

**EDUC 2210 (formerly EDPY 207) - Educational Psychology**  
**3 Credit Hours**

**Course Description:**

This course applies the principles of psychology to the classroom.

The topics studied in this course include:

- principles of human development
- learning
- effective instructional strategies
- motivation
- evaluation techniques and challenges facing teachers in the increasingly diverse classrooms in today's schools

**Course Outcomes:**

Upon successful completion of this course, students will:

- Understand the importance of Educational Psychology, to the profession of teaching by investigating its history, important theories, domains of interest, epistemologies, culture, and values.
- Evaluate and analyze the impact of cultural diversity in today's classroom.
- Apply human developmental research to educational processes discussed throughout the course.
- Observe and reflect on best practices instructional research methodology and theoretical principles applied in a classroom.
- Apply instructional technology and other innovations that demonstrate enhancement of the educational process for teachers and learners.
- Observe and reflect on motivational research methodology and theoretical principles applied in a classroom.
- Understand the uses of a variety of informal and formal strategies to inform choices about

student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).

- Understand the uses of a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- Practice interpersonal skills necessary for successful communication with professor and classmates via email and discussion boards.
- Display professional behavior when sending email, communicating with classmates and participating in group discussions.

#### Prerequisites and Corequisites:

None

#### Course Topics:

##### Module I: Preparing for the Realities of the Classroom

- Educational Psychology supports Effective Teaching
- ?Diversity in the Classroom
- ?Using Technology in the Classroom

##### Module II: Developmental Ready to Learn

- Cognitive and Language Development
- Personal, Social, and Moral Development

##### Module III: Learning Theories

- Cognitive Views of Learning
- Supporting Complex Learning Processes
- ?Constructivist Views of Learning

#### Module IV: Connections: Motivation and Classroom Management

- Psychosocial Needs influence Motivation
- ?Creating a Successful Classroom Environment

#### Module V: Understanding Evaluation

- Assessment in the Classroom
- ?Why use standardized testing?

#### Specific Course Requirements:

Course modules will be completed in the sequence presented.

#### Required Textbooks:

Please visit the [Virtual Bookstore](#) to obtain textbook information for this course. Move your cursor over the "Books" link in the navigation bar and select "Textbooks & Course Materials." Select your Program, Term, Department, and Course; then select "Submit."

#### Hardware and Software Requirements:

Minimum hardware requirements can be found [here](#).

Minimum software requirements can be found [here](#).

**Common applications you might need:**

To read a PDF file download the latest version of [Adobe Reader here](#)

Don't have Microsoft Word? Explore an alternative [OpenOffice here](#)

Accessing a PowerPoint file? Download the [PowerPoint Viewer here](#)

**Web Resources:**

Purdue [OWL Online Writing Lab](#) (for APA, MLA, or Chicago style)

The Writing Center [Online Writer's Handbook](#)

**Student Resources:**

- Technical support information can be found on the [TN eCampus Help Desk](#) page.
- Smarthinking virtual tutoring is available **FREE** of charge. to access Smarthinking, visit the course homepage and select Smarthinking under Course Resources. You also view [sample sessions](#) to see what Smarthinking offers and how it works.
- Information on other student issues or concerns can be located on the [TN eCampus Student Resources](#) page.

**Instructor Information:**

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information. You can expect to receive a response from the instructor within 24-48 hours unless notified of extenuating circumstances.

**Testing Procedures:**

The mid-term and final exams will be completed online. Each exam will include multiple choice and essay questions. The exams will be timed and only one attempt per exam will be allowed. Respondus software is required to complete the mid-term and final exams.

