



Course Name: EDUC 2221 Educational Psychology

Semester Taught: Spring – TERM 2

Credit Hours: 3

Course Date, Time, and Place:

Instructor Information:

Instructor:	Communication Information:	Office Hours:
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Required Text:

Woolfolk, A. (2019). *Educational Psychology: Active Learning, 14th*. Pearson: NY: NY. (ISBN-13:780134774329)

Required Materials or Readings:

E-mail Requirement: All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

Attendance: Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

Catalog Course Description:

Introduces you to psychological principles as they apply to teaching and learning. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. You will address cognitive, linguistic, affective, and social development, with particular attention to the K-8 learner. Emphasis is on the integration of theory and practice, with numerous classroom applications of psychological theories and principles. (3, 3T+0L).

Course Objectives:

1. Students will explore cognitive, behavioral, and humanistic theories influence on the learning process, and principles of classroom use
2. Students will apply psychological principles and theories within actual or simulated educational contexts
3. Students will examine major concepts of child and adolescent development, human learning, and instructional strategies, and management.
4. Students will explore how to identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies and the selection materials, and the role of the teacher in the learning process.

NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.

New Mexico Entry Level Teacher Competencies (InTASC):

A. Learner Development:

A.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **A.2a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f, A.2.g, A.2.h, A.2.i, A.2.j, A.2.k**

B. Learner Differences:



B.1 The teacher uses understanding of

individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. **B.2a, B.2.b, B.2.c, B.2.d, B.2.e, B.2.f, B.2.g, B.2.h, B.2.i, B.2.j, B.2.k, B.2.l B.2.m, B.2.n, B.2.o**

I. Professional Learning and ethical practice:

I.1 The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **I.2a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.2.j, I.2.k, I.2.l I.2.m, I.2.n, I.2.o**

COE's Conceptual Framework - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle-

- 4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
- 5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
- 6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
- 8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-

- 2. Utilization of Planning and Assessment tools

Dispositions-

- 3. Ethical Behavior

NNMC Student Learning Outcomes

- 3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/ Alignment:

Assignment/Assessment	Course Objectives Conceptual Framework NNMC SLO	Points Earned
Discussion	Course Objectives 1-4 COE CF- KP 4, 6, 8, D 3, NNMC SLO 3	5 @ 6 =30 pts.
Reflection Essay	Course Objectives 1-4 COE CF- KP 4, 6, 8, D 3, NNMC SLO 3	1 @ 15 =15 pts.
Visual model- (i.e., informational brochure) on child or adolescent development	Course Objectives 1, 2 COE CF- KP 4, 6, 8, D 3, NNMC SLO 3	1 @ 15 =15 pts.
Visual model- (i.e., informational brochure) comparing/contrasting learning theories	Course Objectives 1, 3 COE CF- KP 4, 6, 8, D 3, NNMC SLO 3	1 @ 15 =15 pts.
Power point presentation of <u>classroom simulation</u> : <ul style="list-style-type: none"> • Identify student age group • Identify developmental level • Select 1 instructional learning theory 	Course Objectives 1-4 COE CF- KP 4, 6, 8, D 3, NNMC SLO 3	1 @ 25 =25 pts.



<ul style="list-style-type: none"> • Apply instructional teaching strategies • Select developmentally appropriate materials • Define and explain the role of the teacher 		
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Course Dates, Topics, Assignments:

DATE	Course Topic/Readings	Activities	Assessment/ Date
Week 1	Course objectives- 1 Introduction, Student will explore the Big Picture; i.e. relationships between learning and teaching	1. Learning, Teaching, and Educational Psychology	#1 Discussion
Week 2	Course objectives- 1 Students will examine the relationships between cognitive, social and moral development	PART I: STUDENTS 2. Cognitive Development 3. The Self, Social, and Moral Development	Reflection Essay
Week 3	Course objectives- 1, 2, 3, 4 Students will compare and contrast learner difference	4. Learner Differences and Learning Needs 5. Language Development, Language Diversity, and Immigrant Education 6. Culture and Diversity	#2 Discussion
Week 4	Course objectives- 1, 2, 3 Students will explore a variety of behavioral and cognitive theories	PART II: LEARNING AND MOTIVATION 7. Behavioral Views of Learning 8. Cognitive Views of Learning 9. Complex Cognitive Processes	#3 Discussion
Week 5	Course objectives- 1, 2, 3, 4 Students will investigate and create a positive learning environment	10. Constructivism and Designing Learning Environments 11. Social Cognitive Views of Learning and Motivation 12. Motivation in Learning and Teaching	Visual model- (i.e., informational brochure) Key components of a positive learning environment
Week 6	Course objectives- 1, 2, 3, 4 Students will analyze the relationship between a positive learning environment and motivation	PART III: TEACHING AND ASSESSING 13. Managing Learning Environments	#4 Discussion
Week 7	Course objectives- 1, 2, 3, 4 Students will investigate a variety of learning theories and the role of the teacher in the learning process	14. Teaching Every Student 15. Classroom Assessment, Grading, and Standardized Testing	Visual model- (i.e., informational brochure) comparing/contrasting learning theories
Week 8	Course objectives- 1, 2, 3, 4	Power point presentation of <u>classroom simulation</u> : <ul style="list-style-type: none"> • Identify student age group 	#5 Discussion Final Project-



		<ul style="list-style-type: none"> • Identify developmental level • Select 1 instructional learning theory • Apply instructional teaching strategies • Select developmentally appropriate materials • Define and explain the role of the teacher 	
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Grading

A+ 4.33 Outstanding

B+ 3.33 Above Average

C+ 2.33 Average, Passing

D+ 1.33 Below Passing

F 0.00 Not Passing

A 4.00 Outstanding

B 3.00 Above Average

C 2.00 Average, Passing

D 1.00 Below Passing

A- 3.67 Outstanding

B- 2.67 Above Average

C- 1.67 Average, Passing

D- 0.67 Below Passing

Late Work: Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

Students with Disabilities: Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nmmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

NNMC Incomplete Policy: The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

Academic Ethics: Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.

