

Minnesota State University Moorhead

ED 294: Educational Psychology

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Explains psychological theory and research related to learning, motivation, cooperation, and instruction in diverse cultures and settings.

B. COURSE EFFECTIVE DATES: 02/26/1996 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Intro to Educational Psychology Research.
2. Diversity in the Classroom.
3. Brain Development & Language Development.
4. Personal, Social, and Moral Development.
5. Behavioral Theories of Learning: Classical and Operant Conditioning & Observational Learning.
6. Cognitive Theories of Learning and Complex Cognitive Processes.
7. Sociocognitive and Constructivist Theories of Learning.
8. Motivational Theories.
9. Affect in the Classroom.
10. Classroom Environment and Management.
11. Classroom Assessment.
12. Technology in the Classroom.

D. LEARNING OUTCOMES (General)

1. Understand the cultural, social, emotional, cognitive, physical, and moral developmental of individuals and how each influence learning.
2. Describe the key principles and theories that guide educators in their efforts to differentiate instruction to students' abilities and promote their further development.
3. Explain how self-concept and self-esteem affect the motivation and performance of individuals.
4. Understand the importance of learning life skills such as cooperation and collaboration that allow us to function effectively in diverse relationships.
5. Explain how an individual's moral reasoning and behavior change over time, and what educators can do to promote prosocial development.
6. Compare and contrast the ways in which individuals from various cultural and ethnic groups are apt to be alike and different from one another, and identify the implications of these differences for educational practice.
7. Compare and contrast the ways in which males and females are alike and different, and identify what can be done to provide equitable educational opportunities for both genders.
8. Identify psychological issues/challenges that individuals encounter and how to support healthy coping mechanisms.
9. Identify the qualities of effective learning strategies.
10. Understand how the environment, the instruction, the curriculum, and the uniqueness of the individual affect learning.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted