



**COURSE OUTLINE : PSYCH 150**

**D Credit – Degree Applicable**

**COURSE ID 004167**

**Cyclical Review: October 2018**

**Revision: October 2021**

**COURSE DISCIPLINE :** PSYCH  
**COURSE NUMBER :** 150  
**COURSE TITLE (FULL) :** Educational Psychology  
**COURSE TITLE (SHORT) :** Educational Psychology  
**ACADEMIC SENATE DISCIPLINE:** Psychology

**CATALOG DESCRIPTION**

PSYCH 150 is designed to provide students with a fundamental understanding of the theoretical foundations of learning theories and their application in school settings. The course will focus on the evaluation of these applications as each contributed to the development of American Education. It will also provide a basis for understanding both failed and successful efforts toward remediations and reform, using psychology as a means of analysis.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: PSYCH 101 or SOC S 101.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	PSYCH	101	General Psychology	Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology;	Yes
2	PSYCH	101	General Psychology	critically analyze major theoretical perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural);	Yes
3	PSYCH	101	General Psychology	demonstrate knowledge and understanding of biological bases of behavioral and mental processes, sensation, perception, learning, memory, cognition, consciousness, individual differences, personality, social psychology;	Yes
4	PSYCH	101	General Psychology	demonstrate knowledge and understanding of developmental changes across the lifespan, psychological disorders, emotion, and motivation;	Yes
5	PSYCH	101	General Psychology	describe and demonstrate an understanding of applied areas of psychology (e.g. clinical, counseling, forensic, community, organizational, school, and health);	Yes
6	PSYCH	101	General Psychology	recognize and understand the impact of diversity on psychological research, theory, and application;	Yes
7	PSYCH	101	General Psychology	understand and apply psychological principles to personal experience as well as social and organizational settings.	Yes
8	SOC S	101	Urban Education In America	explain the philosophy of American education;	Yes
9	SOC S	101	Urban Education In America	identify unique issues with American education inside the urban environment;	Yes
10	SOC S	101	Urban Education In America	reflect on how race, gender and class influence outcomes in the classroom;	Yes
11	SOC S	101	Urban Education In America	assess political, economic and social theories and trends as they relate to urban education.	Yes



**EXIT STANDARDS**

- 1 Define psychology as a science;
- 2 compare and contrast behaviorist learning theory, constructivism, and cognitive psychology;
- 3 evaluate theories of teaching and learning;
- 4 discuss the relationship between the history of psychometrics and current trends in assessment.

**STUDENT LEARNING OUTCOMES**

- 1 describe the major schools of psychology and discuss the role each has played in education;
- 2 analyze student characteristics and needs using principles of psychology;
- 3 apply principles of psychology to the classroom.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Psychology and Science <ul style="list-style-type: none"> <li>• Ways of knowing and the scientific method</li> <li>• Research as a resource to inform and improve teaching</li> <li>• Action research versus traditional research</li> </ul>	6	0	6
2	The Subject Matter of Educational Psychology <ul style="list-style-type: none"> <li>• Students</li> <li>• Families</li> <li>• Communities</li> <li>• Self</li> </ul>	4	0	4
3	Schools of Psychology and Education <ul style="list-style-type: none"> <li>• Psychodynamic psychology</li> <li>• Behaviorism</li> <li>• Cognitive psychology</li> <li>• Humanistic psychology</li> <li>• Biological psychology</li> <li>• Sociocultural psychology</li> </ul>	6	0	6
4	Learning Theories <ul style="list-style-type: none"> <li>• Classical and operant conditioning</li> <li>• Social cognitive learning and triadic reciprocal causation</li> <li>• Information processing model</li> <li>• Genetic epistemology</li> <li>• Constructivism</li> </ul>	16	0	16



5	<p>The Classroom</p> <ul style="list-style-type: none"> <li>• Designing for learning</li> <li>• Motivation</li> <li>• Classroom management</li> </ul>	10	0	10
6	<p>Assessment</p> <ul style="list-style-type: none"> <li>• Psychometrics</li> <li>• Distinguishing between standardized assessment and standardized instruction</li> <li>• Summative and formative evaluation</li> <li>• Rubric development</li> <li>• Project based learning and assessment</li> </ul>	12	0	12
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 homework assignment (e.g., short reaction paper to No Child Left Behind legislation);
- 2 essays demonstrating application of concepts and critical thinking skills (e.g., the development of the student’s own pedagogic creed);
- 3 research paper demonstrating use of sources and critical thinking skills (e.g., a proposal for a new approach to teaching and assessing math in 4th grade);
- 4 individual projects (e.g., presenting the pros and cons of The Homework Myth);
- 5 group projects (e.g., PowerPoint presentation of stages of cognitive development as they are applied to the classroom).

**METHODS OF EVALUATION**

- 1 class participation demonstrating course exit standards (e.g., in-class debate about the effectiveness of learning theories);
- 2 written assignment(s) demonstrating the application of concepts, use of sources, and the ability to critically analyze information and apply concepts in a collegiate manner;
- 3 three to four one-hour examinations and a final examination requiring demonstration of course exit standards.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning



Demonstration

Field Activities (Trips)

Guest Speakers

Presentations

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**TEXTBOOKS**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
Educational Psychology	Required	McGraw Hill	6	print	Santrock, John	978-1259870347	2018