

EDPY 200 - Educational Psychology for Teaching

3 Credits, 16 weeks, 3 hours lecture

This course examines the teaching-learning process and student behavior. It includes theory, research, and illustrations, all dealing with the classroom application of psychological principles. Topics typically covered are student development, student learning and instruction, individual and group differences in student abilities, and student motivation. This course presents the basic principles of effective teaching and learning using a balanced theoretical orientation.

Instructor

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Office Hours

Tuesday 10:00 – 11:50
Thursday 10:00 – 11:50
Friday 10:00 – 10:50

Hours of Instruction

Mondays 11:00 – 12:50
Wednesday 11:00 – 11:50

Required Resources

Rathus, S.A. & Rinaldi, C.M. (2015). Voyages in Development, 2nd Canadian Edition. Nelson Education.

Additional required readings will be available on Moodle.

Course Outcomes

Students will:

1. Demonstrate knowledge and comprehension of child development and learning theories
2. Compare and contrast prominent theories of child development and learning
3. Apply child development and learning concepts to everyday contexts and create connections to educational practice that promote positive development
4. Gain an understanding of how educational research and psychology relate to the practice of teaching.
5. Develop an understanding of factors that account for individual and group differences in student development and performance.
6. Identify the various research methods for studying and understanding infants, children, and preadolescents
7. Describe the nature of contextual influences on childhood (family, peers, school, culture)
8. Identify cultural and diversity issues relevant to children in Canadian schools

Evaluation

Assessment		Percent
3 Reading Quizzes Non-Cumulative	Quiz 1-Chapter 1, readings (6%) Quiz 2-Chapter 8, 9,10 (7%) Quiz 3- Chapter 11, 12, 13 (7%)	20
Midterm Exam	Cumulative	25
Assignment	Refer to course schedule	20
Final Exam Cumulative	TBA During exam session	35
	Total	100

A grade of C- is required for progression or transfer.

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor Minimum Pass	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College 2015-2016 credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found at <https://www.indiana.edu/~istd/>. Then print the certificate and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports**Counselling and Disability Services**

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Authorization

This course outline has been reviewed and approved by the Program Chair.

Tracy Boger, Instructor

Louis Dingley, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office