**COLLEGE OF EDUCATION**

**Department of Teacher Education**

**Holistic Transformer:** *Transforming and developing scholars, reflective thinkers, and responsible professionals who in turn will change and transform the Delta and the society beyond.*

**ED 302 Educational Psychology**

Instructor: Class Meetings- Location/Time: Office Location:

Wayne Robinson, Ph.D. MTWTHF. Rm. Online

Office Phone: E-mail Address: Office Hours:

662.254.3706 [wrobinson@mvsu.edu](mailto:wrobinson@mvsu.edu) M 9:00am-10:00pm

Tu 10am -2:00pm Virtual

Wed 9:00am -2:00pm

Th 10am – 2:00pm Virtual

Cell: 61-278-5190

COURSE DESCRIPTION

Because Educational psychology is the branch of psychology concerned with the scientific study of human learning, this class will offer students opportunities to identify factors related to human learning. The factors related to human learning that will be discussed in the course are the cognitive perspectives, individual differences in intelligence, cognitive development, self-concept, and impact of culture and socioeconomic status in human learning. Lastly, students will glean information about quantitative methods, including testing and measurement as it relates to human learning

**CREDIT HOURS**: 3

**PREREQUISITE**(S): ED 102 General Psychology

PURPOSE/RATIONALE

**Required Text**

Woolfolk, Anita (2019). *Educational psychology*, *Fourteenth Ed*. New York: Pearson.

**GENERAL COURSE GOALS**

This course is designed to be part of the professional education core for Mississippi Valley State University’s (MVSU) College of Education’s (COE) Holistic Transformer Model. It provides students with knowledge of the major theories of learning and their relationship to classroom instructional practices. A life-span approach to human development is utilized to assist the student in the recognition of learning and growth as life-long processes. Technology is an integral part of 21st century instruction and is linked to virtually every topic introduced.

MATRIX: LINKAGE OF THE HTM AND GENERAL COURSE GOALS

|  |  |  |  |
| --- | --- | --- | --- |
| **General** | **HTM** | **HTM** | **HTM** |
| **Course Goals** | **Scholar** | **Facilitator & Reflective Thinker** | **Responsible Professional** |
| 1 | \* |  |  |
| 2 |  | \* |  |
| 3 |  | \* |  |
| 4 |  |  | \* |

COURSE CONTENT

**Major Areas of Study:**

Educational Psychology

Cognitive and Language Development

Sociocultural Diversity

Behavioral and Cognitive Approaches

COURSE OBJECTIVES

Class activities are centered on attainment of the College of Education outcomes and course learning objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by state and national standards.

1, Candidates will recognize their professional responsibility and engage in activities that foster professional growth through professional associations and professional development (INTASC 3, 9).

TECHNOLOGY INFUSION:

Technology to be used includes: Computer; Internet; PowerPoint; Blackboard; Overhead Projection System; VCR. (Course Objectives A, B, C, D)

MAJOR ACTIVITIES: Reflective Document

* A paper titled “My Life” (Minimum of two pages double spaced about the stages of their life’s development from childhood up to their present age, using/naming Erikson’s stages of development as a blueprint).
* Participate in all chapter tests, mid-semester and final examinations.
* Participate in other activities as assigned

INSTRUCTIONAL STRATEGIES: (All activities will be online)

* Lectures (online)
* Power Point Presentations
* Project ( submitted online)
* Other presentations as assigned (online)

STUDENT EVALUATION: (Objectives 1 – 4)

Portfolio/Reflective Document Assessment:

**Grading Scale**:

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

ADA/STUENTS WITH SPECIAL NEEDS

Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in office #2 of the Earnest A. Boykins, Jr. Academic Skills Parlor. The coordinator can be contacted directly at 662.254.3446 or through the University College office number. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course. The instructor will meet with the student to insure access to resources in the University and make appropriate instructional modification as required.

