



Saili Le Atamai

ACADEMIC AFFAIRS DIVISION
Office of the Dean of Academic Affairs

INSTRUCTIONAL COURSE APPROVAL FORM

Date _____

Course Title EDUCATIONAL PSYCHOLOGY

Course Code (Alpha and Number) ED 301

ROUTING SIGNATURES AND DATE

1. Initiator _____

2. Academic Department Chair: _____

3. Dean, Academic Affairs: _____

4. Curriculum Committee: _____

5. Dean, Academic Affairs: _____

6. Vice President: _____

Approved Disapproved Approved with the following recommendations:

**AMERICAN SAMOA COMMUNITY COLLEGE
INSTRUCTIONAL COURSE APPROVAL FORM**

Department: Education Instructor: Roy Fua

Course Alpha/Number: ED 301 Course Title: Educational Psychology

Check One: New Course Proposal Course Revision

Total Credits: 3 Lecture: Laboratory Maximum Class Size: 25

CATALOG COURSE DESCRIPTION:

Educational Psychology is a required course for all education majors. This course presents an analysis of the complex factors involved in learning, individual differences, motivation for learning, the psychology of leadership, and socio-cultural factors as they affect education of children and youth. (Pre-requisites: ED 150, PSY 250)

COURSE RATIONALE:

Educational Psychology is a foundation course for education majors across the USA. It provides teachers and prospective teachers with the basic insights and information they need to understand students and the learning process, to motivate students and manage students' behavior, to develop effective instructional strategies, and to understand classroom assessment.

PRE-REQUISITE(S):

AA Degree ED IDP

Textbook(s) / Reference book(s)

Educational Psychology. Anita Woolfolk
Eighth Edition, Allyn and Bacon. 2001 A
Pearson Education Company. www.abacon.com
ISBN# 0-205-28995-9
Company. ISBN # 0-02-307680-1

Approval of Textbook

Department Chairperson

Curriculum Committee

Dean of Academic Affairs

Special supplies / Equipment

Computer and required software,
Internet, chalk, Xeroxed materials
TV/VCR, poster paper, and markers,
masking tape, folders.

Approval for Supplies / Equipment

Department Chairperson

Curriculum Committee

Dean of Academic Affairs

COURSE OBJECTIVES IN BEHAVIORAL TERMS

Student Competencies

Upon successful completion of this course, students will be able to:

- 1.1 Understand the role of Educational Psychology and how it is used in the classroom;
- 1.2 Understand and explain Piaget's and Vygotsky's Theory of Teaching and Learning as it applies to the classroom;
- 1.3 Identify and describe the stages of development as theorized by Erikson and Kohlberg's Development Theories;
- 1.4 Understand the principles related to student diversity and differences in intelligence;
- 1.5 Identify teaching and learning competencies in a multicultural community;
- 1.6 Recognize differences in Behavioral views of student learning;
- 1.7 Identify and explain the Metacognition theory;
- 1.8 List and Identify Total Quality Improvement strategies in Problem Solving;
- 1.9 Recognize and explain learned Constructivist and Situated Perspectives used in the classroom;
- 1.10 List and explain the Four General Approaches to Motivation;
- 1.11 Create a Positive Learning Environment;
- 1.12 Create Lesson Plans integrating Thematic Themes;
- 1.13 List and explain the current types of Standardized Test;
- 1.14 Identify Innovative means of Classroom Assessment and Grading.

TOPICAL COURSE OUTLINE

Course Outline:

- 1.0 Teachers, Teaching, and Educational Psychology
 - 1.1 What is Good Teaching
 - 1.2 The Ultimate Goal of Teaching: Lifelong Expert Learning
 - 1.3 The Role of Educational Psychology
 - 1.4 How this Book can help you Learn
- 2.0 Cognitive Development and Language
 - 2.1 A Definition of Development
 - 2.2 Piaget's Theory of Cognitive Development
 - 2.3 Implications of Piaget's Theory for Teachers
 - 2.4 Vygotsky's Sociocultural Perspective
 - 2.5 Implications of Vygotsky's Theory for Teachers
 - 2.6 The Development of Learning
- 3.0 Personal, Social, and Emotional Development
 - 3.1 The work of Erikson
 - 3.2 Understand Ourselves and others
 - 3.3 Family and Community Partnerships: Building Self-Esteem
 - 3.4 Moral Development
 - 3.5 Socialization: Family, Peers, and Teachers
 - 3.6 Challenges for Children
- 4.0 Learner Differences
 - 4.1 Language and Labeling
 - 4.2 Ability Differences and Teaching
 - 4.3 Creativity, Giftedness, and Talent

