A. Course Description

Credits: 4

Prerequisites: PSYC 100 General Psychology or equivalent with instructor's consent.

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 05 - Hist/Soc/Behav Sci

This course introduces psychological perspective to teaching and learning in classroom contexts through an overview of theories, principles, issues, and related research in educational psychology. Through readings, lectures, discussions, videos, activities and assignments, we will explore thinking, learning and memory in both classroom and daily life situations. Topics include, but not limited to: child and adolescent development, research in educational psychology, cognitive process and motivation, information processing, assessment of student learning, classroom management, and instructional strategies in education.

B. Course Effective Dates: 08/01/1998 - 09/05/1999 09/06/1999 - 05/06/2014 05/07/2014 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Student will gain an understanding of the multiple perspectives of major theories of learning and their applications to the classroom;
2. Student will gain knowledge of how different aspects of thinking, such as motivation and problem solving, impact learning;
3. Students will learn about the role of individual differences related to ability and intelligence, socioeconomic status, race/ethnicity, and gender in learning;
4. Students will gain basic concepts in educational measurement;
5. Student will learn the nature and relevance of current research methodology in educational psychology and applications of principles of learning to the school setting.

E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies

None

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.
4. Examine social institutions and processes across a range of historical periods and cultures.

G. Special Information

None