



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2015

ED2000 (A2&VC): Educational Psychology for Teaching – 3 (3-0-0) 45 Hours

INSTRUCTOR: Denise Nowicki, PhD. **PHONE:** 780-539-2792
OFFICE: C402 **E-MAIL:** dnowicki@gprc.ab.ca

OFFICE HOURS: Tuesday and Thursday, 10:15 am – 11:45 am or by appointment.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Woolfolk, A., Winne, P. H., & Perry, N. E. (2012). Educational Psychology (5th Canadian Edition). Pearson Education Canada, Toronto, Canada.

CALENDAR DESCRIPTION: This course is designed to provide students in Education with a working knowledge of important concepts and issues in Educational Psychology. Topics to be addressed include student development, learning and instruction, student abilities, and classroom motivation. The course will focus on information related to the practice of teaching.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): The course work includes lectures, class discussions, in-class group exercises, video conferencing, and individual and/or group student presentations, both written and oral.

COURSE OBJECTIVES:

Students will gain the abilities to define, explain, demonstrate, evaluate and articulate:

- the major theories, perspectives and concepts in Educational Psychology,
- the process of cognitive and social development and its impact on acquisition of knowledge,
- how the environment determines behavior through the principles of learning,
- the aspects of memory and their reciprocal relationship with behavior and other mental processes,
- the cognitive processes involved in language comprehension and production, as well as problem solving and reasoning,

- the aspects of motivation and their impact on learning,
- the process of formal and informal evaluation and assessment of students' knowledge.

LEARNING OUTCOMES:

- Identify and describe major concepts, theoretical perspectives and empirical findings in the areas of learning, cognitive development, moral development, culture and diversity, motivation, and assessment as related to the practice of teaching.
- Explain how a child learns and develops and the importance of creating instructional opportunities that are adapted to diverse learners using multiple instructional strategies to support a child's intellectual, social, and personal development.
- Summarize current understanding and knowledge of the development of verbal and nonverbal communication skills to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Explain the importance of individual and group motivation and behavior in the creation of a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Identify and describe how sociocultural factors impact student learning.
- Explain formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

TRANSFERABILITY: UA, UC*, UL, AU, GMU

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

* U of C transfers either ED2000 or PY2230 but not both.

GRADING CRITERIA:

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	66-69
A	4.0	90-94		C	2.0	63-65
A-	3.7	85-89		C-	1.7	60-62
B+	3.3	80-84		D+	1.3	54-59
B	3.0	75-79		D	1.0	50-54
B-	2.7	70-74		F	0.0	00-49

EVALUATIONS:

Exam 1	Chapters 1, 2, and 14 and class notes	20%
Exam 2	Chapters 3, 4, and 5 and class notes	20%
Group In-Class Presentation/ Personal Project		15%
Reflective Journal		15%
Final Exam	Chapters 6, 7, 8, 9, and 11 and class notes	30%

STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course will depend heavily on in-class discussion and activities, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify me as soon as possible. If you find yourself having difficulty in this course, please contact me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

Students will be held accountable for lectures delivered, readings assigned, and any announcement that will be made in class from time to time. If a student is unable to attend a particular class, it will be his/her responsibility to find out what was missed.

If a student foresees that he/she will be unable to write a test or exam at a scheduled time due to illness or emergency, he/she should notify me immediately. A message may be left on my voice mail (780-539-2792) or e-mail (dnowicki@gprc.ab.ca) together with a phone number where the student can be reached to arrange for an alternative date to write the test, if feasible. Failure to notify me will result in a grade of zero for the test that was missed, unless proof is presented that the student was physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond the student's control.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

All assignments are due on the dates set by the instructor and **must** be **word-processed** following the APA format. A support document for APA is available in the Learning Resource Centre within

the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

Note: Assignments and projects not picked up by students will be held until the end of the first week of the following semester and then discarded.

Refer to College Policy on Student Rights and Responsibilities: www.gprc.ab.ca/d/STUDENTRIGHTSRESPONSIBILITIES

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

****Note:** all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Note: These discussion topics may be modified and/or other topics may be added.

Date/Week	Topic	Information
Week 1&2	Chapter 1: Introduction and Decision Making	
Week 2&3	Chapter 14: Instructional Assessment	
Week 4	Chapter 2: Physical, Cognitive and Language Development	
Sept. 16		Project topic/group members/date
Sept. 23		Group Project Planning
Week 5	Chapter 2: Physical, Cognitive and Language Development	
October 5		Test 1: Chapter 1, 2, 14, and Class Notes
Week 6	Chapter 3: Personal, Social, Emotional, and Moral Development	
Week 7	Chapter 3: Personal, Social, Emotional, and Moral Development	
Week 8	Chapter 4: Individual and Group Differences	
Week 9	Chapter 5: Culture and Diversity	
Nov. 2		Test 2: Chapter 3, 4, 5, and Class Notes
Week 10	Chapter 6: Learning and Behaviorism	
Week 11	Chapter 7: Learning and Cognition	
Nov 11-13		No Classes: Fall Break
Week 12	Chapter 8: Knowledge Construction and Higher-Level Thinking	
Week 13	Chapter 9: Learning and Constructivism	
Week 14	Chapter 11: Motivation	
Dec. 7	Last Day of Classes	Reflective Journal Due
	Final Exam Schedule TBA	Final Exam: Chapter 6,

		7, 8, 9, 11 and Class Notes
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Learning Outcomes adapted from: <http://www.teal.usu.edu/htm/assessment/elementary-program-assessment/learning-objectives>