

EDSP 102 Educational Psychology -CrsRvs-2019-02-14

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Form Information

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- If DUAL LISTED list BOTH courses in the page title*

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Proposing Department/Unit*	EDSP	Contact Phone*	EDSP

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B: liberal-studies teacher-education <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)
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<p>(A) Why is the course being revised /deleted:*</p> <p><i>Please be specific - this should be more detail than the Summary for the Senate.</i></p>	<p>EDSP 102 <i>Educational Psychology</i> has historically been thought of as applying only to Pre-service (PreK-12) teachers. Psychology, applied to education and instruction, is applicable to persons prior to Pre-Kindergarten and through adulthood, as well as to persons other than K-12 teachers. Everyone needs to understand instruction and learning theory either as caregivers or in their professions and how that applied to the diversity of learners in all professions.</p> <p>Many of IUP's students will work in fields where they will be making presentations, coordinating training sessions, or in other ways utilizing theories of learning and instruction. Further, the diversity of workplaces, both in the United States and globally, require IUP students to apply these principles of learning and instruction to an increasingly diverse population. These expanded applications within the EDSP 102 course warrant changes to the course description and student learning outcomes, thus making it eligible to be listed as a Liberal Studies Elective.</p> <p>In addition, EDSP 102 is a course that may help all students to obtain a better understanding of the principles of psychology and how they relate to human behavior. This course integrates the application of course content across multiple settings. For example, students will learn how to apply learning and instructional concepts in the home, at school, in the workplace, and within the community. The skills learned in this course are essential to functioning efficiently and effectively with people in a variety of environments and from a diverse set of backgrounds and experiences. In any vocational field, workers will have to train colleagues to complete important tasks. Consequently, it is important for all professionals to have an understanding of learning theories and how to structure learning to maximize learners' potential to master vocationally-relevant knowledge and skills.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>EDSP 102 is a course that may help all students to obtain a better understanding of the principles of psychology and how they relate</p>

**(N)
Brief
Course
Outline**

there should be a minimum of two hours of out of class student work.

(Give sufficient detail to communicate the

content to faculty across campus .

It is not necessary to include specific

readings, calendars or assignments)

Week	Topic	Reading (from Assigned Text)
1	<ul style="list-style-type: none"> • Introduction to Educational Psychology • Cognitive, Language, and Literacy 	Chapter 1 - Educational Psychology: A Foundation for Teaching Chapter 2 - Theories of Development
2	<ul style="list-style-type: none"> • Cognitive, Language, and Literacy 	Chapter 2 - Theories of Development
3	<ul style="list-style-type: none"> • Social, Moral and Emotional Development 	Chapter 3 - Development during Childhood and Adolescence
4	<ul style="list-style-type: none"> • Social, Moral and Emotional Development 	Chapter 3 - Development during Childhood and Adolescence
5	<ul style="list-style-type: none"> • Student Diversity 	Chapter 4 - Student Diversity Kea, Campbell-Whately, & Richards, (2006) Gay (2013)
6	<ul style="list-style-type: none"> • Student Diversity • Behavioral Theories of Learning 	Chapter 5 - Behavioral Theories of Learning
7	<ul style="list-style-type: none"> • Behavioral Theories of Learning • Cognitive Theories of Learning 	Chapter 6 - Cognitive Theories of Learning and Information Processing
8	<ul style="list-style-type: none"> • Information Processing 	Chapter 6 - Cognitive Theories of Learning and Information Processing
9	<ul style="list-style-type: none"> • Motivation 	Chapter 10 - Motivating Students to Learn
10	<ul style="list-style-type: none"> • Effective Learning Environments 	Chapter 11 - Effective Learning Environments Santoro (2012)
11	<ul style="list-style-type: none"> • Effective Teaching Strategies 	Chapter 11 - The Effective Lesson Krasnoff (2016)
12	<ul style="list-style-type: none"> • Learners with Exceptionalities 	Chapter 12 - Learners with Exceptionalities
13	<ul style="list-style-type: none"> • Learners with Exceptionalities 	Chapter 12 - Learners with Exceptionalities
14	<ul style="list-style-type: none"> • Learners with Exceptionalities 	Chapter 12 - Learners with Exceptionalities
15	<ul style="list-style-type: none"> • Constructivism 	
16	<ul style="list-style-type: none"> • Cooperative Learning 	Chapter 8 - Student-Centered and Constructivist Approaches to Learning

(Textbook) Slavin, R. E. (2017). *Educational psychology: Theory and Practice* (11th ed.). Upper Saddle River, NJ: Pearson.



