

# PSY-2110: EDUCATIONAL PSYCHOLOGY

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## Cuyahoga Community College

### Viewing: PSY-2110 : Educational Psychology

**Board of Trustees:**

May 2023

**Academic Term:**

Fall 2023

**Subject Code**

PSY - Psychology

**Course Number:**

2110

**Title:**

Educational Psychology

#### **Catalog Description:**

Examines the psychological basis of teaching and learning. Topics include theories of development and learning, learner motivation, learner differences, instructional strategies and assessment. Effects of cultural, social, and emotional factors on educational processes are also examined. This course is a requirement of teacher education programs.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

## Requisites

### **Prerequisite and Corequisite**

PSY-1010 General Psychology or PSY-101H Honors General Psychology.

## Outcomes

**Course Outcome(s):**

Describe how child and adolescent cognitive and socio-emotional development influences current educational research and practice.

### **Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Distinguish between the theories of cognitive development in childhood and adolescence
2. Identify the impact of cognitive development in current educational research and practice
3. Distinguish between the theories of socio-emotional development in childhood and adolescence
4. Identify the impact of socio-emotional development in current educational research and practice

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### **Course Outcome(s):**

Discuss the implications of learning theories for classroom practice.

### **Essential Learning Outcome Mapping:**

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Identify behavioral approaches to learning, and explain how such approaches can modify behavior within the classroom
2. Identify cognitive approaches to learning, and explain how such approaches can affect learning

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**Course Outcome(s):**

Evaluate the effectiveness of various teacher practices and teacher beliefs.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Identify the ways to create and maintain a positive learning environment
2. Differentiate the primary instructional strategies, such as teacher-directed and learner-directed
3. Assess various forms of classroom assessment strategies, such as standardized tests, portfolios, and formative and summative assessments

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**Course Outcome(s):**

Explain the various methodologies used by educational researchers to inform educational practice.

**Essential Learning Outcome Mapping:**

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

**Objective(s):**

- a. Differentiate qualitative and quantitative designs
- b. Identify various research designs, including experimental, correlational, and descriptive designs.

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**Course Outcome(s):**

Demonstrate how personal and institutional ethics affect educational practice.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

- a. Explain educational ethics.
- b. Discuss why students are classified as a vulnerable population.
- c. Identify how personal beliefs and institutional policies can affect the ethical treatment of students.

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**Methods of Evaluation:**

- a. Course Artifact: Students in the class must demonstrate their knowledge of K-12 student learning and the K-12 learning environment through a product. The product may be a paper or involves other media. The primary objective of the task is to provide objective evidence (i.e. a concrete example or an artifact) which demonstrates a knowledge and understanding of K-12 learning environment. Students in the class must also reflect upon their product in writing. The reflection paper together with the product is called an artifact. Students who plan to become teachers will include the artifact in a permanent portfolio. The portfolio is evaluated to determine whether candidates for a teacher's license have met each of 10 Interstate New Teachers Support Consortium/Ohio standards. Standard B, "Student learning," and Standard F, "Learning environment," are met in the context of the Educational Psychology course. Students may secondarily demonstrate knowledge of Standard C, "Assessment," and Standard H, "Diversity of learning," through the artifact from this course.
- b. Case Study Assessments: Students' ability to use educational psychology to analyze case studies should be evaluated. Evaluations may include essay exams that involve case studies, quizzes that involve case studies, papers that require analysis of case studies or group analysis of case studies.
- c. Other evaluation techniques may be used at the instructor's discretion. These include:
  - i. Exams
  - ii. Quizzes
  - iii. Research reports
  - iv. Article and book reports

- v. Reports on guided field experiences
- vi. Reflection papers/journals
- vii. Group and individual presentations

**Course Content Outline:**

- a. Survey of theories of human development as applied to education
  - i. Cognitive and linguistic theories (e.g., Piaget, Vygotsky)
  - ii. Socio-emotional theories and theories of moral development (e.g., Erikson, Kohlberg, Gilligan)
  - iii. Behavioral genetic and sociocultural approaches
- b. Intelligence and its assessment
  - i. The traditional psychometric approach
  - ii. Multidimensional approaches to intelligence (e.g., Gardner, Sternberg)
  - iii. Cultural biases in intelligence concepts and assessment
- c. Students as diverse learners
  - i. The role of social class, gender, race, and ethnicity in learning and development
  - ii. Culturally congruent teaching
- d. Introduction to exceptionalities
  - i. Types of exceptionality
  - ii. Legislation relevant to students with exceptionalities
- e. Learning
  - i. Behavioral learning theory, its application to the classroom and its limitations
  - ii. Social cognitive learning theories
  - iii. Cognitive processes in learning
  - iv. Knowledge construction and higher-level thinking
  - v. The effects of culture, language, community values, family, and individual differences on learning
- f. Motivation
  - i. Behavioral theories
  - ii. Social cognitive theories
    - 1. Self-efficacy
    - 2. Modeling
  - iii. Cognitive theories
    - 1. Goal theory
    - 2. Expectancy-value theory
  - iv. The effects of anxiety, depression and other emotions on motivation
  - v. Applications to the design and support of classroom instruction
- g. Assessment
  - i. Types of assessments
  - ii. Characteristics of assessments
  - iii. Introduction to measurement theory
  - iv. Assessment-related issues
- h. Introduction to instructional strategies
  - i. Major types of instructional strategies
  - ii. How instructional strategies are related to theories of learning, development and motivation
- i. Introduction to classroom management and discipline
  - i. Principles of classroom management
  - ii. How classroom management principles are related to theories of learning, development and motivation

**Resources**

Corno, L. & Anderman, E.M. (2016) *Handbook of educational psychology*., Routledge. <https://www.routledge.com/Handbook-of-Educational-Psychology/Corno-Anderman/p/book/9780415894821>

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Eggen, P. & Kauchak, D. (2020) *Using educational psychology in teaching (11th ed.)*., Pearson. <https://www.pearson.com/en-us/subject-catalog/p/using-educational-psychology-in-teaching/P200000000993/9780136874423>

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Ormrod, J. E., Anderman, E.M., & Anderman, L. H. (2023) *Educational psychology: Developing learners (11th ed.)*., Pearson. <https://www.pearson.com/en-us/subject-catalog/p/educational-psychology-developing-learners/P200000009802/9780137871384>

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Ormrod, J. E. & Jones, B. D. . (2022) *Essentials of educational psychology: Big ideas to guide effective teaching* (6th ed.). Pearson. <https://www.pearson.com/en-us/subject-catalog/p/essentials-of-educational-psychology-big-ideas-to-guide-effective-teaching/P200000001598/9780136817697>

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Slavin, R. E. (2022) *Educational psychology: Theory and practice* (13th ed). , Pearson. <https://www.pearson.com/en-us/subject-catalog/p/educational-psychology-theory-and-practice/P200000001839/9780136912156>

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## Instructional Services

### OAN Number:

Ohio Transfer 36 TMSBS and Transfer Assurance Guide OED008

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