- 4.4 Cognitive and Learning Styles
- 4.5 Changes in the Law: Integration, Mainstreaming, and Inclusion
- 4.6 Prevalent Problems and Mild Disabilities
- 4.7 Less Prevalent Problems and More Severe Disabilities
- 5.0 Culture and Community
 - 5.1 Today's Multicultural Classroom
 - 5.2 Social Class Differences
 - 5.3 Ethnic and Racial Differences
 - 5.4 Family and Community Partnerships: Building Learning Communities
 - 5.5 Females and Males: Differences in the Classroom
 - 5.6 Creating Culturally Compatible Classrooms
 - 5.7 Bringing It all Together, Teaching Every Student
- 6.0 Behavioral Views of Learning
 - 6.1 Understanding Learning
 - 6.2 Early Explorations of Learning: Contiguity and Classical Conditioning
 - 6.3 Operant Conditioning: Trying New Responses
 - 6.4 Applied Behavior Analysis
 - 6.5 Behavioral Approaches to Teaching
 - 6.6 Recent Approaches Self-Regulation and Cognitive Behavior Modification
- 7.0 Cognitive Views of Learning
 - 7.1 Elements of the Cognitive Perspective
 - 7.2 The Information Processing Model of Memory
 - 7.3 Metacognition, Regulation, and Individual Differences
 - 7.4 Becoming Knowledgeable: Some Basic Principles

- 8.0 Complex Cognitive
 - 8.1 The Importance of Understanding
 - 8.2 Problem Solving
 - 8.3 Becoming Expert Students: Learning Strategies of Study Skills
 - 8.4 Teaching for Transfer
- 9.0 Social Cognitive and Constructivist Views of Learning
 - 9.1 Social Process in Learning
 - 9.2 Constructivism and Situated Learning
 - 9.3 Applications of Constructivist and Situated Perspectives on Learning
- 10.0 Motivation: Issues and Explanations
 - 10.1 What is Motivation
 - 10.2 Four General Approaches to Motivation
 - 10.3 Goal Orientation and Motivation
 - 10.4 Interests and Emotions
 - 10.5 Self-Schemas
- 11.0 Motivation, Teaching, and Learning
 - 11.1 Motivation to Learn in School
 - 11.2 Teacher Expectations
 - 11.3 Strategies to Encourage Motivation and Thoughtful Learning
- 12.0 Creating Learning Environments
 - 12.1 The need for organization
 - 12.2 Creating a positive Learning Environment
 - 12.3 Creating a Learning Community
 - 12.4 Maintaining a Good Environment for Learning
 - 12.5 The need of Communication

- 13.0 Teaching for Learning
 - 13.1 The first steps: Planning
 - 13.2 Formats for Teaching: Teacher Directed
 - 13.3 Focus on the Teacher
 - 13.4 Effective Teaching in Inclusive Classroom
 - 13.5 Focus on the Subject: Teaching Reading, Mathematics, and Science
- 14.0 Standardized Testing
 - 14.1 Evaluation, Measurement, and Assessment
 - 14.2 What do Test Scores Mean?
 - 14.3 Types of Standardized Tests
 - 14.4 Issues in Standardized Testing
 - 14.5 New Directions in Standardized Testing
- 15.0 Classroom Assessment and Grading
 - 15.1 Getting the Most from Traditional Assessment Approaches
 - 15.2 Innovations in Assessment
 - 15.3 Effects of Grades and Grading on Students
 - 15.4 Grading and Reporting: Nuts and Bolts

EVALUATION METHODS

90 to 100	A	Attendance/Participation.....	20%
80 to 89	B	Mid-term	20%
70 to 79	C	Final	20%
60 to 69	D	Reaction Papers.....	20%
50 to 59	F	Portfolios	20%