

Course: ED622 E & NE Psychological and Theoretical Studies
Credit: 3 credit hours
Semester: Spring 2024 (Cycle 5)
Day and Time: Monday evenings, 6:00 – 9:00 p.m.
Location: East Education Building, Room 129
Instructor: Dr. Mary F. Briggs
Contact Info: Office phone: 816-425-6181
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I. DESCRIPTION

This course examines the impact of psychological, social, and theoretical forces that have affected learning development and schools in America, and it relates their applications to contemporary school settings. (Prerequisite: ED610 or declare Elementary Education emphasis track.)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES: The student will:

1. Explain the goal and value of research in educational psychology in relationship to effective classroom practices.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A, B.1, B.2, B.4, B.5
2. Compare and contrast various cognitive, social, moral, and behavioral learning theories.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A, B.1, B.2, B.4, C.1, C.2
3. Analyze the impact of cognitive, social, moral, and behavioral learning theories on current classroom practices.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A, B.1, B.3, B.4, B.5, C.1, C.2
4. Synthesize a comprehensive Biblical view of the cognitive, social, moral, and behavioral development of individuals in relationship to educational settings.
 - a. PLO-1, 2, 3, 4
 - B. Assignments: A, B.2, B.4, B.6

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 \$31
3. Slavin, R. (2021). *Educational psychology: Theory and practice* (13th ed.). Pearson.
Paperback rental with option to buy ISBN-13: 9780135753118 \$74.99
eText ISBN-13: 9780136912156 \$43.96
<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. Please 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. **Annotated Bibliography:** Choose eight scholarly journal articles related to your research topic. Complete an Annotated Bibliography Form for each article. Use the Annotated Bibliography Form found on CANVAS.
2. **Discussion Questions:** A total of seven (7) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Project:** Prepare a 20 – 30 minute Teacher In-service on a course-related topic. Your Teacher In-service should include a PowerPoint, handouts, and any additional supporting materials.
4. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week's assignments.
5. **Research Paper:** Choose a course-related topic of interest to you. Locate scholarly journal articles related to your topic. Complete an Annotated Bibliography Form for each article. Write a 2,000 – 2,500 word paper which includes an introduction, a review of the literature, and a conclusion. (Suggested topics will be available in CANVAS.)
6. **Final Exam**

C. Activity Assignments:

1. **Project Presentation:** You will explain the purpose and content of your Teacher In-service. You do not have to present your entire Teacher In-service. Your presentation should last 8 – 10 minutes.
2. **Research Paper Presentation:** You will present a PowerPoint version of your Research Paper. The PowerPoint should include 8 – 10 slides, and your Project Presentation should last 8 - 10 minutes.

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:
Annotated Bibliographies	200 (25 x 8 ABs)
Participation (In-Class Students) Report on Videos (Online Students)	70 (10 x 7 classes)
Discussion Questions	140 (20 x 7 questions)
Project	150
Presentations	130 (65 x 2 presentations)
Research Paper	150
Reflections	60 (10 x 6 reflections)
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 content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. *All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

C. Academic Activity & Participation

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	March 11 th	Introduction The Role of Research in Ed Psych Reading Ed Psych Research	<i>Due by Midnight on March 17th</i> 1. Complete Class Video Report. 2. Complete assigned reading. 3. Choose topic for Research Paper. 4. Complete AB#1. 5. Complete DQ#1. 6. Complete Reflection #1.
2	March 18 th	Cognitive Development Cognitive Theories of Learning	<i>Due by Midnight on March 24th</i> 1. Complete Class Video Report. 2. Complete AB#2 & 3. 3. Complete DQ#2. 4. Complete assigned reading. 5. Complete Reflection #2.
3	March 25 th	Exceptional Learners Direct Instruction Differentiated Instruction Student(s) present Project*	<i>Due by Midnight on March 31st</i> 1. Complete Class Video Report. 2. Complete AB#4 & 5. 3. Complete DQ#3. 4. Complete assigned reading. 5. Complete Reflection #3.
4	April 1 st	Constructivist Theory of Learning Student(s) present Project*	<i>Due by Midnight on April 7th</i> 1. Complete Class Video Report. 2. Complete AB#6 & 7. 3. Complete DQ#4. 4. Complete assigned reading. 5. Complete Reflection #4.

5	April 8 th	Behavioral Learning Theories Theories of Motivation Student(s) present Project*	<i>Due by Midnight on April 14th</i> 1. Complete Class Video Report. 2. Complete AB#8. 3. Complete DQ#5. 4. Complete assigned reading. 5. Complete Reflection #5.
6	April 15 th	Social & Emotional Development Social Learning Theories Student(s) present Project*	<i>Due by Midnight on April 21st</i> 1. Complete Class Video Report. 2. Complete Research Paper. 3. Complete assigned reading. 4. Complete Reflection #6.
7	April 22 nd	Moral Development Classroom Management Student(s) present Project*	<i>Due by Midnight on April 28th</i> 1. Complete Class Video Report. 2. Complete DQ#6. 3. Prepare for Research Presentation 4. Prepare for Final Exam.
8	April 29 th	Effective Learning Environments Students present Research Paper Final Exam	<i>Due by 11:59 p.m. on Friday, May 1st</i> 1. Complete DQ#7. 2. 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.