

Montgomery County Community College
 PSY 210
 Educational Psychology
 3-3-0

COURSE DESCRIPTION:

This course investigates three models (Behavioristic, Humanistic, and Cognitive) of human functioning and selected learning strategies derived from each. In addition, a number of traits and behaviors (e.g. SES, culture, motivation, curiosity, creativity, and intelligence) related to children's learning and cognitive developments are explored.

PREREQUISITE(S):

None

CO-REQUISITE(S):

None

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

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
1. Differentiate behavioral, information processing, and constructivist approaches in teaching, their basic principles and application in the classroom.	Lecture Discussion View Multimedia Document Resources	Written Exam
2. Define the key concepts in major developmental theories and their implications for children/adolescents in the school setting.	Lecture Discussion View Multimedia Written Assignments Reading/Research	Written Exam Assess Written Assignment
3. Characterize the differences between historical theories of intelligence and more recent models of Stern, Gardner and others.	Lecture Discussion Self-Assessment Reading/Research Written Assignment	Written Exam Assess Written Assignment
4. Critically evaluate the concept of Learning Styles and possible implications of these for teaching and learning.	Lecture Discussion Reading/Research	Written Exam

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
5. Evaluate the concept of IQ assessment, standardized testing and their appropriate application.	Lecture Discussion Reading/Research Written Assignment	Written Exam Assess Written Assignment
6. Describe and illustrate the impact of culture and cultural differences on student success.	Lecture Discussion Research Case Study	Written Exam Assess Case Study
7. Identify and give examples of successful multicultural approaches to classroom education.	Lecture Discussion Group Exercise Reading/Research	Written Exam Student Assessment of Group Exercise
8. Interpret and summarize data on the impact of SES on learning and achievement in schools.	Lecture Discussion Reading/Research	Written Exam
9. Identify and explain the key characteristics of ADD/ADHD, learning disabilities, developmental disabilities, and emotional and behavioral problems that may be seen in the classroom.	Lecture Discussion Reading/Research Case Study View Multimedia	Written Exam Assess Case Study
10. Explain major theories of motivation as they apply to teacher and student behavior.	Lecture Discussion Self-Assessment Small Group Exercise	Written Exam Student Assessment of Group Exercise
11. Examine and summarize challenges to classroom management, and the role of the teacher in preventing and addressing problem behavior in the classroom.	Lecture Discussion Reading/Research View Multimedia	Written Exam

LEARNING OUTCOMES	LEARNING ACTIVITIES	EVALUATION METHODS
12. Write clear and effective goals and objectives for classroom learning.	Lecture Discussion Small Group Exercise Reading/Research	Written Exam Student Assessment of Group Exercise
13. Describe approaches to the assessment of learning, and the rationale and appropriate uses of each.	Lecture Discussion Reading/Research Written Assignment	Written Exam

At the conclusion of each semester/session, assessment of the learning outcomes will be completed by course faculty using the listed evaluation method(s). Aggregated results will be submitted to the Associate Vice President of Academic Affairs. The benchmark for each learning outcome is that *70% of students will meet or exceed outcome criteria*.

SEQUENCE OF TOPICS:

1. Psychology and Teaching
2. Early Explanations of Learning
3. Operant Conditioning, Social Learning Theory, and Related Models
4. Social Constructivism, Information Processing and Related Approaches
5. Behavior Management
6. Cognition and Memory
7. Theories of Human Development
8. Learning and Instruction: What Works
9. SES and Its Impact On Student Success
10. IQ and Standardized Testing
11. Multiculturalism and Education
12. Diagnosis and the ICD 10: ADHD, Developmental and Learning Disabilities
13. Intelligence and Creativity
14. Adapting to Student Differences: Homogeneous vs. Heterogeneous Grouping
15. Theories of Motivation and Teaching
16. Discipline and Morality
17. Measurement and Evaluation

LEARNING MATERIALS:

Textbooks are selected each semester at the discretion of the division.

Other learning materials may be required and made available directly to the student and/or via the College's Libraries and/or course management system.

COURSE APPROVAL:

Prepared by: M. L. Whitehill

Date: 9/2005

Revised by: M. L. Whitehill

Date: 12/2013

Revised by: M. L. Whitehill

Date: 5/20/2014

VPAA/Provost or designee Compliance Verification:

Date: 5/20/2014



This course is consistent with Montgomery County Community College's mission. It was developed, approved and will be delivered in full compliance with the policies and procedures established by the College.