Miyazaki International College

Course Syllabus

Spring 2021

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| Course Title (Credits) | PSY316 Educational Psychology (3 credits) |
| Course Designation for TC | Required Course for Teacher Licensing  【Course】  Course for Basic Understanding of Education  【Required Topics in Course】  Physical and Psychological Development and Learning Processes of Preschoolers, Children, and Students |
| Content Teacher | |
| Instructor | Futoshi Kobayashi, Ph.D. |
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| Office hours | Tuesday & Thursday 9:05-10:35 |
| Language Teacher | |
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| Office hours | N/A |

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| Course Description: | | |
| Educational psychology is the application of psychology to the study of learning and teaching. It covers many topics relevant to learning and behavior management, such as learning theories, assessment of learning, and effective teaching strategies. Educational psychology also includes development of students, motivation of students, diversity in the classroom, and the needs of exceptional students.  Educational psychology theories and techniques, more broadly defined, have been applied to other setting as well. Non-school related topics that are associated with educational psychology include behavior management, for anyone working with children, working with individuals with special needs (such as at the workplace), and teaching strategies for employers and managers.  This course requires students to use their critical thinking skills and is taught by English and it takes time to understand the teaching contents more than usual. | | |
| Course Objectives: | | |
| 【Whole Course Objectives】  Through Learning basic knowledge of physical and psychological development and learning processes of preschoolers, children, and students, understand basic approaches for supporting and guiding students’ learning in considering psychological characteristics in each developmental stage.  【General Objectives】   1. Physical and Psychological Development Processes of Preschoolers, Children, and Students   Understand physical and psychological development processes and characteristics of preschoolers, children, and  students.   1. Learning Processes of Preschoolers, Children, and Students   Through Learning basic knowledge of learning processes of preschoolers, children, and students, understand basic approaches for supporting and guiding students’ learning in considering psychological characteristics in each developmental stage.  【Attainment Objectives】   1. Physical and Psychological Development Processes of Preschoolers, Children, and Students 2. Through learning major developmental theories regarding mutual influences of both internal and external factors of physical and psychological development processes of preschoolers, children, and students, understand physical and psychological development processes and characteristics of preschoolers, children, and students. 3. Understand concrete contents in motor, linguistic, cognitive, and social developments in each stage from early childhood to adolescence. 4. Learning Processes of Preschoolers, Children, and Students 5. Understand basics of major theories that explain various learning strategies, concepts, and processes. 6. Understand motivation, classroom management, and assessment strategies of learning for active learning in considering developmental characteristics in each stage. 7. Understand basics of supporting strategies for active learning in considering physical and psychological development of preschoolers, children, and students. | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | Course Introduction | Explain the general features of the course through the syllabus. Self-register to PSY316 class in the Moodle (i.e., open-source e-learning platform). |
| 2 | What is Educational Psychology? | Have a “Good Teacher Characteristics Exercise” & discussions. Learn the definition of educational psychology, etc. (Objectives (1)-1),(2)-1)) |
| 3 | Erikson’s Developmental Theory | Learn major characteristics of eight stages in Erikson’s developmental theory, etc. (Objectives (1)-1)) |
| 4 | Piaget’s Developmental Theory (1) | Learn sensorimotor stage, preoperational stage, concrete operational stage, etc. (Objectives (1)-1)) |
| 5 | Piaget’s Developmental Theory (2) | Learn formal operational stage, adolescent egocentrism, etc. (Objectives (1)-1)) |
| 6 | Learning Processes Based on Piaget’s Developmental Theory | Learn schema, assimilation, accommodation, equilibration, etc. (Objectives (2)-1)) |
| 7 | Learning Processes Based on Vygotsky’s Developmental Theory | Learn Zone of Proximal Development (ZPD), scaffolding, etc. (Objectives (2)-1)) |
| 8 | Characteristics of Preschoolers (ages: 3-6) | Learn motor, linguistic, cognitive, & social developments of preschoolers (ages: 3-6) & Theory of Mind. As an example of social development, learn gender differences in play, etc. (Objectives (1)-2)) |
| 9 | Characteristics of Children (ages: 7-9) | Learn motor, linguistic, cognitive, & social developments of children (ages: 7-9). Learn private speech (Vygotsky’s term), etc. (Objectives (1)-2)) |
