Course:	ED250 T & NT Educational Psychology
Credit:	3 credit hours
Semester:	Spring 2025 (Sessions 1 & 2)
Day and Time:	Mondays and Wednesdays (9:30 – 10:50 a.m.)
Location:	East Education Building, Room 129
Instructor:	Dr. Mary F. Briggs
Contact Info:	Office phone: 816-425-6181
	Email: mary.briggs@calvary.edu

I. DESCRIPTION

This course is an introduction to the study of psychological principles as applied to education with an emphasis on the psychology of learning, individual differences, motivation, and measurements. (Prerequisite: ED190 or permission of the Education Department program director)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES: The student will:

1. Explain the value of research in educational psychology in relationship to effective classroom practices.
   a. PLO-1, 2, 5; MTS-8
   b. Assignments: A, B.1, B.2, B.3, B.6, C.1

2. Compare and contrast various cognitive, social, moral, and behavioral learning theories.
   a. PLO-1, 2, 5; MTS-1, 4, 5
   b. Assignments: A, B.1, B.2, B.3, B.4, B.6

3. Apply learning theories to the design and implementation of instruction.
   a. PLO-1, 3, 4, 6; MTS-1, 2, 3, 4, 5, 7
   b. Assignments: B.5, C.2

4. Develop a comprehensive and consistently Christian philosophy of education.
   a. PLO-1, 5, 6; MTS-1, 2, 5, 7
   B. Assignments: A, B.1, B.2, B.3, B.4, B.5, B.6, C.1

Our Mission: "…to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

III. MATERIALS

1. The Bible (Please refer to Course Policies.)

2. American Psychological Association (2020). *Concise guide to APA style* (7th ed.) ISBN-13: 978-1433832734 ISBN10: 1433832739 $26.00

3. The textbook is available in CANVAS.

IV. REQUIREMENTS

A. Reading Assignments

You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings. You are also expected to read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:

1. **Class Video Reports**: Online students will complete a Class Video Report Form for each class session. In-class students are expected to complete a Class Video Report Form for any class session missed due to absence from class. The Class Video Report Template is available in Files in CANVAS.

2. **Chapter Responses**: After reading each of the assigned chapters, you will answer a set of questions designed to reinforce key vocabulary and concepts.

3. **Discussion Questions**: A total of four (4) topics and associated questions will be posted in CANVAS. For each question, you should post an initial 250 – 300 word response by **Thursday night**. You should then respond to at least one other post made by a classmate by **Sunday night.**

4. **Biblical Philosophy of Education**: Write a 1,000 – 1,500 word paper describing your Biblical philosophy of education. You should address all of the following topics in your paper: the purpose of education, the role of parents, the role of the teacher, the nature of the learner, the nature of knowledge, methods of teaching, the purpose of assessments, and methods of assessment. This paper is intended to be a continuation and refinement of the paper you submitted in ED247. You should be intentional in demonstrating your growth as a pre-service teacher. (*Benchmark Assignment)

5. **Lesson Plans**: You will complete two lesson plans. One lesson plan will follow the Direct Instruction format as described in Chapter 7 of our textbook. The other lesson plan will follow one of the Student-Centered approaches described in Chapter 8 of our textbook.

6. **Final Exam**

C. **Activity Assignments**:
   1. **Educational Research on Effective Learning Environments:** You will begin by writing a 750 – 1,000 word summary of what you have learned from our textbook about effective learning environments. Next you will spend at least 40 minutes observing in a classroom and interviewing the classroom teacher. You will focus on the topic of effective learning environments during your observation and interview. Further details for this assignment are available in CANVAS. (*Benchmark Assignment)
   2. **Teaching**: You will teach two lessons to the class. You will teach your Direct Instruction lesson and your Student-Centered lesson. Please provide written lesson plans and supporting materials for all students in the class. Your lessons will be video recorded. Further details will be provided by the instructor.

