

Anoka-Ramsey Community College

PSYC 2265: Educational Psychology

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

This course requires either of these prerequisites

PSYC 1110 - General Psychology (Minimum grade: 2.0 GPA Equivalent)

A score of 3 on test Advanced Placement Psychology

Corequisites: None

MnTC Goals: Goal 02 - Critical Thinking

(MnTC Goal 2)

Prerequisite: PSYC 1110 with a grade of C or better

Educational psychology focuses on how psychological theory and concepts can be understood to inform effective classroom practices. Topics include cognitive and social development, theories of motivation and learning, classroom management, individual and group differences, and student assessment. Attention will be directed toward the nature and conditions of learning, critical aspects of learning, and the problems encountered in fostering and directing learning.

B. COURSE EFFECTIVE DATES: 08/25/2008 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Applying Psychology to Teaching
2. Theories of Psychosocial and Cognitive Development
3. Compare Approaches to Learning Based on Learner Characteristics
4. Technology Resources to Empower all Learner Types
5. Individual and Group Differences in Cultural and Socioeconomic Groups
6. Formal and Informal Assessment Strategies including Response to Intervention Data Systems Outcomes
7. Learning Environments Promoting Positive Feeling Tone
8. Special Education Practices and Components based on Researching Current Practices
9. Oral and Written expression of Major Psychological Theories and Practices
10. Promotion of Intrinsic Motivation
11. Intrinsic Motivation Related to Lifelong Learning
12. Motivational Strategies
13. Language Development and Communication Theory
14. Classroom Management Strategies
15. Understanding and Using Standardized Tests
16. Behavioral Learning Theory: Classical and Operant Conditioning including Applied Behavior Analysis

D. LEARNING OUTCOMES (General)

1. Students will be able to identify characteristics of expert teachers and expert students
2. Students will demonstrate an understanding of developmental theories and how these theories apply to educational settings
3. Students will understand and identify differences in approaches to learning and know how to design instruction that uses a student's strengths as the basis for continued learning
4. Students must know how to identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
5. Students will demonstrate an understanding of the influences of individual and group differences on various aspects of educational psychology
6. Students will demonstrate an understanding of both formal and informal assessment strategies to evaluate and ensure the intellectual, social, and physical development of the learner
7. Students must know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations
8. Students must be able to access and evaluate information, research, and emerging practices relevant to the field of special education through consumer and professional organizations, peer-reviewed journals, and other publications
9. Students will demonstrate the capacity to express clear and coherent ideas in a grammatically correct manner in both oral and written form
10. Students must know factors and situations that are likely to promote and diminish intrinsic motivation and to help students become more self-motivated
11. Students must recognize the relationship of intrinsic motivation to student lifelong growth and learning
12. Students must use different motivational strategies that are likely to encourage continuous development of individual learner abilities
13. Students must understand communication theory, language development, and the role of language in learning

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

Goal 02 - Critical Thinking

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted