



**M:** Course Objectives / Learning Outcomes

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. Foundations of educational psychology

What is educational psychology?  
Goals of educational psychology  
Research methods

2. Development during the school years

Physical and cognitive  
Social and emotional

3. Diversity

Individual variations  
Socio-cultural diversity  
Exceptional learners

4. Learning theories

Behavioural and social cognitive  
Cognitive Information processing  
Social constructivist

5. Teaching approaches

Motivation  
Classroom management

6. Educational Assessment and learning

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

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and include some of the following:

1. multiple choice, short answer, or essay exams
2. term paper, research project, or written assignments
3. 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	<u>20%</u>
Total	100%

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

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Course Designer(s): Dr. Anne MacGregor

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Education Council / Curriculum Committee Representative

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Dean / Director

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Registrar