11/10/2022 DATE

☐ REQUIRED COURSE
☐ ELECTIVE COURSE

SSE DIVISION
☐ NEW COURSE
☐ REVISION

# Lake Land College
Course Information Form

| COURSE NUMBER: | EDU-200 | | TITLE: (30 Characters Max) | Educational Psychology | | |
|---|---|---|---|---|---|---|

| SEM CR HRS: | 3 | Lecture: | | 3 | | Lab: | 0 | | | ECH: | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|

| Course Level: | ☐ Gen Ed / IAI<br>☑ Baccalaureate /Non-IAI | ☐ Career/Technical<br>☐ Dev Ed/ Not in Degree Audit | Clinical Practicum: | 0 | SOE/ Internship: | 0 | SOE ECH: | 0 |
|---|---|---|---|---|---|---|---|---|

| COURSE PCS # | 11  42.2806 | IAI Code | | | | Contact Hours (Minutes Per Week) | | |
|---|---|---|---|---|---|---|---|---|
| Repeatable (Y/N): | N | Pass/Fail (Y/N): | N | Variable Credit (Y/N): | Min: | Max: | 16 Wks | 150 | 8 wks | 300 |

Prerequisites:

Catalog Description: (40 Word Limit)
The application of psychology principles to education.  Special emphasis on understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement, creativity and the impact of culture on learning styles.

| List the Major Course Segments (Units) | Contact Lecture Hours | Contact Lab Hours | Clinical Practicum | Non-Clinical Internship/ SOE |
|---|---|---|---|---|
| Student Characteristics | 23 | | | |
| Learning and Instruction | 11 | | | |
| Creating a Positive Environment | 3 | | | |
| Assessment of Students | 8 | | | |
| | | | | |
| TOTAL | 45 | 0 | 0 | 0 |

## EVALUATION

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|---|---|---|---|---|---|---|---|
| QUIZZES | ☑ | EXAMS | ☑ | ORAL PRES | ☑ | PAPERS | ☑ |
| LAB WORK | ☐ | PROJECTS | ☑ | COMP FINAL | ☐ | OTHER | ☐ |

## COURSE MATERIALS

| TITLE: | Psychology Applied to Teaching | |
|---|---|---|
| AUTHOR: | Snowman, McCown | |
| PUBLISHER: | Wadsworth Cengage Learning | |
| VOLUME/EDITION/URL: | 14th | |
| COPYRIGHT DATE: | 2015 | |

| MAJOR COURSE SEGMENT | HOURS | LEARNING OUTCOMES |
|---|---|---|
| | | The student will be able to: |
| I.  Student Characteristics | | The Students Will: |
| Applying Psychology to Teaching | 2 | Define educational psychology and discuss its applications |
| Theories of Psychosocial and Cognitive | 5 | Identify the basic theories of psychosocial development, moral development, and cognitive development. |
| Development | | Identify characteristics of each theory and the effects on the development and learning of students in the classroom setting. |
| Age Level Characteristics | 4 | Identify the physical, social, emotional, and cognitive characteristics of children from pre- school to high school age. |
| Understanding Student Differences | 4 | Compare and contrast the nature and measurement of intelligence, learning styles, and gender differences and biases. |
| | | Develop methods to address student differences in the classroom. |

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| Addressing Cultural and Socioeconomic Diversity | 4 | Define multiculturalism in society and the education system. |
| | | Identify various beliefs and stereotypes. |
| | | Develop methods to teach multiculturalism. |
| Accommodating Student Variability | 4 | Compare and contrast historical developments, ability grouping, and the Individuals with Disabilities Education Act. |
| | | Identify ways to provide accommodations in the classroom setting. |
| II.  Learning and Instruction | | The Students Will: |
| Behavioral and Social Learning Theories | 4 | Identify the principles of operant conditioning and the educational applications of operant conditioning as it effects behavior in the classroom. |
| | | Define the social learning theory and identify its applications in the classroom. |
| Information-Processing Theory | 3 | Analyze how information is processed. |
| | | Develop methods to help students become strategic learners. |
| Major Course Segment    Hours Learning Outcomes | | |
| Constructivist Learning Theory, Problem Solving and Transfer | 4 | Identify and evaluate the constructivist theory of learning and the nature of problem solving. |
| | | Discuss techniques to use in the classroom setting. |
| | | Develop problem solving techniques and use of technology for knowledge construction and problem solving. |
| III.  Creating a Positive Learning  Environment | | The Students Will: |
| Motivation and Classroom Management | 3 | Identify methods to motivate students, including the use of technology. |
| | | Identify various classroom management techniques. |
| IV.  Assessment of Students | | The Students Will: |
| Assessment of Classroom Learning | 4 | Define the role of the teacher in assessment. |
| | | Identify the various methods of assessment and evaluation. |
| | | Discuss the use of technology in assessment. |

| | | |
|---|---|---|
| Understanding and Using Standardized Tests | 4 | Identify the types of standardized tests. |
| | | Identify the purpose and uses for standardized tests. |
| | | Evaluate and critique standardized tests. |
| Insert New Line Above this Line | | |
| | 45 | |

| COURSE OUTCOMES* | At the successful completion of this course, students will be able to: |
|---|---|
| | • The students will be able to identify the basic theories,characteristics and effects on the development and learning of students in a classroom setting based on psychosocial, moral, and cognitive development theories |
| | • The student will be able to analyze multiple intelligences, learning styles, gender differences and biases and will be able to address student differences in the classroom |
| | • The student will be able to compare and contrast the pros and cons of modern measurement instruments being used in in an educational setting |
| | • The student will be able to compare and contrast historical developments, ability grouping and the Individuals with Disabilities Education Act and will identify ways to provide accommodations in the classroom setting |
| | |

* Course Outcomes will be used in the Assessment Software for Outcomes Assessment. Limit to 3 - 5.