

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 500

ADVANCED EDUCATIONAL PSYCHOLOGY

COURSE DESCRIPTION

An overview of the contributions of psychology to the teaching-learning process. Topics include learning theory, individual differences, motivation, human development, exceptionalities, teaching methodology, measurement and evaluation.

RATIONALE

The purpose of this course is to prepare teachers in areas such as research, up-to-date theories, and classroom-tested applications. Educational psychology equips teachers to think about how students learn at various levels of development and make decisions before and during instruction, and to consider what constitutes evidence that their students are learning and succeeding. Educational psychology is foundational to the study in every field of education.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

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

- A. List characteristics of good teaching to include biblical exhortations and applications to instruction.
- B. Integrate a Christian/biblical worldview into every applicable segment of educational psychology that represents a controversy listing characteristics of good teaching to include character and its applications to instruction.
- C. Explain how research in educational psychology is applied to teaching and give examples of research findings that contribute to effective teaching with an application of a biblical worldview.

- D. Describe some key characteristics of socio-emotional development during middle childhood, and relate this information to theories of development.
- E. Trace the development of physical and meta-cognitive abilities of adolescents.
- F. Discuss several impacts of culture on student learning.
- G. Evaluate the significance and limitations of behavioral learning theories in education.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Discussion Board forums (8)

The student will participate in eight Discussion Board forums. A forum will require the student to post an initial thread in response to the topic chosen for that week. Each student will also have to reply to two other students' threads. Each thread should include a biblical worldview with their response. The frequency with which the student participates and the depth of the content written will reflect on the student's grade. Threads are due by Thursday night and replies are due by Sunday night of the assigned module/week.

- C. Parkers' Learning Styles Profile

The student will complete a learning styles profile and submit it by the end of Module/Week 1.

- D. Parkers' Philosophical Methodology of Learning Profile

The student will view a PowerPoint presentation and then complete the methodology of learning profile. The completed form will be submitted by the end of Module/Week 4.

- E. Parkers' Study Skills Inventory

This is a two-part assignment. The student will take the inventory test two times. After taking the inventory the first time, the student will react to the results by answering a few questions after each study skill. This part is due by the end of Module/Week 2. After taking the inventory the second time, the student will reflect on study skills by comparing the scores of the first and second times taking the inventory. This part is due by the end of Module/Week 6.

- F. Article Reviews (3)

The student will locate peer-reviewed articles on educational topics and write a summary on them. Each article review will cover a different section of educational psychology. The articles must be referenced properly using APA format. Article Reviews should be submitted in Modules/Weeks 1, 2, and 7.

- G. Interview Project

The student will identify and interview four children: a preschooler, a student in elementary school, a student in middle school, and a student in high school. The student will generate five open ended questions and ask each child the same 5 questions and record their answers. A summary of 300 words per child linking each child's answer to his or her stage of development will be written. This assignment should be submitted by the end of Module/Week 3.

H. Virtual Field Trip Project

The student will write a lesson plan taking the students on a field trip within the classroom using the Internet. All components of the lesson plan utilizing the QAIT model of effective instruction should be included in final assignment. This project should be submitted by the end of Module/Week 6.

I. Problem Prevention Plan

The student will write a 2–3-page paper explaining how the knowledge of effective classroom management in crating appropriate, best practice rules for the grade level of their choice was used. This problem prevention plan should be an action molded for the first week of school. This assignment should be submitted by the end of Module/Week 7.

J. Customized Learning Theory Paper

The student will compile information from the course to write a 10-page, APA-formatted paper on his/her own customized learning theory. The paper must include 6 references. The student will be graded on how well integration of one or more theories from this course has been developed into his/her own. The theory must be unified and congruent. An annotated bibliography for the paper is due in Module/Week 5, and a rough draft is due in Module/Week 6. The final paper should be submitted by the end of Module/Week 8.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums	(8 at 50 pts ea)	400
Parkers' Evaluations	(4 at 50 pts ea)	200
Article Reviews	(3 at 40 pts ea)	120
Interview Project		40
Virtual Field Trip Project		30
Problem Prevention Plan		40
Customized Learning Theory Paper		
Bibliography		10
Rough Draft		10
Final Paper		150
	Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 729 and below

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

- D. The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

- Assignments submitted after the due date will receive a 10% deduction.
- Assignments submitted more than one week late receives a 20% deduction.
- Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

COURSE SCHEDULE

EDUC 500

Textbook: Slavin, *Educational Psychology*, (2008).
Van Brummelen, *Walking With God in The Classroom: Christian Approaches to Learning and Teaching*, (2009).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Slavin: ch. 1 2 Videos	Course Requirements Checklist	0
		Advising Guide Quiz	0
		Class Introductions	50
		Article Review 1	40
		Parkers' Learning Styles Profile	50
2	Slavin: ch. 2 Van Brummelen: chs. 1–2 1 Presentation	Discussion Board Forum 1	50
		Article Review 2	40
		Parkers' Study Skills Inventory Part 1	50
3	Slavin: chs. 3–4 Van Brummelen: chs. 3–4	Discussion Board Forum 2	50
		Interview Project	40
4	Slavin: chs. 5–6 Van Brummelen: ch. 5	Discussion Board Forum 3	50
		Parkers' Philosophical Methodology Learning Profile	50
5	Slavin: chs. 7–8 Van Brummelen: ch. 6–7	Discussion Board Forum 4	50
		Customized Learning Theory Bibliography	10
6	Slavin: chs. 9–10 Van Brummelen: ch. 8	Discussion Board Forum 5	50
		Virtual Field Trip Project	30
		Parkers' Study Skills Inventory Part 2	50
		Customized Learning Theory Rough Draft	10
7	Slavin: chs. 11–12	Discussion Board Forum 6	50
		Article Review 3	40
		Problem Prevention Plan	40
8	Slavin: chs. 13–14	Discussion Board Forum 7	50
		Customized Learning Theory Paper	150
TOTAL			1000

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.