

Course: ED250 T & NT Educational Psychology
Credit: 3 credit hours
Semester: Spring 2027 Sessions 1 & 2 (January 11 – May 7)
Time: 1:00 – 2:20 p.m. Mondays & Wednesdays
Location: Education Building, Room 125
Instructor: Dr. Karen Hange
Contact Info: Office phone: 816-425-6186 Email: karen.hange@calvary.edu

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. DEPARTMENTAL THEME STATEMENT

The Teacher Education program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and Christian character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES: The student will...

1. Explain the value of research in educational psychology in relationship to effective classroom practices aligned with a Biblical worldview.
 - a. PLO-1, 2, 5; MTS-8
 - b. Assignments: A.1, A.3, B.3, B.4
2. Compare and contrast various cognitive, social, moral, and behavioral learning theories and evaluate within a Biblical framework.
 - a. PLO-1, 2, 5; MTS-1, 4, 5
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, C.1, C.2

3. Apply learning theories to the design and implementation of instruction integrated with Scripture that supports a Biblical framework.
 - a. PLO-1, 3, 4, 6; MTS-1, 2, 3, 4, 5, 7
 - b. Assignments: A.1, A.3, B.3, C.1, 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.3, B.3

IV. MATERIALS

A. Bible (see note in course policies)

B. Textbook

Slavin, R. & Madden, N. (2026). *Educational psychology: Theory and practice* (14th ed.). Pearson. ISBN-13: 9780135371961 (6 month access for \$10.83 a month) (Lifetime access for \$94.98) **Must purchase or rent the 14th edition.** <https://www.pearson.com/en-us/subject-catalog/p/educational-psychology-theory-and-practice/P200000013008/97801353719>

V. REQUIREMENTS

A. Weekly Assignments:

1. Reading

Read the assigned textbook chapters according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. There will be between two and three chapters of reading per week.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom!

2. Chapter Quizzes

A quiz will be posted on CANVAS to review the material from each week's readings. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

3. Interactive Class Notebook

Many of the theories discussed in this course are foundational to understanding the teaching/learning process. As such, it is important for students to take thorough notes that will help the learning "stick" and provide a reference for future classes. A template will be provided for keeping notes and the notebooks will be occasionally reviewed by the instructor and assigned grades based on the consistent, thorough notes recorded.

B. Assignments & Projects:

1. Learning Theories Applied to Life

Students will develop a 3–5 minute presentation with an infographic that could be used with incoming freshman on how to learn more effectively based upon at least three of the learning theories presented in this course. The presentation must include practical study strategies that clearly link to the educational theories listed in the textbook. More details will be posted in CANVAS.

2. Effective Learning Environments PD session

Students will spend 45 minutes researching key ideas for creating an effective learning environment for a classroom for their intended major. Select 6 key ideas that capture the essence of your “ideal” classroom. Using AI, design a visual model of that classroom. Then develop a 10-minute workshop that explains the key elements and why you feel those are important for helping students learn. Support your ideas with sources from the articles you reviewed. Further details for this assignment are available in CANVAS. (*Benchmark Assignment)

3. Biblical Philosophy of Education:

Write a 1,200 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 will be a continuation of the paper you submitted in ED247. You should be intentional in demonstrating your growth as a pre-service teacher. (*Benchmark Assignment)

4. Final Exam

Students will take a final exam during the last week of class to demonstrate evidence of understanding of key terms and learning theories as presented in the textbook, reviewed in class, and documented in the interactive notebook.

C. Teaching Experiences

- 1. Direct Instruction Lesson Demonstration:** 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.
- 2. Student Centered Lesson Demonstration:** Students will develop a lesson plan according to the template provided in CANVAS. They will select a topic aligned to their intended major and appropriate grade level. They will need to provide copies of all supporting materials needed to teach the lesson to their peers.

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:

Biblical Philosophy of Education	150 points
Learning Theories Applied to Life	110 points
Effective Learning Environments PD session	110 points
Teaching Demonstrations (75 points x 2 sessions)	150 points
Final Exam	100 points
Chapter Quizzes (14 chapters x 20 points)	280 points
Interactive Class Notebook	100 points
<u>Weekly Participation in Class or Online</u>	<u>500 points</u>
Total points for the class	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 GPA standard to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education coursework and a 2.5 GPA in 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 weekly.

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 11 & 13	Introduction & Course Overview Chapter 1	
2	Jan 18 & 20	Jan. 18 MLK Holiday (No class) Cognitive Development	
3	Jan 25 & 27	Language & Literacy Development COGE on Wednesday	
4	Feb 1 & 3	Motivating Students to Learn Chapter 11	
5	Feb 8 & 10	Cognitive Theories of Learning Chapter 5	Learning Theories Applied to Life
6	Feb 15 & 17	Direct Instruction & Effective Lesson Techniques Chapter 7	
7	Feb 22 & 24	Teaching Demonstration # 1	Direct Instruction Lesson due

8	Mar 1 & 3	Teaching Diverse Students Chapter 6	
<i>SPRING BREAK MARCH 8-12</i>			
9	Mar 15 & 17	Creating Effective Learning Environments Chapter 9	
10	Mar 22 & 24	Differentiated Instruction & Exceptional Learners Chapters 10 & 12	Effective Learning Environments PD Presentation due
11	Mar 29 & 31	Student Centered Approaches to Learning Chapter 8	
12	Apr 5 & 7	Teaching Demonstrations # 2	Student Centered Lesson due
13	Apr 12 & 14	Social, Moral, and Emotional Development Chapter 3	
14	Apr 19 & 21	Behavioral & Social Theories of Learning Chapter 4	Biblical Philosophy of Education paper due
15	Apr 26 & 28	Assessing Student Learning & Tests and Accountability Chapter 13 & 14	
16	May 3 & 5	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.