

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EDP 2002

COURSE TITLE: Educational Psychology

PREREQUISITE(S): PSY 1012

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

CATALOG COURSE DESCRIPTION:

This course presents the theoretical principles underlying successful classroom practice and assists students in translating that knowledge into classroom use. (CBE)

SUGGESTED TEXT(S):

Latest edition appropriate. Educational Psychology: Theory Into Practice, Robert Slavin

Educational Psychology For Teachers, With Interactive CD Rom Website, Woolfolk, Anita, Prentice Hall

Educational Psychology: Windows On Classrooms, Eggen, Paul and Kauchak, Don, Merrill, Prentice Hall

Latest edition appropriate; Educational Psychology: Developing Learners, J. E. Ormrod, Prentice Hall.

SUGGESTED TEXT(S): (continued)

Annual Editions: Educational Psychology 06/07.
K.M. Cauley, J. McMillan, & G. Pannoza
McGraw-Hill.

Taking Sides: Clashing Views in Educational
Psychology. L. Abbeduto, McGraw-Hill.

How People Learn: Brain, Mind, Experience, and
School. National Research Council, Expanded Edition.
National Academy Press.

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 1997 (981)
Fall Term, 2002 (20031)
Fall Term, 2006 (20071)

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Application of Psychology to Teaching A. Nature and Value of Science B. Studying Behavior C. Learning Theory	2
II. Stages of Psychosocial and Cognitive Development A. Theories B. Implications C. Application	2-4
III. Age-Level Characteristics A. Physical B. Social C. Emotional D. Cognitive	2-4
IV. Behavioral Theories A. Classical Conditioning B. Operant Conditioning C. Observational Learning	2-4
V. Understand Student Differences A. The Nature and Measurement of intelligence B. Learning Styles C. Gender Differences and Gender Bias	2-4
VI. Informational Processing A. Memory Structures and Control Processes B. Techniques to Improve Memory C. Learning Strategies	2-4
VII. Cognitive Strategies A. Theories and Approaches B. Techniques and Application C. Evaluation of Various Techniques	2-4

COURSE TOPICS (CONTINUED)	CONTACT HOURS <u>PER TOPIC</u>
VIII. Teaching Strategy	2-4
A. Bloom's Taxonomy	
B. Use of Objectives	
C. Various Ways of Stating Objectives	
D. Suggestions for Teaching	
IX. Motivation	2-4
A. Behavioral View	
B. Cognitive View	
C. Humanistic Views	
D. Self-Determination Theory Views	
E. Self-Theory Views	
F. Self Esteem and Motivation	
G. Techniques for Motivating Students	
X. Assessment	2-4
A. Forms of Assessment	
B. Definitions and Concepts	
C. Assessment Techniques	
D. The Mastery Approach	
XI. Interpreting Scores on Standardized Test	2-4
A. Nature of Standardized Tests	
B. Types of Standardized Tests	
C. Utilization of Standardized Tests	
XII. Understanding and Accommodations for Student Variability	2-4
A. Historical Developments	
B. The Individuals with Disabilities Education Act	
C. Students with Mild Retardation	
D. Students with Learning Disabilities	
E. Students with Emotional Disturbance	
F. Gifted and Talented Students	
G. Using technology to Assist Exceptional Students.	
XIII. Classroom Management	2-4
A. Reasons for Classroom Misbehavior	
B. Techniques of Classroom Management	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

	C. Violence in American Schools	
XIV.	Explain techniques for addressing cultural and socioeconomic diversity	2
	A. The Rise of Multiculturalism	
	B. Taking account of students' cultural differences	
	C. Multicultural Education Programs	
	D. Bilingual Education	
XV.	The Importance of Context in Education	2
	A. The role of family	
	B. The role of culture	
	C. The role of gender	

OBJECTIVES

Upon completion of this course the student

1. Has an understanding of the role of psychology in education.
2. Has an understanding of cognitive, language, social, emotional, and physical development and how that relates to educational settings, practices, and expectations.



**Florida State College
At Jacksonville**

**Course Learning Outcomes & Assessment
For All College Credit Courses**

NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1		
COURSE PREFIX AND NUMBER: <u>EDP 2002</u>		SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>EDUCATIONAL PSYCHOLOGY</u>		
Section 2		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)	
Section 3 (If applicable)		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communications	<input checked="" type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	
Section 4		
INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy
	<input checked="" type="checkbox"/> Quantitative Skills	<input checked="" type="checkbox"/> Scientific Method of Inquiry
	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively
Section 5		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
• 1	Apply Psychology to teaching	Tests, quizzes, case studies, class discussions, group projects.
• 2	Describe stage theories of learning	Tests, quizzes, case studies, class discussions, group projects.
• 3	Identify age-level characteristics	Tests, quizzes, case studies, class discussions, group projects.
• 4	Demonstrate an understanding of student differences	Tests, quizzes, case studies, class discussions, group projects.
• 5	Explain techniques for addressing cultural and socioeconomic diversity in education	Tests, quizzes, case studies, class discussions, group projects.
• 6	Describe appropriate accommodations for student variability	Tests, quizzes, case studies, class discussions, group projects.
• 7	Explain behavioral and social learning theories especially as they apply to classroom management.	Tests, quizzes, case studies, class discussions, group projects.
• 8	Explain information processing	Tests, quizzes, case studies, class discussions, group projects.
• 9	Explain constructivist learning theory, problem solving and transfer	Tests, quizzes, case studies, class discussions, group projects.
• 9	Identify various approaches to instruction and assessment as well as understand the use and interpretation of standardized tests.	Tests, quizzes, case studies, class discussions, group projects.

Section 6 Name of Person Completing This Form: <u>Troianne Grayson and Elizabeth Wisner</u> Date: <u>11/21/05</u>
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