

Course Title: Educational Psychology

Course Description: This course concerns psychological principles underlying educational practice. Theories concerning cognitive and psychological development, human learning, and motivation are studied with emphasis on application for instruction, including assessment. Emphasis will also be placed on learner-centered instruction and diversity.

Semester Credit Hours: 3

Prerequisites: Introduction to Psychology

Course Objectives/Standards:

based on the Illinois Professional Teaching Standards (IPTS) and Illinois Core Language Arts Standards

There are two levels that correspond to the standards/indicators identified below:

Partially Introduced: Concepts/materials are partially covered at a beginning level of knowledge and/or skill.

Introduced: Concepts/materials are covered at a beginning level of knowledge and/or skill.

Upon successful completion of this course, the candidate will be able to:

Knowledge Objectives

- Understand how students construct knowledge, acquire skills, and develop habits of mind (IPTS: 2A – Introduced)
- Understand that students’ physical, social, emotional, ethical, and cognitive development influences learning (IPTS: 2B – Introduced)
- Understand human development, learning theory neural science, and the ranges of individual variation within each domain (IPTS: 2C – Introduced)
- Understand that differences in approaches to learning and performance interact with development (IPTS: 2D – Introduced)
- Understand how to include student development factors when making instructional decisions (IPTS: 2E – Partially Introduced)

- Understand the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code (IPTS: 3A – Partially Introduced)
- Understand the process of second language acquisition and strategies to support the learning of students whose first language is not English (IPTS: 3B – Partially Introduced)
- Understand how students' learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values (IPTS: 3C – Introduced)
- Understand and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes (IPTS: 3D – Introduced)
- Understand cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction (IPTS: 3E – Introduced)
- Understand personal cultural perspectives and biases and their effects on one's teaching (IPTS: 3F – Partially Introduced)
- Understand principles of and strategies for effective classroom management (IPTS: 5A – Introduced)
- Understand how individuals influence groups and how groups function in society (IPTS: 5B – Introduced)
- Understand how to help students work cooperatively and productively in groups (IPTS: 5C – Introduced)
- Understand factors that influence motivation and engagement and how to help students become self-motivated (IPTS: 5D – Introduced)
- Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated (IPTS: 6A – Introduced)
- Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies (IPTS: 6B – Introduced)
- Understand how cultural and gender differences can affect communication in the classroom (IPTS: 7B – Introduced)
- Understand the purposes, characteristics and limitations of different kinds of assessments (IPTS: 8B – Introduced)
- Understand measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring (IPTS: 8C – Introduced)
- Understand how to use the results of assessment to reflect on and modify teaching (IPTS: 8D – Introduced)
- Understand how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction (IPTS: 8E – Introduced)
- Understand the benefits, barriers and techniques involved in parent/family relationships (IPTS: 9B – Partially Introduced)
- Understand the collaborative process (IPTS: 9D – Partially Introduced)

- Understand collaborative skills which are necessary to carry out the collaborative process (IPTS: 9E – Partially Introduced)
- Understand that reflection is an integral part of professional growth and improvement of instruction (IPTS: 10A – Introduced)
- Understand methods of inquiry that provide for a variety of self assessment and problem-solving strategies for reflecting on practice (IPTS: 10B – Introduced)
- Understand major areas of research on the learning process and resources that are available for professional development (IPTS: 10C – Introduced)
- Understand teachers’ attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities (IPTS: 10D – Partially Introduced).
- Know and understand the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts (Core Language Arts: 2A – Introduced)
- Understand how to communicate ideas in writing to accomplish a variety of purposes (Core Language Arts: 2B – Introduced)

Performance Objectives

- Read, understand, and clearly convey ideas from texts or other supplementary materials (Core Language Arts: 2D – Introduced)

Course Content/Topics:

- I. Role of Educational Research
- II. Cognitive Development
- III. Learner Differences
- IV. Assessment
- V. Ecology of the Classroom
- VI. Complex Cognitive Process
- VII. Behavioral Views of Learning
- VIII. Social Cognitive Views on Learning

AAT Sample Course Syllabus – September 2003

- IX. Theories of Motivation
- X. Instructional Strategies
- XI. Personal/Social/Emotional Development
- XII. Diversity

Sample of Acceptable Course Assignments/Assessments/Artifacts:

- Class presentations
- Class projects
- Exams/quizzes
- Case studies
- Lesson plans
- Observational analysis
- Reflective writing assignments
- Micro-teaching
- Frame/matrices
- Concept maps
- Videotaped or analysis of role playing
- Research paper/project
- Article reviews
- Analysis of lesson plans on web
- Webquest, or other web activities
- Interview teacher and written analysis