



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: EDC 2000 Educational Psychology

Date: Spring 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): PSY 1000

Consent of Instructor: Yes No

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
 Virtual Class Meeting (VCM)

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

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

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.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Illinois Professional Teaching Standards

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. Multimedia
4. Examinations/quizzes
5. Guest speakers
6. Supplemental Reading-Journal Articles/Internet Resources
7. Small and Large Group Activities
8. Online discussions and assignments

EVALUATION OF STUDENT ACHIEVEMENT:

Acceptablecourse assignments/assessments/artifacts:

Class presentation/projects

Exams/quizzes

Case studies

Lesson plans

Observational analysis

Reflective writing assignments

Micro-teaching

Concept maps

Videotaped or analysis of profession

Research paper/project

Article reviews

Analysis of lesson plans

Internet research assignments

Interview teacher and written analysis

Educational Biography

Online discussion threads and assignments

INSTRUCTIONAL MATERIALS:

Textbooks

Educational Psychology, Woolfolk, A. E. Boston: Allyn & Bacon.

Resources-
research articles

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Learning Outcomes/Course Objectives/Standards

Based on the Illinois Professional Teaching Standards (IPTS)

**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);