

**EDPY 302A - Educational Psychology for Teaching**

*3 Credits, 3 hours lecture*

This is an introductory level course in human development and learning. This course is directed towards students who expect to work with children (ages 0-12). It is designed to provide students with the opportunity to study childhood development and learning with a particular focus on the application of theory to educational practice. In this course students will gain an understanding of how children from a diversity of backgrounds develop and learn and how teachers can provide appropriate learning opportunities that support students' educational, physical, cognitive, social, cultural, moral, and psychological development.

**Prerequisite:** *EDU 100 Contexts of Education*

**Instructor**

Tracy Boger

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**Office Hours**

Monday 10:00 -11:50

Wednesday 10:00-11:50

Friday 10:00-11:50

**Hours of Instruction**

Tuesday 11:00 -12:50

Thursday 10:00 -10:50

**Required Resources**

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

**Course Outcomes**

Upon successful completion of the course, student will be able to:

- Identify the various research methods for studying and understanding infants, children, and preadolescents
- Demonstrate knowledge and comprehension of child development and learning theories
- Compare and contrast prominent theories of child development and learning
- Apply child development and learning concepts to everyday contexts and create connections to educational practice that promote positive development
- Describe the nature of contextual influences on childhood (family, peers, school, culture)
- Identify cultural and diversity issues relevant to children in Canadian schools

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

## Evaluation

Assessment	Description	Percent
<b>3 Reading Quizzes</b> Non-Cumulative	Module 1- Ch 1 & Infancy (4%) Module 2- Early Childhood (3%) Module 3 - Middle Childhood (3%)	10
<b>Midterm Exam 1</b> Non-Cumulative	Module 1: History, Theories, Methods, and Infancy	20
<b>Midterm Exam 2</b> Non-Cumulative	Module 2: Early Childhood	20
<b>Assignments</b>	Reflection Assignment (20%) Cyber Activities (10 %)	30
<b>Final Exam</b> Non-Cumulative	Module 3: Middle Childhood	20
	Total	100

## 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 <b>Progression</b>	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 <b>Minimum Pass</b>	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.

**Proposed Schedule of Topics**

Week	Readings	Topics
1	Chapter 1 (pages 1-8)	What is Child Development Historical Review of Theories of Child Development
2	Chapter 1 (pages 9-33)	Dominant Themes in Child Development
3	Chapter 5	Infancy: physical development
4	Chapter 6	Infancy: cognitive development
5	Chapter 7	Infancy: social and emotional development
6	Cyber Link Activity Review and Exam	
7	Chapter 8	Early childhood: physical development
8	Chapter 9	Early childhood: cognitive development
9	Chapter 10	Early childhood: social and emotional development
10	Cyber Link Activity Review and Exam	
11	Chapter 11	Middle childhood: physical development
12	Chapter 12	Middle childhood: cognitive development
13	Chapter 13	Middle childhood: social and emotional development
14	Cyber Link Activity Review and Exam review	

***Please Note:***

Date and time allotted to each topic is subject to change.

**Performance Requirements****Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College 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.

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' 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 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 on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, 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.

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[First Name, Last Name], Instructor

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Louis Dingley, Chair

Date Authorized

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Guy Harmer, Dean

Date Authorized

**Signed copies to be delivered to:**

Instructor

Registrar's Office