

Academic credit: 2

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Text

Savin, R. (2008). *Educational psychology: theory and practice (9th ed.)*. Upper Saddle River, NJ: Allyn & Bacon.

Course Description

The essential conditions (factors) which facilitate learning and transfer: theories of learning, general and specific abilities, the importance of self-esteem, best practices in the evaluation of aptitude, achievement, and other aspects of human development.

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Place in the Curriculum

This course is required for all education majors and is part of the Professional Education Core for DCE students. Other students may take the class as an elective as appropriate for their program.

Course Goals

Educational Psychology is a course designed for students in the teacher education and DCE sequences. The course examines the roles of a teacher, the development of learners, learning theories and instruction, motivation, evaluation and classroom management to enable students to more fully appreciate and effectively interact in any teaching situation. This course will integrate principles of educational psychology and Christianity while focusing on human understandings, meanings, and experiences.

Objectives

Upon successful completion of this course, the student will:

- 1) Understand the role of teacher as ministry through servant leadership.
- 2) Appreciate the complex roles of the teacher and begin to understand how principles covered in the course will apply personally once he or she enters the ministry of teaching.
- 3) Understand the basic elements of research in Educational Psychology.
- 4) Develop an understanding of and ability to apply principles developed by major theorists in educational psychology including (but not limited to) Piaget, Vygotsky, Erickson, Skinner, Kohlberg, Bandura, Bloom, Gardner, Banks, and others.
- 5) Establish the basis for a mindset that includes reflective practice and evaluation through active participation in field experiences and written reflections regarding those experiences.
- 6) Build basic skills related to the major responsibilities of a classroom teacher: planning and assessment, motivation, instruction in principles of learning, discipline and management, and subject area mastery.
- 7) Be able to recognize and analyze general pedagogical principles as demonstrated in a basic teaching method such as direct instruction.

Course Content

1. Introduction to the Course
2. Good Teaching (Chapter 1)
3. Major Theories in Educational Psychology (Chapters 2-6)
4. Planning and Assessment (Chapters 7 & 13)
5. General Classroom Methods (Chapters 8-11)

Methodology

1. Class discussions & direct instruction.
2. Research.
3. Required Readings.
4. Participation in classroom field experiences & with written reflections.
5. Use of the Blackboard and other online resources.

Bibliography

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