

EFFECTIVE: SEPTEMBER, 2008 CURRICULUM GUIDELINES

A.	Division:	EDUCATION	Ef	fective Date:	SEPTEN	1BER 200	8	
В.	Department / Program Area:	PSYCHOLOGY/ FACULTY OI HUMANITIES & SOCIAL SCIENCES	F Re	vision	New Cou	irse	X	
C:	PSYC	2207 D: AN	Re Da Da De INTR	Revision, Section(s) vised: te of Previous Revisio te of Current Revisio velopment: ODUCTION TO	n or January E:	2008 3		
				AL PSYCHOLOGY tive Title		Semester Credits		
F:	Calendar Description:		r					
	This course provides an introduction to concepts, theories, and research in educational psychology.						у.	
	The topics covered include cognitive development during the school years, learning theories,							
	instructional approaches, motivation, assessment, and individual differences. This course is recommended for students who are interested in teaching or coaching school-aged children.							
G:	Allocation of Contact Hours to Type of Instruction		H:	Course Prerequisite	3:			
	/ Learning Setti	/ Learning Settings		NONE				
	Primary Methods of Instructional Delivery and/or Learning Settings:		т.					
			I:	Course Corequisites	:			
	Lecture			NONE				
	Number of Contact Hours: (per week / semester for each descriptor)		J:	Course for which th	is Course is a Pr	erequisite		
				NONE				
	Lecture:	4 hrs. per week / semester						
	Number of Weeks per Semester: 15		K:	Maximum Class Siz				
			к.	Maximum Class 512c.				
				35				
L:	PLEASE INDICATE:							
	Non-Credit							
	College Credit Non-Transfer							
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)							

Upon completion of the course the student will be able to:

- 1. Define educational psychology and give examples of the different topics educational psychologists study.
- 2. Identify the research methods and aims of educational psychology.
- 3. Describe the developmental issues faced by school age children.
- 4. Explain how individual variations and cultural diversity affect thinking and learning.
- 5. Describe the challenges presented by learning disabilities.
- 6. Describe the challenges presented by students with exceptional skills.
- 7. Explain and apply behavioural, socio-cultural, and cognitive learning theories.
- 8. Explain the role of motivation on learning and classroom behaviour.
- 9. Describe classroom management techniques.
- 10. Identify commonly used standardized tests, their strengths and limitations, and use in school settings.
- 11. Outline current trends in traditional and alternative assessments.

N: Course Content:

- 1. <u>Foundations of educational psychology</u> What is educational psychology? Goals of educational psychology Research methods
- 2. <u>Development during the school years</u> Physical and cognitive Social and emotional
- 3. <u>Diversity</u> Individual variations Socio-cultural diversity Exceptional learners
- 4. <u>Learning theories</u> Behavioural and social cognitive Cognitive Information processing Social constructivist
- 5. <u>Teaching approaches</u> Motivation Classroom management
- 6. <u>Educational Assessment and learning</u> Standardized tests Current trends in Assessment Alternative assessments

O: Methods of Instruction

Lectures will be the primary method of instruction, but the course will also involve other methods of instruction such as small group activities, group discussions, laboratory demonstrations, field trips, computer simulations, video/DVDs, and guest lectures.

P :	Textbooks and Materials to be Purchased by Students					
	Texts will be updated periodically. A typical example of a text is:					
	Santrock, J.W., Woloshyn, V.E., Gallagher, T.L., Di Petta, T. and Marini, Z.A. (2004). Educational Psychology (First Canadian edition). Toronto: McGraw-Hill Ryerson Ltd.					
Q:	Means of Assessment	eans of Assessment				
	Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and include some of the following:					
	 multiple choice, short answer, or essay exams term paper, research project, or written assignments oral presentation or teaching demonstration 					
	The instructor will provide a written course outline with specific evaluation criteria at the beginning of semester.					
	An example of a possible evaluation scheme is as follows:					
	Research paper	20%				
	Three exams at 20% each	60%				
	Presentation	20%				
	Total	100%				
R:	Drion Looming Assagement and	Descention, specify whether source is open for DLAD				
к:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR					
	No.					

Course Designer(s): Dr. Anne MacGregor

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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