



MASKWACIS CULTURAL COLLEGE
University Studies
Educational Psychology for Teaching: EDPY 2501
Course Level: 2nd year
Course Term: Winter 2017

Course dates: Wednesday mornings, Jan. 11 – April 12, 2017
Room #: MCC 102
Hours: 9:00 – 11:50 am

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Academic Calendar description and credit hour breakdown:

University Transfer Course (MCC) 13-3-0

Educational Psychology for Teaching. This course looks at the teaching/learning process and student behaviour. It includes theory, research and illustrations all dealing with classroom application of psychological principles.

Required Text(s): Woolfolk, A., Winne, P. & Perry, N.. (2016) *Educational Psychology. (6th Edition)*. Toronto: Pearson.

Additional Resources: YouTube Videos (see attachment at the end of the course outline)

Prerequisites and Co-requisite information: Students must complete EDPY 1500 prior to enrolling in EDPY 2501

Course Description: This course examines the theories, research and issues in educational psychology as well as their classroom application. Topics typically covered include human development, learning and instruction, student motivation, individual differences in student abilities, classroom assessment and classroom management. Lectures, large group and small group classroom discussion along with guided activities, will assist each student in understanding the concepts presented throughout the course.

Course Objectives: As a result of attending and participating in this course, students will be able to:

- Explore and challenge beliefs about teaching and learning.
- Gain an understanding of how developmental theories can be applied in the classroom and assist with learning.
- Use psychological theories to assist with teaching practices, classroom management and to understand student behaviour.
- Be able to identify, quantify and adapt instruction to meet the diversity of needs in the classroom.

- Gain an understanding about psycho-educational assessments and other school assessments.
- Critique the theories based upon Indigenous lived experience and determine their relevance & significance of application in the classroom.

Learning outcomes: At the end of this course, the students will be able to

- Describe & apply psychological theories to teaching and learning
- Utilize a variety of classroom assessments, strategies and methods to assist learners in the classroom
- Continue to examine personal beliefs about teaching and learning

Course Schedule:

	Date	Chapters	Assignments
1	Jan 11	Introduction to Course Outline, Review Assignments, Student Introductions	
2	Jan 18	Chapter One – Learning, Teaching & Educational Psychology; Chapter Two – Cognitive Development & Chapter Three – The Self & Moral Development	
3	Jan 25	Chapter Four – Learner Differences & Learning Needs	
4	Feb 1	Chapter Seven- Behavioral Views of Learning	
5	Feb 8	Chapter Eight – Cognitive Views of Learning & Chapter Nine – Complex Cognitive Process	
6	Feb 15		Midterm Exam
7	Feb 22	Reading Week	
8	Mar 1	Chapter Ten – Learning Sciences & Constructivism	
9	Mar 8	Chapter Eleven – Social Cognitive Views of Learning & Motivation	
10	Mar 15	Chapter Twelve – Motivation in Learning & Teaching	
11	Mar 22	Chapter Fourteen – Teaching Every Student & Chapter Fifteen – Classroom Assessment, Grading & Testing	
12	Mar 29	Chapter Six – Culture & Diversity & Chapter Thirteen – Creating Learning Environments	
13	April 5	Classroom Presentations	Presentations
14	April 12		Final Exam

Assignments:

Assignment	Request for	% of total grade	Due date
#1	Participation	20%	Daily
#2	Presentation	30%	April 5, 2017
#3	Mid-term	25%	February 15, 2017
#4	Final Exam	25%	April 12, 2017
Total		100%	

Description of Assignments:

Classroom participation/contribution:

Students will be asked to actively engage in the learning environment for each day. Individual, small group and large group discussions are encouraged and will comprise part of the classroom participation and contribution mark. Students will participate in making the learning environment a safe, secure location for the critical examination of topics covered in the course. Students will be asked to make every effort to attend scheduled classes, signing in at every class. In the event of unforeseen events such as emergencies and family matters, students will be asked to follow-up with the instructor about non-attendance of class.

