

Syllabus
EDUC 2000
Educational Psychology
2021

Committee Members:

Craig Ratzlaff, Central Community College
Jessica Kunz, Metropolitan Community College
Tyler Esch, Mid-Plains Community College
Mary O'Boyle, Northeast Community College
Kim Paul, Southeast Community College
Robin Hayhurst, Western Nebraska Community College
Kweku Ocran, Little Priest Tribal College
Kristine Sudbeck, Nebraska Indian Community College

Facilitator: Kristine Sudbeck

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/26/2021	Not Offered
 Chief Academic Officer, Metropolitan Community College	03/29/2021	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Not Offered
 Chief Academic Officer, Northeast Community College	03/26/2021	Adopt
 Chief Academic Officer, Southeast Community College	03/29/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/30/2021	Adopt



I. CATALOG DESCRIPTION

Course Number: EDUC 2000
Course Title: Educational Psychology
Pre-requisite: None

Course Description: This course is a study of the three focal areas in education: the learner, the learning process, and the learning environment. It is a survey of the principles of psychology as applied to classroom teaching; development, learning, motivation, evaluation, adjustment, and educational techniques and innovations.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Acquaint students with theories of cognitive, language, physical, social and emotional development.
2. Develop awareness of culture and its effects upon learning.
3. Develop awareness of learner differences and learning styles.
4. Develop awareness of motivation in relationship to learning.
5. Develop awareness of learning environments.
6. Develop awareness of factors that influence the planning of teaching for academic learning.
7. Enable students to demonstrate knowledge of differences and types of classroom assessment and grading methods.
8. Differentiate between teaching as an art and as a science.
9. Describe age level characteristics.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

For Objective 1 (INTASC #2):

- 1(a). Examine and compare theories of cognitive, language, social, physical, and emotional development.
- 1(b). Conclude how differences in these theories affect classroom learning.

For Objective 2 (INTASC #3, 10):

- 2(a). Identify cultural effects on learning.
- 2(b). Examine and compare those cultural effects on learning.

For Objective 3 (INTASC #3, 7, 9, 10):

- 3(a). Examine challenges and ramifications of planning to accommodate varying learning styles and ability levels.
- 3(b). Associate awareness of learner differences and learning styles with personal learning.

For Objective 4 (INTASC #3, 5, 6, 8):

- 4(a). Differentiate between intrinsic and extrinsic motivation and its effects on student learning.
- 4(b). Analyze the impact of extrinsic factors on motivation.

For Objective 5 (INTASC #1, 2, 3, 5, 10):

- 5(a). Identify intellectual, moral, physical, emotional, and social environments.
- 5(b). Explore environments, in and out of the classroom, that support/affect learning.

For Objective 6 (INTASC #1, 4, 7):

- 6(a). Recognize different approaches to lesson planning and delivery.
- 6(b). Distinguish the influence of local, state, and federal policies on lesson design.
- 6(c). Interpret the effects of individual differences on the instructional planning process.

For Objective 7 (INTASC #1, 4, 7):

- 7(a). Recognize different approaches to assessment and grading.
- 7(b). Distinguish the influence of local, state, and federal policies on assessment.
- 7(c). Interpret the effects of individual differences on the assessment process.

For Objective 8 (INTASC #1, 4, 7):

- 8(a). Compare and contrast the basis of teaching as an art and teaching as a science.
- 8(b). Develop and/or refine a philosophy of teaching.

For Objective 9 (INTASC #2, 3, 4, 5, 6):

- 9(a). Understand developmentally appropriate age-level characteristics.
- 9(b). Understand the impact of the range of developmental levels within classrooms.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Theories of cognitive development and language, physical, social and emotional development
- B. Culture and learning
- C. Learning styles and ability levels
- D. Motivation
- E. Learning environments
- F. Lesson planning and delivery
- G. Assessment
- H. Philosophy of teaching
- I. Age level characteristics

V. INSTRUCTIONAL MATERIALS

- A. Suggested Texts:
Woolfolk, Hoy (Pearson Education). Current Edition. *Educational Psychology*
Snowman et.al. (Cengage). Current Edition. *Psychology Applied to Teaching*
Snowman et.al. (Cengage). Current Edition. *Ed Psych*
(LumenLearning) Current Edition. *Educational Psychology*
- B. Supplemental Texts:
Bloom. *Taxonomy of Educational Objectives; Volumes 1 & 2*
http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Instructors should make use of and model varied pedagogical techniques, including several of the following:
 - 1. Lecturing
 - 2. Small and large discussion groups
 - 3. Collaborative projects
 - 4. Peer response groups
 - 5. Journaling
 - 6. Conferencing
 - 7. Computer-aided instruction

VII. METHODS OF EVALUATION

- A. Methods of evaluation, although determined by the individual instructor, traditionally include a combination of the following:
 - 1. Attendance and Participation
 - 2. Assignments
 - 3. Exams and/or Quizzes
 - 4. Performance and Observational Assessment
 - 5. Portfolios

Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.

VIII. INSTITUTIONAL DEFINED SECTION

- A. It is important for students to check requirements at the transfer institution they plan to attend.
- B. Other requirements as determined by instructor/college.