PLAGARISM/ACADEMIC INTEGRITY:

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and dean of their school. The usual penalty involves a grade of zero on the test, examination, or paper in question; the instructor may require the student to take another test or submit another paper

CALENDAR OF ACTIVITIES/COURSE OUTLINE/SCHEDULE:

Student Learning Objectives for the Course

**Please check Canvas for assignment and test to submit and take on the appropriate dates.**

*The Course Outline is an approximation of the schedule for the semester.*

|  |  |
| --- | --- |
| Week # 1 | **Chapter 2 (Cognitive Development)**  Review power point. Provide a definition of development that includes the three most important principles of development: Discuss the principals (The content of this chapter will appear on your mid-term exam) |
| Week #2 | **Chapter 3 (The Self, Social and Moral Development)**  Write a one-and a half-page double spaced paper discussing how families, parenting style, peers and teachers influence the development of the self in children and adolescents.  \*The paper must conform to the standards of grammar (opening paragraph that contains and opening statement, paragraphs, punctuation, spelling, etc.)  \*The maximum number of points that can be earned on the paper is 100. |
| Week #3 | **Chapter 4 (Learner Differences and Learning Needs)**  1. Describe current theories of intelligence  2. What are the advantages and disadvantages of labeling?  3. How is intelligence measured?  4. How should intelligence measurements impact teaching |
| Week #4 | 1. Describe the meaning of culture. 2. Discuss how cultural diversity in American schools today impacts teaching and learning. 3. Discuss what defines social class and socioeconomic status. 4. Explain how ethnicity, prejudice and discrimination can impact teaching and learning. |
| Week #5 | Chapter #9 Read and summarize: minimum of two pages double spaced. |
| Week #6 |  |
| Week #7 | Review for Mid-term exam: Zoom session |
| Week #8 | Mid-Term Exam (Terms/Multiple choice) |
| Week #9 | **Term Paper**  Interview a parent of an elementary aged student. (Due to virus, interview may be by phone or facetime)  Provide the Name of the school and grade of the student about whom the interview is conducted  Provide your relationship the parent who is being interviewed.  Type each question. Underneath each question type the parent’s response  Ask the parent   1. What are your feelings related to your child’s/children’s educational achievement during the current pandemic? 2. Does your child’s/children’s school offer virtual or face-to-face learning opportunities? 3. If you had a choice what factors contributed to your choice. 4. How have you helped your child to prepare for school given the challenges being faced by schools because of the pandemic? 5. What do you feel can be done to make school a better learning environment for all students? 6. Is there anything else that you would like to share? |
| Week #10 |  |
| Week #11 | Review for Final Zoom Class Session |
| Week #12 | Final Examination: |
| Week #13 |  |
| Week #14 |  |
| Week #15 |  |
| Week #16 |  |

*\*\*Exams will consist of multiple choice and true and false responses.*

*\*The Mid-Term and Final Exams account for 30% of the total grade.*

ASSURANCE STATEMENT:

Mississippi Valley State University adheres to all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the Disability Services Office located in the University College.

REFERENCES

Alberto, P. A. and Troutman, A.C. (2003). *Applied behavior analysis for teachers* (6th

ed). New Jersey: Prentice Hall.

Campbell, L., Cambell, B. and Dickinson, D. (2004). *Learning through multiple intelligences* (3rd ed.). Boston: Allyn and Bacon

Mooney, C. G. (2002) *Theories of childhood: An Introduction to Erikson, Piaget, and Vygotsky*. St. Paul: Redleaf Press

Ormrod, J.E. (2003). *Educational Psychology* (4th ed.) New Jersey: Prentice Hall

p.41-56.

Sternberg, R. J. and Williams, W. M (2002) *Educational Psychology*. Boston: Allyn and Bacon.

[Child health and human **development** over the lifespan - NCBI - NIH](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3854993/) *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3854993/*Jan 31, 2013

Healthy **Growth and Development** - Abstract - Complementary ... *https://www.karger.com/Article/Abstract/448964*Mar 17, 2017

*The syllabus is a guide, NOT a contract*

While the course syllabus is designed to function as a guide for the course, it is not intended to supersede the instructor’s use of professional judgment. The instructor reserves the right to make changes to the syllabus in response to unexpected occurrences, student/class responses, the inclusion of additional material, etc. If changes are made to the syllabus, the instructor will inform the students.