

Course: ED250 D & ND Educational Psychology
Credit: 3 credit hours
Semester: Spring 2022 (Cycle 4)
Day and Time: Mondays, 8:00 – 11 a.m.
Location: East Education Building, Room 125
Instructor: Dr. Mary F. Briggs
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I. DESCRIPTION

This course is an introduction to the study of psychological principles as applied to education with an emphasis on the psychology of learning, individual differences, motivation, and measurements. (Prerequisite: ED190 or permission of the Education Department program director) (*Interdisciplinary Bible Course)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES: The student will:

1. Explain the value of research in educational psychology in relationship to effective classroom practices.
 - a. PLO-1, 2, 5; MTS-8
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.6, C.1
2. Compare and contrast various cognitive, social, moral, and behavioral learning theories.
 - a. PLO-1, 2, 5; MTS-1, 4, 5
 - b. Assignments: A.1, A. 2. B.1, B.2, B.3, B.4, B.6
3. Apply learning theories to the design and implementation of instruction.
 - a. PLO-1, 3, 4, 6; MTS-1, 2, 3, 4, 5, 7
 - b. Assignments: B.5, C.2
4. Develop a comprehensive and consistently Christian philosophy of education.
 - a. PLO-1, 5, 6; MTS-1, 2, 5, 7
 - B. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5, B.6, C.1

III. MATERIALS

1. The Bible (Please refer to Course Policies.)
2. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th edition)
Paperback: ISBN-13: 978-1433832161 ISBN-10: 143383216X \$27.00
3. Slavin, R. (2021). *Educational psychology: Theory and practice* (13th ed.)
Pearson. Rental Edition with option to buy. ISBN-13: 9780135753118 \$49.99
<https://www.pearson.com/store/p/educational-psychology-theory-and-practice/P100002638438/9780135753118>
(The 13th edition provides the most up-to-date research in the field of education.
You need to obtain the 13th edition. Do not purchase or rent an older edition.)

IV. REQUIREMENTS

A. Reading Assignments

1. **Textbook Reading:** You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:

1. **Class Video Report:** Online students will complete eight (8) reports. In-class students are also expected to complete reports for any class sessions missed due to absence from class.
2. **Chapter Questions:** After reading each of the assigned chapters, you will answer a set of questions designed to reinforce key vocabulary and concepts.
3. **Discussion Questions:** A total of five (5) topics and associated questions will be posted in CANVAS. For each question, you should post a 250 – 300 word response by Thursday night. You should then respond to at least one other post made by a classmate.
4. **Biblical Philosophy of Education:** Write a 1,000 – 1,500 word paper describing your Biblical philosophy of education. You should address all of the following topics in your paper: the purpose of education, the role of parents, the role of the teacher, the nature of the learner, the nature of knowledge, methods of teaching, the purpose of assessments, and methods of assessment. This paper is intended to be a continuation and refinement of the paper you submitted in ED247. You should be intentional in demonstrating your growth as a pre-service teacher. (*Benchmark Assignment)

5. **Lesson Plans:** You will complete two lesson plans. One lesson plan will follow the Direct Instruction format as described in Chapter 7 of our textbook. The other lesson plan will follow one of the Student-Centered approaches described in Chapter 8 of our textbook.

6. Final Exam

C. Activity Assignments:

1. **Action Research Project:** Choose one of the Handout Masters located in CANVAS, Files, Action Research Project. Complete your project. Prepare a PowerPoint with four slides: a title slide, a theory slide, a research findings slide, and an implications slide. Use your PowerPoint to give a 4 - 5 minute Mini-Presentation of your Action Research project.
2. **Teaching:** You will teach two lessons to the class. You will teach your Direct Instruction lesson and your Student-Centered lesson. Please provide written lesson plans and supporting materials for all students in the class. Your lessons will be video recorded. Further details will be provided by the instructor.

V. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Project
4. Presentations
5. Discussions
6. Lectures
7. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Action Research Project	100 points
Biblical Philosophy of Education #2	150 points
Participation (In-Class Students) Report on Videos (Online Students)	80 (10 points x 8 classes)
Chapter Questions	270 (30 points x 9 chapters)
Discussion Questions	100 (20 points x 5 questions)
Lesson Plans	100 (50 points x 2 plans)
Teaching	100 (50 points x 2 lessons)
Final Exam	100
Total:	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE

A. Course Outline: On the following page, the course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Jan. 10 th	Research + Common Sense = ? Motivating Students to Learn Action Research Project	<i>Due by Midnight on Jan. 16th:</i> 1. Complete Class Video Report. 2. Complete DQ#1. 3. Read Chapters 2 and 6. 4. Complete Chapter Questions.
2	Jan. 17 th	Cognitive Development Cognitive Theories of Learning	<i>Due by Midnight on Jan. 23rd:</i> 1. Complete Class Video Report. 2. Complete DQ#2. 3. Read Chapters 7 and 9. 4. Complete Chapter Questions.
3	Jan. 24 th	Direct Instruction Differentiated Instruction	<i>Due by Midnight on Jan. 30th:</i> 1. Complete Class Video Report. 2. Complete DI Lesson Plan. 3. *Prepare to teach DI Lesson. 4. Read Chapter 3. 5. Complete Chapter Questions.
4	Jan. 31 st	*Students Teach Lessons Social, Moral, and Emotional Development	<i>Due by Midnight on Feb. 6th:</i> 1. Complete Class Video Report. 2. Complete DQ#3. 3. Read Chapter 8. 4. Complete Chapter Questions. 5. Action Research Project.

5	Feb. 7 th	Constructivist Theory of Learning Implications for the Classroom Cooperative Learning Thinking Skills	<i>Due by Midnight on Feb. 13th:</i> 1. Complete Class Video Report. 2. Complete Constructivist Lesson Plan. 3. *Prepare to teach C Lesson. 4. Read Chapter 13. 5. Complete Chapter Questions.
6	Feb. 14 th	*Students Teach Lessons Assessing Student Learning Accountability	<i>Due by Midnight on Feb. 20th:</i> 1. Complete Class Video Report. 2. Complete DQ#4. 3. Read Chapters 11 and 5. 4. Complete Chapter Questions.
7	Feb. 21 st	Effective Learning Environments Behavioral Theories of Learning Biblical Philosophy of Education	<i>Due by Midnight on Feb. 27th:</i> 1. Complete Class Video Report. 2. Complete Biblical Philosophy of Education paper. 3. Prepare for Final Exam. 4. *Practice Action Research Project Presentation
8	Feb. 28 th	Final Exam *Students Present Action Research Projects	<i>Due by 11:59 p.m. on Fri., March 4th</i> 1. Complete Class Video Report. 2. Complete DQ#5.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.