Presentation:

Students will participate in a presentation on a topic of interest. You will provide a content summary of the material to be presented for the topic covered in class. You will have 20 minutes to present on the topic. Students will be asked to refer to the required textbook however; at least **two** additional sources must be used and referenced in the presentation. For example, it could be newspaper articles, scholarly journal articles, additional books, YouTube sites, etc. Any variation of teaching and learning strategies along with appropriate technology is encouraged and students are responsible to ensure that the necessary equipment is available for the class time. Students will be given a self-assessment that will be used to help determine their perceived contribution to the classroom presentation experience. Self-assessment forms will be handed out immediately after each presentation and they will be handed back to the instructor before the end of the class. The self-assessment forms will be used to determine the individual student grade for the assignment.

Mid-term & Final exam:

The exams will consist of multiple-choice questions; fill in the blank, short answer and essay questions. The mid-term exam will be material covered to date and the final exam is materials covered after the mid-term.

A note on late or missed assignments:

Students are responsible to ensure that they meet the deadlines dates for handing in assignments. Students must speak directly with the Instructor about missing the scheduled deadline date and late assignments will be deducted as determined by the Instructor.

A note on missed mid-term or final exams:

It is the students' responsibility to provide proper documentation regarding reasons for missing an exam. MCC policies and guidelines apply to this particular process, as notifications must be made to the instructor and MCC staff within sufficient timelines indicated in the student handbook. Students must refer to MCC policies and MCC administrative staff will become involved in the final decision(s).

Grading system rating:

Letter Grade	Grade Point	Percentage	
A+	4.0	95-100	Excellent
A	3.7	90-94	
A-	3.3	85-89	(Honours)Advanced Diploma
B+	3.0	79-84	(Honours) Diploma
B	2.7	72-78	
B-	2.5	66-71	
C	2.0	62-65	
C-	1.7	59-61	
D	1.3	55-58	
F	0	< 54	

Attendance Policy

Students are required to attend every class. If absence from an exam is necessary due to extenuating circumstances, documentation (doctor's note etc.) may be required. Instructor must be contacted prior to exam to make alternate arrangements.

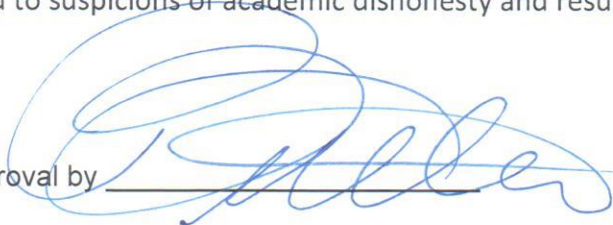
Class Notes

Class notes will be e-mailed to all students prior to the corresponding class. It is the student's responsibility to ensure that notes are printed off or copied prior to the class.

Cell Phone Policy

Please refrain from using your cell phone until designated breaks. Cell phone usage during an exam may lead to suspicions of academic dishonesty and resulting penalties.

Academic approval by _____

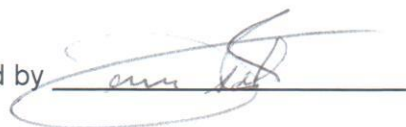


President, or

Dean of Academic Studies, or

Registrar

Cultural content approved by _____



Elder Jerry Saddleback

Approvals must be obtained prior to start of classes and will be organized by the Dean of Academic Studies with a signed copy sent to the instructor.

You Tube Videos – Educational Psychology for Teaching – MCC – EDPY 2501

<https://www.youtube.com/watch?v=TkqQX896WiA>

https://www.youtube.com/watch?v=h6p5Fp_HY4U

<https://www.youtube.com/watch?v=XMhIUo2a1iE>

https://www.youtue.com/watch?v=vJymYT_Aklc

<https://www.youtube.com/watch?v=vvZbCh5DUMU>

<https://www.youtube.com/watch?v=3iOthQJwKzQ>

<https://www.youtube.com/watch?v=ccf6lqfNTmaM>

<https://www.youtube.com/watch?v=tQHffuziVBo>