

Bemidji State University

ED 3110: Educational Psychology

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

A study of the teaching and learning process: teaching with emphasis on planning effective instruction, management, and assessment; learning from behavioral, information processing, and constructivist views focusing on how learning is influenced by cognitive, personal, social, and moral development, and by teaching approaches, motivation, and other factors. Prerequisites: 2.50 overall GPA; Corequisite: ED 3100.

B. COURSE EFFECTIVE DATES: 09/14/2000 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Behavioral Views of Learning
2. Cognitive Development & Language
3. Cognitive Views of Learning
4. Learner Differences and Learning Needs
5. Motivation in Learning and Teaching
6. Social Cognitive Views of Learning & Motivation
7. The Learning Sciences & Constructivism
8. The Self, Social, and Moral Development

D. LEARNING OUTCOMES (General)

1. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.
2. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions.
3. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others.
4. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning.
5. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains.
6. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work
7. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.
8. recognize the relationship of intrinsic motivation to student lifelong growth and learning.
9. understand communication theory, language development, and the role of language in learning.
10. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns.
11. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.
12. understand the power of language for fostering self-expression, identity development, and learning.
13. understand the purpose of and differences between assessment and evaluation.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted