ED 6107: Advanced Educational Psychology

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course investigates the neurological, psychological, and socio-cultural elements of human development as these relate to teacher practices. The course examines the teaching and learning process: teaching with emphasis on planning effective instruction, management, and assessment. It also explores effective ways to respond to student behaviors and learning needs from a trauma-based perspective. This course includes K-12 Teacher Licensure Standards of Effective Practice.

B. COURSE EFFECTIVE DATES: 01/16/2001 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Neurobiology, Psychology and the Science of Learning
2. Assessment and Learning
3. Social Emotional Competencies

D. LEARNING OUTCOMES (General)

1. describe the processes through which a child’s neural networks are created and enhanced through social interaction, learning activities, and experiences in the world; identify the developmental milestones in human growth that typically happen during K-12 education; provide examples of ways to foster student development (cognitive) and influence a learner’s response to different types of stimuli (social-emotional and physical).
2. demonstrate knowledge of research findings in educational psychology by matching theorists to their findings at an 80% or higher level of accuracy.
3. assess actual student outcomes against learning objectives (aligned to standards), and describe logical responses to improve the outcomes of those struggling using a performance-based rubric, addressing issues of motivation, providing evidence, considering any exceptionalities or special needs among students, bringing critical reflection and analysis of lesson activities.
4. imagine improvements to the lesson/unit plan, and/or to instructional design, in order to make future outcomes better.
5. connect classroom observations with MN standards of effective teaching, supporting claims with evidence and grounding these in theory or research findings
6. participate actively and productively in a classroom setting, modeling knowledge of how people learn, problem solving heuristics, and growth mindset.
7. recognize the needs of learners with varied levels of social-emotional growth, cognitive development, interpersonal skills, and trauma.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted