

Course: ED250 T & NT Educational Psychology  
Credit: 3 credit hours  
Semester: Spring 2023 (Cycles 4 & 5)  
Day and Time: Wednesdays and Fridays (8:00 – 9:20 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). *Concise guide to APA style* (7<sup>th</sup> ed.) ISBN-13: 978-1433832734 ISBN10: 1433832739 \$19.00
3. Slavin, R. (2021). *Educational psychology: Theory and practice* (13<sup>th</sup> 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 13<sup>th</sup> edition provides the most up-to-date research in the field of education. You need to obtain the 13<sup>th</sup> 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. **Chapter Responses:** After reading each of the assigned chapters, you will answer a set of questions designed to reinforce key vocabulary and concepts.
2. **Discussion Questions:** A total of four (4) topics and associated questions will be posted in CANVAS. For each question, you should post an initial 250 – 300 word response by **Friday night**. You should then respond to at least one other post made by a classmate by the following **Tuesday night**.
3. **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)
4. **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. Educational Research on Effective Learning Environments:** You will begin by writing a 750 – 1,000 word summary of what you have learned from Robert Slavin about effective learning environments. Next you will spend at least 40 minutes observing in a classroom and interviewing the classroom teacher. You will focus on the topic of effective learning environments during your observation and interview. Further details for this assignment are available in CANVAS. (\*Benchmark Assignment)
- 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. Teaching Demonstrations
5. Discussions
6. Lectures
7. Exam

**B. Grading**

**1. Weight given to assignments:**

<b>Assignments:</b>	<b>Points:</b>
Biblical Philosophy of Education #2	150 points
Participation (In-Class Students) Report on Videos (Online Students)	500 points
Reading and Chapter Responses	240 (20 points x 12 chapters)
Discussion Questions	80 (20 points x 4 questions)
Educational Research: Effective Learning Environments	200 points
Lesson Plans	100 (50 points x 2 plans)
Teaching	100 (50 points x 2 lessons)
Quiz	30
Final Exam	100
<b>Total:</b>	<b>1500 points</b>

**2. Late Assignments**

Late assignments may be penalized up to one letter grade from the earned grade on that assignment.

**3. Letter / Numerical Grade Scale**

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

## VI. COURSE POLICIES

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

### A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. *This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.*

### B. 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.

### C. 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.*

### D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session. Once a student has missed 25% of the class sessions that student will be required to withdraw (W) or withdraw fail (WF).

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION**. Once a student has failed to report on 25% of the class sessions, they will be required to withdraw (W) or withdraw fail (WF).

### E. 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.***

### F. Accommodations Statement

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

### G. Style Guide

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

### H. The Clark Academic Center

The Clark Academic Center ([learning@calvary.edu](mailto: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

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. 11 <sup>th</sup> & Jan. 13 <sup>th</sup>	Research + Common Sense = ? Motivating Students to Learn	<i>Due by Midnight on Jan. 17<sup>th</sup>:</i> 1. Complete Class Video Report. 2. Complete DQ#1. 3. Read Chapter 2.
2	Jan. 18 <sup>th</sup> & Jan. 20 <sup>th</sup>	Cognitive Development	<i>Due by Midnight on Jan. 24<sup>th</sup>:</i> 1. Complete Class Video Report. 2. Complete DQ#2. 3. Read Chapter 6.

3	Jan. 25 <sup>th</sup> & Jan. 27 <sup>th</sup>	Cognitive Theories of Learning	<i>Due by Midnight on Jan. 31<sup>st</sup></i> 1. Complete Class Video Report. 2. Complete DQ #3. 3. Read Chapter 13.
4	Feb. 1 <sup>st</sup> & Feb. 3 <sup>rd</sup>	Assessing Student Learning	<i>Due by Midnight on Feb. 7<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DQ#4. 3. Read Chapter 7.
5	Feb. 8 <sup>th</sup> & Feb. 10 <sup>th</sup>	Direct Instruction	<i>Due by Midnight on Feb. 14<sup>th</sup></i> 1. Complete Class Video Report. 2. Read Chapter 9.
6	Feb. 15 <sup>th</sup> & Feb. 17 <sup>th</sup>	Differentiated Instruction	<i>Due by Midnight on Feb. 21<sup>st</sup></i> 1. Complete Class Video Report. 2. Complete DI Lesson Plan. 3. *Prepare to teach DI Lesson.
7	Feb. 22 <sup>nd</sup> & Feb. 24 <sup>th</sup>	*Students Teach Lessons Students Reflect on Teaching	<i>Due by Midnight on Feb. 28<sup>th</sup></i> 1. Complete Class Video Report. 2. Read Chapter 11.
8	March 1 <sup>st</sup> & March 3 <sup>rd</sup>	Effective Learning Environments	<i>Due by Midnight on March 14<sup>th</sup></i> 1. Complete Class Video Report. 2. Read Chapter 3.
<b><i>SPRING BREAK (March 6<sup>th</sup> – 10<sup>th</sup>)</i></b>			
9	March 15 & March 17	Social, Moral, and Emotional Development Constructivist Theory of Learning Implications for the Classroom	<i>Due by Midnight on March 21<sup>st</sup></i> 1. Complete Class Video Report. 2. Complete Constructivist Lesson Plan. 3. *Prepare to teach C Lesson.

10	March 22 & March 24	*Students Teach Lessons Students Reflect on Teaching	<i>Due by Midnight on March 28<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Classroom Observation & Teacher Interview.
11	March 29 & March 31	Effective Learning Environments Part 2	<i>Due by Midnight on April 4<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Ed. Research on Effective Learning Environments.
12	April 5 <sup>th</sup> & April 7 <sup>th</sup>	Teaching Creative Problem Solving & Thinking Skills April 7 – Good Friday (No class)	<i>Due by Midnight on April 11<sup>th</sup></i> 1. Complete Class Video Report. 2. Read Chapter 14.
13	April 12 <sup>th</sup> & April 14 <sup>th</sup>	Standardized Tests and Accountability	<i>Due by Midnight on April 18<sup>th</sup></i> 1. Complete Class Video Report. 2. Read Chapter 4.
14	April 19 <sup>th</sup> & April 21 <sup>st</sup>	Student Diversity	<i>Due by Midnight on April 25<sup>th</sup></i> 1. Complete Class Video Report. 2. Read Chapter 12. 3. Read Chapter 5 (pp. 96 - 111).
15	April 26 <sup>th</sup> & April 28 <sup>th</sup>	Learners with Exceptionalities Behavioral Theories of Learning	<i>Due by Midnight on May 2<sup>nd</sup></i> 1. Complete Class Video Report. 2. Complete Biblical Philosophy of Education paper.
16	May 3 <sup>rd</sup> & May 5 <sup>th</sup>	Review Final Exam	

***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.