<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 	4
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	4
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	4
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	
<p>Responsible Learners demonstrate:</p>	Course SLO #
<ul style="list-style-type: none"> • intellectual honesty 	
<ul style="list-style-type: none"> • concern for social justice 	
<ul style="list-style-type: none"> • civic engagement 	
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	Class Participation in group discussions; Reflection Papers on self-selected topic from readings; Observations of learning in professional learning environment (e.g., schools, workplace, community); Mid-Term (covering topics on cognitive, social, moral, and emotional development; diversity of learners; behavioral and social learning theories)
	2	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); Paper on Educational Philosophy with Diverse Populations and in Diverse Settings
	3	Class Participation; Reflection Papers on self-selected topic from readings; Observations of learning in professional learning environment (e.g., schools, workplace, community); Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction)
	4	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); Paper on Educational Philosophy with Diverse Populations and in Diverse Settings
5	Final Examination (covering topics on effective lessons; effective learning environments; motivating learners; differentiated instruction; grouping; use of technology; and learner-centered instruction); Paper on Educational Philosophy with Diverse Populations and in Diverse Settings	

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	<p>Kea, C., Campbell-Whately, G. D., & Richards, H. V. (2006). <i>Becoming culturally responsive educators: Rethinking teacher education pedagogy</i>. Tempe, AZ: National Center for Culturally Responsive Educational Systems</p> <p>A research brief on the challenges of training teachers for a diverse population and key characteristics associated with culturally-responsive teaching. Further, an awareness of how to critically evaluate curricula for meeting the diverse needs of students in US schools is provided. This includes awareness and sensitivity to sociocultural differences. Concluding statements are made about culturally-responsive practicum experiences is provided.</p> <p>Krasnoff, B. (2016). <i>Culturally-responsive teaching: A guide to evidence-based practices for teaching all students equitably</i>. Portland, OR: Region X Equity Assistance Center at Education Northwest.</p> <p>Provides a summary of the need for practices that are sensitive to the diversity of students in American schools. The primary thesis of this work is to review tangible / actionable practices that teachers can use in their classrooms to build community, cultural awareness and sensitivity, and how that community and awareness translates to teacher and student practices in the learning process.</p> <p>Santoro, L. (2012). <i>How can you create a learning environment that respects diversity?</i> New York, NY: Anti-Defamation League.</p> <p>Provides some helpful tips on how to create a classroom and school environment that embraces and celebrates diversity. What is particularly helpful and practical is the checklist offered at the end to help teachers critically evaluate their learning environment and the degree to which it celebrates and welcomes diversity.</p> <p>Gay, G. (2013). Teaching to and through cultural diversity. <i>Curriculum Inquiry</i>, 43, 48-70. Doi: 10.1111/curi.12002</p> <p>Provides a summary of major concerns related to teaching an increasingly diverse population and evidence-based practices that engender learning in all students. A focus is placed on fostering teacher attitudes and beliefs about diverse students (including diversity of many types) and practical applications of teacher skills in their classrooms that support all students' learning. Illustrations from real-world situations are provided to highlight some of these recommendations.</p>
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p> <p>This proposal maintains the currently-approved Key Assessment (i.e., Teaching Philosophy) and its associated rubric. The difference is that the assignment was renamed to reflect a broader purpose than just for education majors. Furthermore, non-education examples were added to illustrate the application of this assignment to other majors. This renamed assignment is called the Paper on Educational Philosophy with Diverse Populations and in Diverse Settings. The purpose of this assignments is retained.</p> <p>Each student will be required to reflect on and integrate the information learned about the psychology of human development, learning, motivation, and instructional theory into a personal educational philosophy paper. Respond to the following questions: (1) How does psychology inform education? and (2) How does what you have learned in this class influenced your beliefs about the educational process?</p> <p>The difference, however, which is directly related to this course revision being submitted for Liberal Studies Elective consideration, is that the context / setting of the Paper on Educational Philosophy with Diverse Populations and in Diverse Settings is determined by the aspirational career of each student in the course. For education majors, the context / setting of their response to this assignment will remain the PreK-12 educational setting. For non-education majors in this course, the context / setting of their response to this assignment will be whatever career / occupational setting is relevant: business, community, arts, mental health, industry.</p> <p>For education majors, this assignment will retain its original purpose: students will write an educational philosophy paper that addresses how what they have learned in this course will apply to their future profession as teachers working with diverse populations. For example, how will what they have learned influence the design of their classroom, instructional practices, behavior management, and focus on learning for all students?</p> <p>Non-education majors enrolled in this class will be required to write a paper that addresses how they will translate what they learned in this course to working with others in their aspirational profession. Specifically, how will what they learn inform the methods and approaches they use when teaching colleagues or clients knowledge and skills related to that profession?</p>
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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>