INSTRUCTIONAL PACKAGE

PSY 210

Educational Psychology

Fall 2019, Spring 2020 & Summer 2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: <u>Fall 2019-Summer 2020</u>

COURSE PREFIX: PSY 210   COURSE TITLE: Educational Psychology

CONTACT HOURS: 3   CREDIT HOURS: 3

RATIONALE FOR THE COURSE:
This course will help prepare future educators by covering multiple learning theories as they relate to the learner, learning processes, and learning motivation.

COURSE DESCRIPTION:
This course is the study of the teaching-learning process with emphasis on learning theory, transfer, problem solving, habit formation, individual difference, and other factors that facilitate learning. Attention will be given to the implications for classroom practices as they relate to personal, cultural, social and moral development as well as to social/cultural diversity and learner exceptionalities.

PREREQUISITES/CO-REQUISITES:
PSY 201 (with a final grade of "C" or better); EDU 110 (with a final grade of "C" or better)
*__Online/Hybrid__ courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:
Eggen, Paul and Kauchak, Don. (2020) *Using Educational Psychology in Teaching, (11th ed.).*
    New York, NY: Pearson Education, Inc.

ISBN-13:	9780135240540

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION
Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:
Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain behavior, development, and psychological disorders. Students are also encouraged to take notes. This course is designed to foster interaction, active learning, and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. *Use of electronic devices is prohibited in the classroom.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: Online Netiquette.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:
Instructors are encouraged to cover all fifteen chapters. As time allows, instructors may include additional readings and Student Learning Outcomes. Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

***Please see the Instructor's Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.**

Conceptual Framework

The overarching theme of the Conceptual Framework for all educator preparation programs is ***"The Educator as Reflective Practitioner."*** The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.
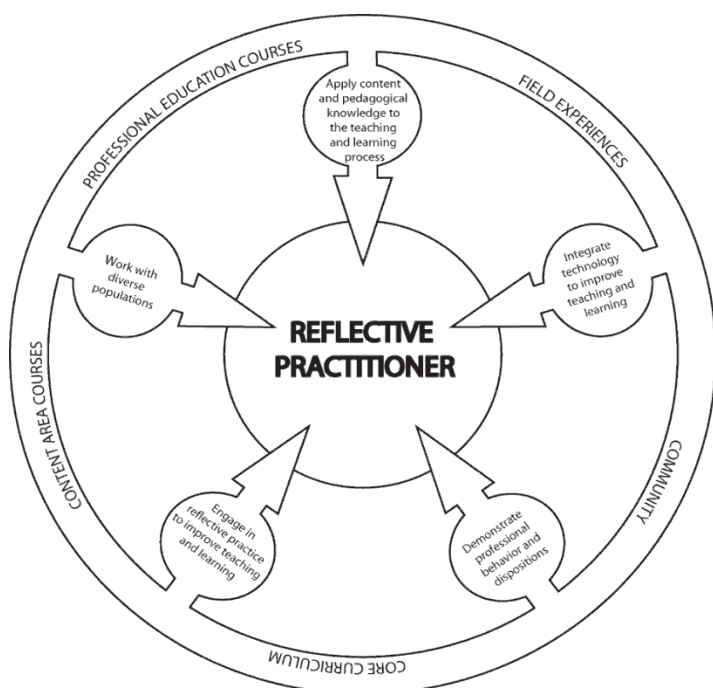
Course Objectives
1. Facilitate reflective practice and continued professional growth and collaboration among educators with regard to the psychological processes that underscore human learning and motivation.
2. Promote the use of critical thinking through written and oral expression concerning topics relevant to learning and motivation
3. Encourage analytical problem-solving that is relevant to student achievement and mastery.
4. Foster applied approaches to assessing student needs in learning and motivation, with a mindset for intervention and instruction.
5. Increase awareness and raise professional value for diversity and differentiation within the public education classroom setting with regard to learning and motivation.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Articulate a working understanding of the basic terminology used in educational psychology.
2. Analyze trends by which public perceptions of learning and motivation have changed across the historical and social contexts of American public school classrooms.
3. Compare and contrast the primary theories that are relevant to the processes by which children and adolescents develop, activate, and sustain their learning and motivation over time.
4. State and defend a professional position concerning one's own classroom model that is based on the commonly accepted theories of learning and motivation.
5. Explain and defend a written case-based intervention plan for instruction and motivation for a student in a field placement classroom setting.
6. Evaluate the complex cognitive demands of common curriculum tasks found in a field placement classroom setting.
7. Explain and defend a plan for meeting the learning and motivational needs of diverse learners within a classroom setting.
8. Develop a reflective professional development plan for increasing one's own mastery of educational psychology concepts to inform future practice.

Suggested Outline:

Module I

Materials Covered:	Chapter 1 Educational Psychology: Understanding Learning and Teaching
	Chapter 2 Cognitive & Language Development
	Chapter 3 Personal, Social & Moral Development
Assessment(s):	Complete class review activity, handouts or quizzes.
	Module Exam

Module II

Materials Covered:	Chapter 4 Learner Diversity
	Chapter 5 Learners with Exceptionalities
	Chapter 6 Behaviorism & Social Cognitive Theory
Assessment(s):	Complete class review activity, handouts or quizzes.
	Module Exam

Module III

Materials Covered:	Chapter 7 Cognitive Views of Learning
	Chapter 8 Complex Cognitive Processes
	Chapter 9 Knowledge Construction in Social Context

| Assessment(s): | Complete class review activity, handouts or quizzes. |
| | Module Exam |

Module IV
Materials Covered:	Chapter 10 Motivation & Learning
	Chapter 11 A Classroom Model for Promoting Student Motivation
	Chapter 12 Classroom Management: Developing Self-Regulated Learners

| Assessment(s): | Complete class review activity, handouts or quizzes. |
| | Module Exam |

Module V
Materials Covered:	Chapter 13 Learning & Effective Teaching
	Chapter 14 Increasing Learning Through Assessment
	Chapter 15 Standardized Testing & Learning

| Assessment(s): | Complete class review activity, handouts or quizzes. |
| | Module Exam |

Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*
Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.
EVALUATION*

Tests	%
Assignments	%
Papers/Plans	%
Projects/Portfolios	%
Class Participation	%
Final Exam	%
	100%

Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.

GRADING SYSTEM:

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*
Students' performance will be assessed and the weight associated with the various measures/artifacts

are listed below.

EVALUATION*

Exams	40-70%
Quizzes/Assignments	15-40%
Exercises/Projects/Discussions	15-40%
Total (must add up to 100%)	100%

***Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.**

GRADING SYSTEM:
State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (ACADEMIC CALENDAR). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

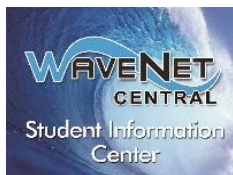# Part V: Student Resources

The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:
1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the Online Resource Center to access on-demand resources any time.

 ## Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:
1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: <mark>(If course is offered in multiple format include this section, delete if only F2F sections are offered.)</mark>
Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms
Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

> *Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.
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