| 10 | Characteristics of Children (ages: 10-12) | Learn motor, linguistic, cognitive, & social developments of children (ages: 10-12). (Objectives (1)-2)) |
| 11 | Characteristics of Students (ages: 13-15) | Learn motor, linguistic, cognitive, & social developments of students (ages: 13-15). (Objectives (1)-2)) |
| 12 | Characteristics of Students (ages: 16-18) | Learn motor, linguistic, cognitive, & social developments of students (ages: 16-18). (Objectives (1)-2)) |
| 13 | First Major Exam | Test the contents of classes 1 to 12. Later explain “Teaching Demonstration” assignment. |
| 14 | Intelligence | Learn the history and theories of intelligence test. (Objectives (2)-2)) |
| 15 | Operant Conditioning | Learn positive reinforcement, negative reinforcement, positive punishment, negative punishment, etc. (Objectives (2)-1)) |
| 16 | Autism, Attention Deficit Hyperactive Disorder (ADHD), & Behavior Modification | Review operant conditioning. Learn symptoms and approaches of autism (video & discussion). Learn symptoms and approaches of ADHD (video & discussion). Learn behavior modification, etc. (Objectives (1)-2),(2)-1)) |
| 17 | Information Processing Theory & Memory | Learn Sensory Memory, Short-Term Memory, Long-Term Memory, etc. (Objectives (2)-2)) |
| 18 | Motivation | Learn motivation from three different perspectives: Behaviorism, Cognitive Psychology, & Humanistic Psychology. (Objectives (2)-2)) |
| 19 | Classroom Management | Learn similarities between three types of parenting and classroom management, & treatments toward problematic behaviors. (Objectives (2)-2)) |
| 20 | Instructional Strategies (1) | Learn Bloom’s Taxonomy of Educational Objectives, & instructional strategies from three different perspectives: Behaviorism, Cognitive Psychology, & Humanistic Psychology. (Objectives (2)-3)) |
| 21 | Instructional Strategies (2) | Learn Cooperative Learning.  “Teaching Demonstration” Plan is due to be submitted. (Objectives (2)-3)) |
| 22 | Assessment Strategies of Learning | Learn Selected-Response Tests, Short-Answer Tests, Essay Tests, Performance Tests, etc. (Objectives (2)-2)) |
| 23 | Second Major Exam | Test the contents of classes 14 to 22. Later explain the final exam (Evaluation of Educational Games). |
| 24 | Teaching Practice (1) | Have “Teaching Demonstration” (about 3 presenters) & discussions. Class discussion for evaluations of teaching skills, etc. (Objectives (2)-3)) |
| 25 | Teaching Practice (2) | Have “Teaching Demonstration” (about 3 presenters) & discussions. Class discussion for evaluations of questioning skills, etc. (Objectives (2)-3)) |
| 26 | Teaching Practice (3) | Have “Teaching Demonstration” (about 3 presenters) & discussions. Class discussion for evaluations of answering skills for students’ questions, etc. (Objectives (2)-3)) |
| 27 | Teaching Practice (4) | Have “Teaching Demonstration” (about 3 presenters) & discussions. Class discussion for evaluations of handling skills toward problem students, etc. (Objectives (2)-3)) |
| 28 | Teaching Practice (5) | Have “Teaching Demonstration” (about 3 presenters) & discussions. Class discussion for evaluations of skills for time allotment, etc. (Objectives (2)-3)) |
| 29 | Teaching Practice (6) | Have “Teaching Demonstration” (about 3 presenters) & discussions. Give comments and receive feedbacks, etc. (Objectives (2)-3)) |
| 30 | Explanations for Final Exam | Explain the final exam assignments. Have a question-and-answer session. (Objectives (2)-3)) |
|  | Final Exam | Submission of Assignments |
| Required Materials: | | |
| Textbook  Instead of using a textbook, we use handouts that are made by the instructor.  Reference Book  Snowman, J., & McCown, R. (2013). *Ed Psych.* Wadsworth, Cengage Learning. | | |
| Course Policies (Attendance, etc.): | | |
| A delay or early departure will be counted as a half (0.5) day absence. The sixth absence will automatically result in a grade of F (Fail). However, any absence, delay, or early departure can be excused if a student makes a contact with an instructor and submit an official document (e.g., doctor’s notes) to the instructor within 7 days of such an occurrence. | | |
| Class Preparation and Review: | | |
| (You should preview and review the course materials more than 4 hours a week.)  Preview: An instructor informs next class contents and homework.  Review: Students try to understand the learned contents so that they can explain it by their own words. Students may be asked to explain the last class contents at the beginning of the class. | | |
| Grades and Grading Standards: | | |
| Grade  ・Major Exams (25% X 2): 50%  ・Teaching Demonstration: 25%  ・Final Exam: 25%  The final grade will be determined as below.  A: 90-100 points  B: 80-89 points  C: 70-79 points  D: 60-69 points  F: Less than 60 points | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned with appropriate feedback (e.g., grade, comments) and gone over in the next available class just after the submission. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objectives of School of International Liberal Arts:   1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) 2. The ability to identify and solve problems | | |
| Notes: | | |
| The schedule, policies, and procedures in this course are subject to change due to the class progress, weather conditions (e.g., typhoons), etc., and at the discretion of the instructor. | | |