V. METHODS
A. Teaching and Learning
   1. Reading and research
   2. Writing
   3. Project
   4. Teaching Demonstrations
   5. Discussions
   6. Lectures
   7. Exam

B. Grading
   1. **Weight given to assignments:**

Assignments:	Points:
Biblical Philosophy of Education #2	150 points
Participation (In-Class Students) Report on Videos (Online Students)	500 points
Reading and Chapter Responses	240 (20 points x 12 chapters)
Discussion Questions	80 (20 points x 4 questions)
Educational Research: Effective Learning Environments	200 points
Lesson Plans	100 (50 points x 2 plans)
Teaching	100 (50 points x 2 lessons)
Quiz	30
Final Exam	100
Total:	**1500 points**

   2. **Late Assignments**
   Late assignments may be penalized up to one letter grade from the earned grade on that assignment.
   3. **Letter / Numerical Grade Scale**
   The grading scale listed in the current University Catalog will be used for this course.

VI.   COURSE POLICIES
Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements
Education majors must maintain a high standard for GPAs to successfully complete their program. Educations majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of "C" or higher depending on the student's GPA in Professional and Content Area courses. Receiving a grade lower than a "C" will mean that this course must be repeated.***

B. The Bible as Required Textbook
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.
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Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation
Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session.

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities BEFORE THE NEXT CLASS SESSION.

E. Technology
Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement
Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide
All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association,* 7th edition.

H. The Clark Academic Center
The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE
The course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Jan. 13th & Jan. 15th	Research + Common Sense = ? Motivating Students to Learn	*Due by Midnight on Jan.19th* 1. Complete Class Video Report. 2. Complete DQ#1. 3. Complete reading assignment.
2	Jan. 20th & Jan. 22nd	Jan. 20 MLK Holiday (No class) Cognitive Development	*Due by Midnight on Jan. 26th* 1. Complete Class Video Report. 2. Complete DQ#2.

			3. Complete reading assignment.
3	Jan. 27th & Jan. 29th	Cognitive Theories of Learning Jan. 29 COGE (No class)	*Due by Midnight on Feb. 2nd* 1. Complete Class Video Report. 2. Complete reading assignment.
4	Feb. 3rd & Feb. 5th	Direct Instruction	*Due by Midnight on Feb. 9th* 1. Complete Class Video Report. 2. Complete DI Lesson Plan. 3. *Prepare to teach DI Lesson.
5	Feb. 10th & Feb. 12th	*Students Teach Lessons Students Reflect on Teaching	*Due by Midnight on Feb. 16th* 1. Complete Class Video Report. 2. Complete DQ#3. 3. Complete reading assignment.
6	Feb. 17th & Feb. 19th	Effective Learning Environments	*Due by Midnight on Feb. 23rd* 1. Complete Class Video Report. 2. Complete DQ#4. 2. Complete reading assignment.
7	Feb. 24th & Feb. 26th	Effective Learning Environments Part 2	*Due by Midnight on March 2nd* 1. Complete Class Video Report. 2. Complete Classroom Observation & Teacher Interview.
8	March 3rd & March 5th	Language Development Linguistic Diversity	*Due by Midnight on March 16th* 1. Complete Class Video Report. 2. Complete reading assignment.
SPRING BREAK (March 10th – 14th)			
9	March 17 & March 19	Social, Moral, and Emotional Development Constructivist Theory of Learning Implications for the Classroom	*Due by Midnight on March 23rd* 1. Complete Class Video Report. 2. Complete Constructivist Lesson Plan.

			3. *Prepare to teach C Lesson.
10	March 24 & March 26	*Students Teach Lessons Students Reflect on Teaching	*Due by Midnight on March 30th* 1. Complete Class Video Report. 2. Complete reading assignment.
11	March 31 & April 2nd	Student Diversity	*Due by Midnight on April 6th* 1. Complete Class Video Report. 2. Complete Ed. Research on Effective Learning Environments.
12	April 7th & April 9th	Learners with Exceptionalities Behavioral Theories of Learning	*Due by Midnight on April 13th* 1. Complete Class Video Report. 2. Complete reading assignment.
13	April 14th & April 16th	Differentiated Instruction	*Due by Midnight on April 20th* 1. Complete Class Video Report. 2. Complete reading assignment.
14	April 21st & April 23rd	Assessing Student Learning Standardized Tests and Accountability	*Due by Midnight on April 27th* 1. Complete Class Video Report. 2. Complete reading assignment.
15	April 28th & April 30th	Teaching Creative Problem Solving & Thinking Skills	*Due by Midnight on May 4th* 1. Complete Class Video Report. 2. Complete Biblical Philosophy of Education paper.
16	May 5th & May 7th	Review Final Exam	

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*