



EFFECTIVE: SEPTEMBER, 2008
CURRICULUM GUIDELINES

A. Division: **EDUCATION** Effective Date: **SEPTEMBER 2008**

B. Department / Program Area: **PSYCHOLOGY/ FACULTY OF HUMA**

Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

NONE

Number of Contact Hours: (per week / semester for each descriptor)

J: Course for which this Course is a Prerequisite
NONE

Lecture: 4 hrs. per week / semester

Number of Weeks per Semester: **15**

K: Maximum Class Size:
35

L: PLEASE INDICATE:

- | | |
|-------------------------------------|-----------------------------|
| <input type="checkbox"/> | Non-Credit |
| <input type="checkbox"/> | College Credit Non-Transfer |
| <input checked="" type="checkbox"/> | College Credit Transfer: |

M: Course Objectives / Learning Outcomes

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

1. Define educational psychology and give examples of the different topics educational psychologists study.
2. Identify the research methods and aims of educational psychology.
3. Describe the developmental issues faced by school age children.
4. Explain how individual variations and cultural diversity affect thinking and learning.
5. Describe the challenges presented by learning disabilities.
6. Describe the challenges presented by students with exceptional skills.
7. Explain and apply behavioural, socio-cultural, and cognitive learning theories.
8. Explain the role of motivation on learning and classroom behaviour.
9. Describe classroom management techniques.
10. Identify commonly used standardized tests, their strengths and limitations, and use in school settings.
11. Outline current trends in traditional and alternative assessments.

N: Course Content:

1. Foundations of educational psychology
What is educational psychology?
Goals of educational psychology
Research methods
2. Development during the school years
Physical and cognitive
Social and emotional
3. Diversity
Individual variations
Socio-cultural diversity
Exceptional learners
4. Learning theories
Behavioural and social cognitive
Cognitive Information processing
Social constructivist
5. Teaching approaches
Motivation
Classroom management
6. Educational Assessment and learning
Standardized tests
Current trends in Assessment
Alternative assessments

O: Methods of Instruction

Lectures will be the primary method of instruction, but the course will also involve other methods of

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. A typical example of a text is:

Santrock, J.W., Woloshyn, V.E., Gallagher, T.L., Di Petta, T. and Marini, Z.A. (2004). Educational Psychology (First Canadian edition).