

PSY 226 Educational Psychology

Course Abstract

If you need accommodations due to a disability, contact Disability Services in Edison Hall Room 100, 732.906.2546.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and website.

Course ID and Name: Educational Psychology: Classroom Applications PSY 226

Department: History and Social Science

Chairperson or Course Coordinator: Mr. Timothy Hack, Chair

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Prerequisites: PSY 123

Co-requisites: N/A

Course Description:

This course provides an overview of learning, motivational, and developmental theories with a focus on their application to the field of education. Educational research addressing the powerful role of the educator, effective teaching strategies, and curriculum decision making are discussed. Theory and research based practices to reach all learners in an educational environment are emphasized.

General Education Status:

Credits: 3

Lecture Hours: 3

Lab Hours: 0

Learning Outcomes:

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

1. Identify and discuss learning, motivational, and developmental theories and psychological concepts related to education.
2. Integrate theory and research to develop and implement a lesson plan related to educational psychology.
3. Discuss best classroom and institutional practices in education.
4. Describe the various educational research methods and apply this knowledge to evaluate educational research studies.

Course Content Areas:Educator and Educational Setting

Connection between the role of the educator and student motivation and learning;
Current trends and contemporary issues; Classroom environment; School climate;
Diversity and culture; Home-School Connections

Theories

Cognitive, Social-emotional, Language Development theories; Learning theory (operant conditioning, observational learning, memory process, problem solving, constructivism);
Motivational theories (behavioral, cognitive, humanistic, social)

Research Based Practices in Teaching and Assessment

Review of research Methods; Classroom Management, Teaching Methods (direct instruction, cooperative learning, differentiated instruction); Objective driven lesson planning (Bloom's taxonomy); Evaluating and grading learning through assessment; High Stakes testing; Teaching with technology