Grading Procedures:		
Description	Points	Percentage
1 Getting Started Quiz	50	5%
2 Online Discussions @ 50 points each	100	9%
12 WileyPLUS Quizzes @ 25 points each	300	27%
4 Essays @ 100 points each	400	36%
2 Exams @ 100 points each	200	18%
Work Ethic	50	5%
Total Points	1100	100%

Grading Scale:		
Point Range		Assigned Grade
1050-945 Points	A	90%
944-840 Points	B	80%
839-735 Points	C	70%
734-682 Points	D	65%
under 682 Points	F	<65%

#### Assignments and Projects:

1 Getting Started Quiz: Questions assess student understanding of the course requirements. (50 pts.)

12 WileyPLUS Mastery Quizzes (1 quiz per chapter): Questions assess student understanding

of the educational perspectives and theoretical psychological principles within each module. (300 pts.)

2 Module Discussion Boards: Participate in discussion boards. Topics will include national and local current events, theoretical perspectives and debates, educational technology and novel teaching strategies. (50 pts. per discussion board)

Reflective Essays – 400 pts.

Through virtual observation and guided discovery ...

- Reflective Essay #1: Teaching and Technology students gain an understanding of the complex diversity within today's classroom. (100 pts.)
- Reflective Essay #2: Cognitive Processes: students understand the connection between cognitive processes and teaching strategies. (100 pts.)
- Reflective Essay #3: Individual and Group Motivation: students gain an understanding of the importance of teacher-lead motivational strategies and explain how these strategies increase social interaction, self-motivation and active learning. (100 pts.)
- Reflective Essay #4: Formal and Informal Assessment Strategies: students understand that different assessment information is gained from formal and informal assessment and understands the necessity of adjusting instructional strategies. (100 pts.)

Mid-term Exam: Questions assess student understanding of how children learn and develop and cognitive processes associated with various kinds of learning. Questions will require examples of learning opportunities that support a child's intellectual, social, and personal development and will require example that apply instructional technology to teaching. (100 pts.)

Comprehensive Final Exam: Questions assess the students' understanding of educational theoretical principles and their ability to apply those principles to an educational setting. (100 pts.).

**Class Participation:**

Students must read email and response within 24 hours. Discussions are interactive and should be written in a courteous and scholarly manner.

#### Late Policy:

Quizzes, essays, discussion postings and exams must be completed by the required due dates.

#### Course Ground Rules:

*The following two statements (1., 2.) were derived from the TBR System-wide Student Rules document, released January 2012:*

RULES OF THE TENNESSEE BOARD OF REGENTS STATE UNIVERSITY AND  
COMMUNITY COLLEGE SYSTEM OF TENNESSEE SYSTEMWIDE STUDENT RULES  
CHAPTER 0240-02-03 STUDENT CONDUCT AND DISCIPLINARY SANCTIONS

[Read the document in its entirety here.](#)

#### **1. Standards of Conduct:**

- Students are required to adhere to the same professional, legal and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

#### **2. [Review the TN eCampus Academic Integrity/Academic Honesty Policy:](#)**

- In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.

Such conduct includes, but is not limited to:

- an attempt by one or more students to use unauthorized information in the taking of an exam
- to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
- or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student's home institution. Refer to the student handbook provided by your home institution to review the student conduct policy.

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

### **Other Course Rules:**

Students are expected to:

- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in Brightspace
- Keep abreast of course announcements
- Use the assigned course management (Brightspace) email address rather than a personal email address
- Address technical problems immediately:
  - [Contact Technical Support](#)
  - [View Term Calendar here](#)
- Observe course netiquette at all times.

### **Guidelines for Communications:**

#### **Email:**

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way.



Be careful in wording your emails. Use of emoticons might be helpful in some cases.

- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

### **Discussions:**

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

### **Library:**

The [Tennessee Virtual Library](#) is available to all students enrolled in TN eCampus programs and courses. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading will be included within the course modules. To access the Virtual Library, go to the course homepage and select the **Virtual Library** link under Course Resources.

### **Students with Disabilities:**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

### Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

### Disclaimer

The information contained in this syllabus is for general information purposes only. While we endeavor to keep this information up-to-date and accurate, there may be some discrepancies between this syllabus and the one found in your online course. The syllabus of record is the one found in your online course. Please make sure you read the syllabus in your course at the beginning of the semester. Questions regarding course content should be directed to your instructor.