

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

PSYC 213- EDUCATIONAL PSYCHOLOGY

I. Basic Course Information

A. Course Number and Title: PSYC 213 – Educational Psychology

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2017

D. Effective Term: Fall 2018

E. Sponsoring Department: Humanities, Social Science and Education

F. Semester Credit Hours:3

G. Weekly Contact Hours: Lecture: 3
 Laboratory: 0
 Out of class student work per week: 6

H. Prerequisite: PSYC 103 Introduction to Psychology

I. Laboratory Fees: None

J. Department Chair: Prof. Brandyn Heppard Brandyn.Heppard@raritanval.edu

K. Divisional Dean: Dr. Patrice Marks pgmarks@raritanval.edu

II. Catalog Description

Prerequisite: PSYC 103 Introduction to Psychology

Educational Psychology focuses on how psychological theory and research can inform effective classroom practice. Topics include, but are not limited to, cognitive and social development, motivation and learning, classroom management, individual and group differences and student assessment. Students in the degree program of P-12 Education may select this course from a list of three to fulfill a 3-credit requirement.

III. Statement of Course Need

- A. Educational psychology is typically required for teacher certification, whether or not it is taken while getting the [Education P-12, A.A](#) at this college.
- B. There is no lab requirement.
- C. This course generally transfers as a free elective unless you are in a teacher education program; some psychology departments accept this as a psychology elective, but some do not.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course may serve to meet a program requirement for the [Education P-12, A.A.](#) degree.
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Understanding the use of science to inform classroom practices
- B. Brain, cognitive, and language development
- C. Behavioral, social cognitive, and information processing learning theories
- D. Motivation
- E. Classroom management
- F. Behavioral, cognitive and constructivist approaches to instruction
- G. Classroom assessment
- H. Standardized testing

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Demonstrate understanding of various ways in which psychology is present in the teaching-learning process (GE 5)
2. State and evaluate the views and findings of theorists and researchers in educational psychology and related areas within psychology (GE 1)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Generate psychology-based solutions to teaching/classroom problems in order to improve student learning
2. Demonstrate an understanding of why teachers are more effective when they have greater understanding of the diverse backgrounds of their students and the present challenges in their lives.
3. Compare and contrast major theoretical schools of thought (e.g. behavioral, cognitive and humanistic) within psychology in terms of their differential impact on teacher-student interactions.
4. Construct and develop a rationale for different assessment approaches

C. Assessment Instruments

1. research papers
2. multiple-choice questions
3. essays

VII. Grade Determinants

- A. quizzes/tests/exams
- B. individual or group projects
- C. individual or group presentations
- D. class participation/attendance

The primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. student oral presentations
- F. simulation/role playing
- G. student collaboration

VIII. Texts and Materials

- A. As the content of a standard Educational Psychology text is highly similar across authors, any text from a reputable publishing house is acceptable.
- B. primary sources
- C. journal
- D. magazine articles, preferably those in magazines aimed at teachers, written by psychologists
- E. film and video
- F. web sources
- G. other computer-based sources

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

No additional resources are required.

X. Honors Option: N/A