



**Course Prefix/Number/Title:** ED 260 – Educational Psychology

**Number of Credits:** 3 semester credits

**Course Description:** This course will provide the student with knowledge about the field of educational psychology including development and diversity, learning and motivation, and classroom strategies. The course will explore how these concepts apply to effective teaching practices in the classroom.

**Pre-/Co-requisites:** None

**Course Objectives:**

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

- Understand teaching as an evidence-based practice
- Differentiate and explain the main points of theories of cognitive development
- Describe the implications of moral and prosocial development over the course of childhood and adolescence
- Apply knowledge to identify effective strategies for working with diverse populations
- Explain how to adapt instruction and classroom practice to meet the unique strengths and limitations of students with special needs.
- Explain the learning and cognitive processes as it relates to memory
- Describe behavioral strategies including reinforcement, punishment, modeling, self-efficacy, self-regulation, and motivation
- Discuss instructional strategies for use in the classroom including task analysis, identifying goals, cooperative learning, peer tutoring, and reciprocal teaching.
- Identify how they will set up a productive learning environment
- Identify classroom assessment strategies and their purposes

**Instructor:** Ms. Jackie Migler, MS

**Office:** Library 101A

**Office Hours:** T/TH 8- 10:30, M/W 8-4

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**Lecture/Lab Schedule:** T/TH 12:30 – 1:45

**Textbook(s):** Ormrod, Jeanne Ellis; Anderman, Eric M.; and Anderman, Lynley (2017)  
*Educational Psychology: Developing Learners* 9th Edition ISBN – 978013402243-7

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percentage of total points possible. Drop quizzes may not be made up. There will be a one-week grace period to make up any missed exams or assignments (at the discretion of the professor). Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - <79.5% of the total points
- D - 59.5 - <69.5% of the total points
- F - <59.5% of the total points

**Tentative Course Outline: (Subject to Change):**

<b><u>WEEK:</u></b>	<b><u>Discussion Topic and Activities:</u></b>	<b><u>Assignment/Readings:</u></b>
Week 1	T - Review syllabus, Questionnaire, Overview of the Class TH - Evidence based practice, research types, research in your classroom setting, collecting data, and drawing conclusions, effective study strategies	Read Chapter 1 for TH (week 1)
Week 2	Brain development and influence on learning, Piaget, Vygotsky, language development	Read Chapter 2 for T (week 2)
Week 3	Personality development, self-perception, peer relationships and interpersonal understandings, social cognition, moral and prosocial development Th – lecture, study guide	Read Chapter 3 for T (week 3)
Week 4	<b>T - EXAM</b>  TH - Differences - gender, SES, at risk, cultural and ethnic	<b><u>EXAM #1 (1-3) - T</u></b>  Read Chapter 4 for TH (week 4)

Week 5	Intelligence, Cognitive styles and dispositions, IDEA (Individuals with Disabilities Education Act) (special education), adapting instruction	Read Chapter 5 for T (week 5)
Week 6	Cognitive Psych views on learning, Memory, Long term memory storage, knowledge construction, diversity in Cognitive processes	Read Chapter 6 for T (week 6)
Week 7	Metacognition and learning strategies, transfer, problem solving, creativity, critical thinking, diversity and accommodating differences Th – lecture and study guide	Read Chapter 7 for T (week 7)
Week 8	<b>T - EXAM</b>  TH - 5 basic assumptions on theories of learning, social interactions, cultures, society and technology, academic domains	<b><u>EXAM #2: (4-7) on T</u></b>  Read Chapter 8 for TH (week 8)
Week 9	Behaviorism, classical conditioning, instrumental conditioning, strategies for encouraging productive behaviors, strategies for discouraging undesirable behaviors, addressing difficult behaviors, behaviors, and consequences	Read Chapter 9 for T (week 9)
Week 10	Spring Break	XXXXXXXXXXXX
Week 11	Social Cognitive Theory, reinforcement and punishment, modeling, self-efficacy, self-regulation, theoretical perspectives of learning	Read Chapter 10 for T (week 11)
Week 12	Motivation (Intrinsic and Extrinsic), Basic Human Needs, Effects on motivation (cognitive and sociocultural,	Read Chapter 11 for T (week 12)

	teacher), TARGETS, affect and its effects, motivating students, study guide	
	<b>Exam #3</b>	<b><u>EXAM #3 (Ch 8-11)</u></b>
Week 13	Instructional principles, planning, appropriate instructional strategies (teacher/learner), instructional goals	Read Chapter 12 (week 13)
Week 14	Setting conducive to learning, sense of community, dealing with misbehaviors, aggression, and violence, PBIS, CPI, discipline, zero tolerance, FBA, BIP (Behavior Intervention Plan), restorative justice	Read Chapter 13 (week 14)
Week 15	Forms and purposes of assessment, using assessment and feedback, Qualities of good assessment, informal and formal assessment, diversity	Read Chapter 14 (week 15)
Week 16	Summarizing the results of assessment, final class grades, portfolios, standardized tests, high stakes testing, diversity, confidentiality, and communication	Read Chapter 15 (week 16)
Week 17	Trauma Sensitive Schools, review	
	<b>Exam #4</b>	<b><u>Exam #4 covering Ch 12-15</u></b>

**May 3 - Final Exam covering Ch 12-15**

**Tentative Course Assignments and Assessments:**

There will be weekly readings, assignments, and assessments.

<b><u>Week (Date Due):</u></b>	<b><u>Assignment:</u></b>	<b><u>Points</u></b>
Weekly	Participation attendance points	5 points per week
Week 4	Exam 1 (1-3)	50 points
Week 5	Outline of research paper	20 points
Week 8	Exam 2 (4-7)	50 points

Week 11	Research paper	100 points
Week 12	Exam 3 (8-11)	50 points
Week 13	Behavior plan	30 points
Week 15	Review of state assessment site	20 points
Quizzes or in class work		
Week 17	Final (12-15)	50 points

**Additional assignments and quizzes may be added.**

**Paper Requirements:**

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited, and a reference page must be provided. Further information regarding topic, required content and scoring rubric will be provided.

**Exams:**

There will be four exams given in this course. Additional information regarding the content of the exams will be given prior to the exam administration. A study guide will be provided for each exam. Exams are open book, open note.

**Class Participation:**

**Attendance in class is particularly important.** Participation/attendance points will be given for each class. If you need to miss a class, please let me know by email prior to the class.

**General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

**Goal:** Employ industry-specific skills in preparation for workplace readiness.

**Objective:** Students will demonstrate effective oral and written communication skills. A common rubric is used to ensure reliability and validity of data collected.

**Relationship to Campus Focus:**

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experience in educational settings as common instruction techniques.

**Classroom Policies:**

- Please follow respectful etiquette regarding cell phones and related technology. If you must take a call (for an emergency), please take the call in the hallway. If these technologies are used in the classroom and become a disruption to the class, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors, and guests.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon vital information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

### **Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.