

Course: ED250 T & NT Educational Psychology
Credit: 3 credit hours
Semester: Spring 2026 (Sessions 1 & 2)
Day and Time: Mondays and Wednesdays (9:30 – 10:50 a.m.)
Location: East Education Building, Room 129
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 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 value of research in educational psychology in relationship to effective classroom practices.
 - a. PLO-1, 2, 5; MTS-8
 - b. Assignments: A, 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, 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, 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. Slavin, R. & Madden, N. (2026). *Educational psychology: Theory and practice* (14th ed.). Pearson.

ISBN-13: 9780135371961 (6 month access for \$9.99 a month)
(Lifetime access for \$89.94)

ISBN-13: 9780135371930 (Printed copy: \$105.32)

(Please purchase or rent the 14th edition. This edition contains the most recent research, explanations, and guidelines.)

IV. REQUIREMENTS

A. Reading Assignments

You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings. You are also expected to 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 Reports:** Online students will complete a Class Video Report Form for each class session. In-class students are expected to complete a Class Video Report Form for any class session missed due to absence from class. The Class Video Report Template is available in Files in CANVAS.
2. **Chapter Responses:** 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 four (4) topics and associated questions will be posted in CANVAS. For each question, you should post an initial 250 – 300 word response by **Thursday night**. You should then respond to at least one other post made by a classmate by **Sunday night**.
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. **Educational Research on Effective Learning Environments:** You will begin by writing a 750 – 1,000 word summary of what you have learned from our textbook 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:

| Assignments: | Points: |
|---|-------------------------------|
| 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 |
| Total: | 1500 points |

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 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. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content 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.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.

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.

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**.

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) 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) 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

| Week | Dates | Class Topics: | Assignments for the Week: |
|-------------|---|---|--|
| 1 | Jan. 12 th & Jan. 14 th | Research + Common Sense = ? Motivating Students to Learn | <i>Due by Midnight on Jan. 18th</i> 1. Complete Class Video Report. 2. Complete DQ#1. 3. Complete reading assignment. |
| 2 | Jan. 19 th & Jan. 21 st | Jan. 19 MLK Holiday (No class) Cognitive Development | <i>Due by Midnight on Jan. 25th</i> 1. Complete Class Video Report. 2. Complete DQ#2. 3. Complete reading assignment. |
| 3 | Jan. 26 th & Jan. 28 th | Cognitive Theories of Learning COGE this week | <i>Due by Midnight on Feb. 1st</i> 1. Complete Class Video Report. 2. Complete reading assignment. |
| 4 | Feb. 2 nd & Feb. 4 th | Direct Instruction | <i>Due by Midnight on Feb. 8th</i> 1. Complete Class Video Report. 2. Complete DI Lesson Plan. 3. *Prepare to teach DI Lesson. |
| 5 | Feb. 9 th & Feb. 11 th | *Students Teach Lessons Students Reflect on Teaching | <i>Due by Midnight on Feb. 15th</i> 1. Complete Class Video Report. 2. Complete DQ#3. 3. Complete reading assignment. |
| 6 | Feb. 16 th & Feb. 18 th | Effective Learning Environments | <i>Due by Midnight on Feb. 22nd</i> 1. Complete Class Video Report. 2. Complete DQ#4. 2. Complete reading assignment. |
| 7 | Feb. 23 rd & Feb. 25 th | Effective Learning Environments Part 2 | <i>Due by Midnight on March 1st</i> 1. Complete Class Video Report. 2. Complete Classroom Observation & Teacher Interview. |

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| 8 | March 2 nd & March 4 th | Language Development Linguistic Diversity | <i>Due by Midnight on March 8th</i> 1. Complete Class Video Report. 2. Complete reading assignment. |
| <i>SPRING BREAK (March 9th – 13th)</i> | | | |
| 9 | March 16 & March 18 | Social, Moral, and Emotional Development Constructivist Theory of Learning Implications for the Classroom | <i>Due by Midnight on March 22nd</i> 1. Complete Class Video Report. 2. Complete Constructivist Lesson Plan. 3. *Prepare to teach C Lesson. |
| 10 | March 23 & March 25 | *Students Teach Lessons Students Reflect on Teaching | <i>Due by Midnight on March 29th</i> 1. Complete Class Video Report. 2. Complete reading assignment. |
| 11 | March 30 & April 1 st | Student Diversity | <i>Due by Midnight on April 5th</i> 1. Complete Class Video Report. 2. Complete Ed. Research on Effective Learning Environments. |
| 12 | April 6 th & April 8 th | Learners with Exceptionalities Behavioral Theories of Learning | <i>Due by Midnight on April 12th</i> 1. Complete Class Video Report. 2. Complete reading assignment. |
| 13 | April 13 th & April 15 th | Differentiated Instruction | <i>Due by Midnight on April 19th</i> 1. Complete Class Video Report. 2. Complete reading assignment. |
| 14 | April 20 th & April 22 nd | Assessing Student Learning Standardized Tests and Accountability | <i>Due by Midnight on April 26th</i> 1. Complete Class Video Report. 2. Work on Biblical Philosophy of Education paper. |

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| 15 | April 27 th & April 29 th | Review Final Exam | <i>Due by Midnight on May 3rd</i> 1. Complete Class Video Report. 2. Complete Biblical Philosophy of Education paper. |
| 16 | May 4 th & May 6 th | Teaching Creative Problem Solving & Thinking Skills | <i>Due by Midnight on May 6th</i> 1. Complete reading assignment. |

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.*