handed in any time during the quarter, until the last day of class.

**Withdrawals:** The SKC policy for dropping classes is liberal, and you can drop a class until the Friday before the last week of the quarter. This policy can be a great help in unexpected or uncontrollable situations, so please take advantage of it if you need to.

**Incompletes:** An incomplete ("I") is generally not option (exception: extreme emergency, death of a family member, or similar disruptive event). If such an event occurs, please notify your instructor right away and be in contact with your advisor. Please do not just "disappear" – unexpected things happen to someone every quarter. Hopefully it will not be you this time, but if it is, we will work to resolve the situation in the best way possible.

**Attendance:** 2 points off per missed day, starting with the second absence. NOTE that it is possible to end up with a negative score on attendance. If this looks like it could happen, see me right away!

## GRADING

<b>Assignment</b>	<b>Points</b>	<b>% Grade</b>
In-class & homework: (Self-evaluations, activities, reaction topics, etc.)	45	18%
Teacher Interview and Discussion in class (20/5)	25	10%
Learning Unit (3 Modules)	18	7%
Learning Unit Module class activity	7	3%
Social Constructivist/Cultural Reflection Essay	35	14%
Tests (2 tests, 55 pts each)	110	44%
Attendance	10	4%
<i>(Extra credit – 10 pts max)</i>		
<b>TOTAL POINTS</b>	<b>250</b>	<b>100%</b>

Late assignments = 10% off

Grade	%	Points
A	90-100 %	225-250
B	80-89 %	200-224
C	70-79 %	175-199
D	60-69 %	150-174
F	0-59 %	0-149

**SKC Retention:** *The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance). Debbie L. Bell, SKC Retention Coordinator (Bookstore Annex, 275-4928, Email: retention@skc.edu)*

**Reasonable accommodations:** *SKC provides reasonable accommodations so that students with diagnosed disabilities can maximize their learning potential. Students need to inform their instructors at the beginning of the quarter, so the instructor can determine appropriate and reasonable accommodations. For assistance and additional information, please contact: **Linda Pete**, SKC Disabilities Services Coordinator, Student Support Services Room 111 (in Bookstore Building): **Phone #: 275-4968***

**Class Schedule**  
**EDUC 250 – Educational Psychology**  
**Fall 2015**

**Week 1**

Sept 29 Chapter 1 Educational Psychology: A Tool for Effective Teaching  
 Oct 1 Chapter 2 Cognitive and Language Development (start)  
*Vygotsky and Piaget*

**Week 2**

Oct 6,8 Chapter 2 Cognitive and Language Development (finish)  
 Chapter 3 Social Contexts and Socio-emotional Development  
*Bronfenbrenner and Erikson*

**Week 3**

Oct 13,15 Chapter 4 Individual Variations  
 Chapter 5 Sociocultural Diversity

**Week 4**

Oct 20,22 Chapter 6 Learners who are Exceptional  
 Chapter 7 Behavioral and Social Cognitive Approaches

**Week 5**

Oct 27,29 **FIRST TEST**  
 Chapter 8 The Information-Processing Approach

**Week 6**

Nov 3,5 **DRAFT OF SOCIAL CONSTRUCTIVIST PAPER DUE**  
 Chapter 10 Social Constructivist Approaches  
 Chapter 11 Learning and Cognition in the Content Areas

**Week 7**

Nov 10 Chapter 12 Planning, Instruction and Technology  
 Chapter 13 Motivation, Teaching and Learning  
 Nov 12 **LEARNING UNIT ACTIVITIES**

**Week 8**

Nov 17,19 **LEARNING UNIT ACTIVITIES**

**Week 9**

Nov 24 Chapter 14 Managing the Classroom  
 Nov 26 *Thanksgiving Holiday*

**Week 10**

Dec 1,3 **INTERVIEWS DUE**  
 Chapter 15 Standardized Tests and Teaching  
 Chapter 16 Classroom Assessment

**Week 11**

Dec 8,10 **FINAL SC PAPER DUE**  
 Finish up loose ends  
**SECOND TEST**