

COURSE OUTLINE

EDUC-260

Educational Psychology

3 Semester hours

HOWARD COMMUNITY COLLEGE

Course Description

Educational Psychology is an advanced course that surveys current psychological research and theory to address issues of teaching and learning. Instruction will focus on developmental theories, research methods, classroom management, and instructional techniques. The course will utilize readings, lectures, guest speakers, and small group projects, and is well suited for anyone interested in learning more about children, schools, learning, and/or teaching. This course meets the Maryland State Department of Education Human Learning requirement for an initial certificate in Early Childhood Education, Elementary Education and Secondary Education. **A 15-hour field experience outside of class time is required.** Students are placed in a Howard County Public School or may use a K-12 school where they are employed. Prerequisite: Eligible to enroll in ENGL-121.

Statement on General Education and Liberal Learning

A liberal education prepares students to lead ethical, productive, and creative lives and to understand how the pursuit of lifelong learning and critical thinking fosters good citizenship. General education courses form the core of a liberal education within the higher education curriculum and provide a coherent intellectual experience for all students by introducing the fundamental concepts and methods of inquiry in the areas of mathematics, the physical and natural sciences, the social sciences, the arts and the humanities, and composition. This course is part of the general education core experience at Howard Community College.

Course Outcomes

1. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
2. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
3. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
4. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Overall Course Objectives

The student will be able to:

1. Describe the psychological theories, concepts, and principles that apply to teaching and learning.
2. Adapt teaching techniques for students based on an understanding of the physical, social, emotional, cultural, and cognitive characteristics of the learner.
3. Knowledgeably discuss how differences in age, mental ability, thinking style, achievement, ethnic background, and social class influence classroom learning and instructional planning.
4. Critically evaluate theoretical understandings pertaining to principles of learning and approaches to teaching.
5. Formulate effective approaches to instruction based on an understanding of the learning process.
6. Explain the problem solving process and methods that facilitate the development of these skills.
7. Describe how each theoretical interpretation serves as a basis for the development of techniques for motivating students in the classroom.
8. Formulate a general approach to classroom management, one that is proactive as well as reactive.
9. Reflect critically on topics related to the teaching-learning process.
10. Determine when to utilize various assessment tools and the purpose for each type of assessment.
11. Explain the relationship of theory to practice in the development of effective teaching practices.
12. Summarize how instructional practices can effectively respond to each learner's strengths, needs, and capabilities.

Major Topics

- I. Teachers, Teaching, and Educational Psychology
- II. Cognitive Development
- III. Personal, Social and Emotional Development
- IV. Learner Differences and Learning Needs
- V. Culture and Diversity
- VI. Behavioral Views of Learning
- VII. Cognitive Views of Learning
- VIII. Complex Cognitive Processes
- IX. Social Cognitive and Constructivist Views of Learning
- X. Motivation
- XI. Cooperation and Community
- XII. Creating Learning Environments
- XIII. Planning
- XIV. Standardized Testing
- XV. Assessment and Grading

Course Requirements

TBQs

The student will complete a written activity that requires the synthesis of information presented during class sessions. *Points are earned for quality of expression, accuracy and organization.*

Cultural Quilt

This self-study will reflect the individual's cultural identity and stage of development.

Group Presentation: Instructional Approach

Small groups of students will develop a presentation that demonstrates the application of an instructional approach in a classroom setting. Upon completion of the presentation, **each member** of the group will write a **reflective analysis** of the presentation.

Professional Development Opportunity

Each student will attend either the Praxis I OR the Teacher Education information session OR the Teacher Education Transfer Fair.

Classroom Observation

Each student will apply his/her knowledge of development and learning as it relates to a classroom setting.

Field Experience

Each student will be assigned to a Howard County school for **15 hours** of field experience. Five school visitations of three hours each are recommended. If a student has work or other commitments that will not permit five three-hour visits the instructor must approve other patterns for visitations but they must total 15 hours for the semester. Students who are already working at an elementary, middle, or high school **may** be allowed to do their field experience at that school, with the written permission of that school's administration. **The student must successfully complete the Field Experience in order to pass this course.**

Professional Development Opportunity

Each student will attend either the Praxis I OR the Teacher Education information session OR the Teacher Education Transfer Fair.

Exam will incorporate information from **all** aspects of the class and may consist of matching, brief constructed response, and/or extended constructed response

Other Course Information

This course is an Arts and Sciences Elective