



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION: Humanities, Fine Arts, and Social Sciences**

**COURSE: EDC 2000: Educational Psychology**

Date: 2-5-18

Credit Hours: 3

Prerequisite(s):

Delivery Method:  **Lecture**                      **3 Contact Hours** (1 contact = 1 credit hour)  
 **Seminar**                              **0 Contact Hours** (1 contact = 1 credit hour)  
 **Lab**                                        **0 Contact Hours** (2-3 contact = 1 credit hour)  
 **Clinical**                                **0 Contact Hours** (3 contact = 1 credit hour)  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

**CATALOG DESCRIPTION:** This comprehensive course explores psychological principles underlying educational practice. Theories concerning cognitive and psychological development, human learning/development, and motivation are studied with emphasis on application for instruction, including assessment. Emphasis will also be placed on learner-centered instruction and diversity. Application includes preschool through high school, including students with special needs

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

### Upon completion of the course, the student will be able to:

#### Learning Outcomes/Course Objectives/Standards

#### Based on the Illinois Professional Teaching Standards (IPTS)

There are three levels that correspond to the standards/indicators identified below:

- Partially Introduced: Concepts/materials are partially covered at a beginning level of knowledge and/or skill.
- Introduced: Concepts/materials are covered at a beginning level of knowledge and/or skill.
- Met: Concepts/materials are covered at a proficient level of knowledge and/or skill.

#### \*\*IPTS

#### Outcomes/Objectives/Standards

Standard 1: Teaching the diverse student

1A. The competent teacher understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum (part intro);

1B. The competent teacher understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities (intro);

1C. The competent teacher understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community (intro);

1D. The competent teacher understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act, its implementing regulations, Article 14 of the School Code (105ILCS5/Art14) and 23 Ill Adm. Code 226 (part intro);

- 1E. The competent teacher understands the impact of linguistic and cultural diversity on learning and communication (intro);
- 1F. The competent teacher understands his or her personal perspectives and biases and their effects on one's teaching (part intro);
- 1G. The competent teacher understands how to identify individuals needs and how to locate the access technology, services, and resources to address those needs (intro);
- 1K . The competent teacher facilitates a learning community in which individual differences are respected (part intro) ;
- 1L. The competent teacher uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students (intro);

Standard 2- Content area and Pedagogical knowledge:

- 2A. The competent teacher understands theories and philosophies of learning and human development as they relate to the range of students in the classroom (intro);

Standard 3- Planning for Differentiated Instruction:

- 3A. The competent teacher understands the Illinois Learning Standards, curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction (intro);
- 3B. The competent teacher understands how to develop short and long range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory (part intro);

Standard 4- Learning Environment:

- 4A. The competent teacher understands principles of and strategies for effective classroom and behavior management (intro);
- 4B. The competent teacher understands how individuals influence groups and how groups function in society (intro);
- 4C. The competent teacher understands how to help students work cooperatively and productively in groups (intro);
- 4D. The competent teacher understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement (intro);

Standard 5- Instructional Delivery:

- 5A. The competent teacher understands the cognitive processes associated with various kinds of learning (intro);
- 5B. The competent teacher understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices (intro);

Standard 6 Reading, Writing, and Oral Communication:

- 6A. The competent teacher understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas (intro);
- 6D. The competent teacher understands writing processes and their importance to content learning (intro);

Standard 7- Assessment:

- 7A. The competent teacher understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools (intro);
- 7C. The competent teacher understands measurement theory and assessment related issues, such as validity, reliability, bias, and appropriate and accurate scoring (intro);
- 7D. The competent teacher understands current terminology and procedures necessary

for the appropriate analysis and interpretation of assessment data (intro);

7E. The competent teacher understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction (intro);

Standard 8- Collaborative Relationships:

8B: The competent teacher understands the collaborative process and the skills necessary to initiate and carry out that process (part intro);

8D. The competent teacher understands the benefits, barriers, and techniques involved in parent and family collaborations (part intro);

8E. The competent teacher understands school and work based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning (part intro);

Standard 9- Professionalism, Leadership, and Advocacy:

9A. The competent teacher evaluates best practices and research-based materials against benchmarks within the disciplines (intro);

9B. The competent teacher identifies paths for continuous professional growth and improvement, including the design of a professional growth plan (intro);

9K. The professional teacher reflects on professional practice and resulting outcomes; engages in self-assessment; and adjust practices to improve student performance, school goals, and professional growth (intro);

**MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
First Goal	
To communicate successfully, both orally and in writing, to a variety of audiences	Standard 6 Reading, Writing, and Oral Communication: 6A. The competent teacher understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas (intro);
Second Goal	
To construct a critical awareness of and appreciate diversity.	Standard 1: Teaching the diverse student 1A. The competent teacher understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum (part intro);

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Roles of Educational Research
2. Cognitive Development
3. Learner Differences
4. Assessment
5. Ecology of the classroom
6. Complex Cognitive Process
7. Behavioral Views of Learning
8. Social Cognitive Views on Learning
9. Theories of Motivation
10. Instructional Strategies
11. Personal/social/emotional Development
12. Diversity

**INSTRUCTIONAL METHODS:**

- 1. Lecture
- 2. Class Discussion
- 3. Audio Visual Aids/videos
- 4. Examinations and Quizzes
- 5. Guest speakers
- 6. Supplemental Reading
  - a. Journal Articles
  - b. Newspapers
  - c. Magazines
  - d. Internet Resources
- 7. Small and Large Group Activities

**INSTRUCTIONAL MATERIALS:**

TEXTBOOK: Educational Psychology, Woolfolk, A. E. Boston: Allyn & Bacon.13. ed. 2016.

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

A= 90-100	<input type="checkbox"/>	Reflective writing assignments
B= 80-89	<input type="checkbox"/>	Micro-teaching
C= 70-79	<input type="checkbox"/>	Frame/matrices
D= 60-69	<input type="checkbox"/>	Concept maps
F= 0-59	<input type="checkbox"/>	Videotaped or analysis of role playing
Acceptablecourse	<input type="checkbox"/>	Research paper/project
assignments/assessments/artifacts:	<input type="checkbox"/>	Article reviews
<input type="checkbox"/> Class presentation	<input type="checkbox"/>	Analysis of lesson plans on web
<input type="checkbox"/> Class projects	<input type="checkbox"/>	Webquest, or other web activities
<input type="checkbox"/> Exams/quizzes	<input type="checkbox"/>	Interview teacher and written analysis
<input type="checkbox"/> Case studies	<input type="checkbox"/>	Educational Biography
<input type="checkbox"/> Lesson plans		
<input type="checkbox"/> Observational analysis		

## OTHER REFERENCES

### Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																						
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	
	Direct/Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	
Standard 1: Teaching the diverse student 1A. The competent teacher understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum (part intro); 1B. The competent teacher understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities (intro); 1C. The competent teacher understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community (intro); 1D. The competent teacher understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education		X	X	X		X			X	X				X									

<p>Improvement Act, its implementing regulations, Article 14 of the School Code (105ILCS5/Art14) and 23 Ill Adm. Code 226 (part intro);</p> <p>1E. The competent teacher understands the impact of linguistic and cultural diversity on learning and communication (intro);</p> <p>1F. The competent teacher understands his or her personal perspectives and biases and their effects on one's teaching (part intro);</p> <p>1G. The competent teacher understands how to identify individuals needs and how to locate the access technology, services, and resources to address those needs (intro);</p> <p>1K . The competent teacher facilitates a learning community in which individual differences are respected (part intro) ;</p> <p>1L. The competent teacher uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students (intro);</p>																					
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		Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D										
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																					