**PSY-471 EDUCATIONAL PSYCHOLOGY**

**Course Description**

 The Educational Psychology course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences. It also describes behaviorist and social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments. This course covers the principles of curriculum development and related research as they apply specifically to students with various learning styles, exceptionalities, and achievement levels. Theory and research regarding teaching and instructional planning for at-risk and exceptional students with unique needs will be emphasized.

**Course Objectives**

On successful completion of this course, the participants will be able to:

1. Describe the key principles and theories that guide teachers in their efforts to adapt instruction to students’ cognitive abilities and promote their further cognitive development.
2. Explain how students differ from one another in their cognitive and linguistic development, and how teachers can accommodate such differences.
3. Explain how self-concept and self-esteem affect the classroom performance of students.
4. Compare and contrast the different forms of assessment used in classroom settings.
5. Provide basic understanding of the theories and practices related to evaluation of
	1. student performance.

**Contents**

**1: Introduction to Educational Psychology**

**2: Cognitive and Language Development**

* Piaget’s four stages of cognitive development
* Key concepts in Piaget’s theory
* Criticism of Piaget

**3: Cognitive and Language Development**

* Vygotsky theory
* Key concepts in Vygotsky’s theory
* Criticism of Vygotsky

**4: Educational Implications**

a. Piaget’s theory b. Vygotsky’s theory

**5: Individuation and Development**

* The Emerging Self
* The Development of Self
* The Changing Self
* Self-Esteem and Competence
* The Self in Self Control

**6: Exceptional Students**

* Exceptional students in the classroom
* Children in need of special education
* Children at risk
* The gifted/talented
* Sensory Handicaps

**7: Areas of Exceptionality**

* Communication disorders
* Attention-Deficit/Hyperactivity Disorder
* Learning disabilities
* Emotional Disturbances

**8: Assessment and Classification of Children**

* Guidelines for diagnosis/classification
* Potential Problems with labeling students

**9: Mainstreaming and Inclusion**

* What is mainstreaming and inclusion?
* Regular classroom support for exceptional students

**10: Learning Theories and Implications for Practice**

 a. Brief explanation of learning theories

 b. Behavioral theories and teaching

* Techniques to increase behavior
* Techniques to decrease behavior
* Techniques to maintain behavior
* Techniques of self-control

**11:** **Thinking Skills and Problem-Solving Strategies**

* Cognitive Styles
* The Bloom Taxonomy
* Costa and Thinking Skills
* Transferring strategies and skills

**: Classroom Management**

* Management concerns in the classroom
* Managing the classroom
* Methods of control

**13: Assessment of Student’s learning**

* Methods and technical Issues in the assessment of students
* Planning a teacher constructed test
* Performance and Portfolio assessment methods
* Standardized tests and behavior rating scales

**14: Effective Teaching Strategies and the Design of Instruction**

* Approaches to Instruction
* Design of instruction
* Adapting instruction to the individual differences of learners
* The eleven big ideas in effective teaching

**Suggested Readings**

Santrock, J., Woloshyn, V., Gallagher, T., Di Petta, T., & Marini, Z. (2010). Educational Psychology (3rd Canadian Edition). Toronto: McGraw Hill Ryerson.

Peacock, G. G., Ervin, R. A., Daly, E. J., Merrell, K. W. (2010). *Practical handbook of School Psychology: Effective Practices for the 21st Century*. New York. The Guilford Press.

Woolfolk, A., Winne, P.H., and Perry, N.E. (2006). [*Educational Psychology*](http://wps.prenhall.com/ca_ab_woolfolk_edupsych_3), 3rd Canadian Edition.  Toronto:  Pearson.

Elliott, S. N., Kratochwill, T. R., Cook, J. L., & Travers, J. F. (2000). Educational Psychology: Effective teaching, Effective Learning (3rd ed.). USA: McGraw-Hill Companies, Inc.