

Course Outline for: EDUC 2409 Educational Psychology**A. Course Description:**

1. Number of credits: 4
2. Lecture hours per week: 4
3. Prerequisites: PSYC 1109 and EDUC 1101
4. Corequisites: None
5. MnTC Goals: None

The complex processes underlying learning, motivation, and development in educational settings form the foundation for exploration and analysis. Focusing on cognitive, social, and moral development, the course explores how students grow and change over time, both individually and in social contexts. Students analyze major theories of learning, including behavioral and cognitive approaches, to understand diverse ways students process information and acquire new skills. Special attention is given to motivational strategies, helping future educators inspire students' curiosity and commitment to learning. Effective classroom management techniques are also highlighted, preparing students to create positive, inclusive environments conducive to learning. Practical applications, such as planning and differentiating instruction, enable students to align teaching practices with developmental and cognitive needs. By critically engaging with educational research methods, aspiring educators learn to make evidence-based decisions that support successful learning outcomes for all students.

B. Date last reviewed/updated: December 2024**C. Outline of Major Content Areas:**

1. Cognitive development
2. Personal, social, and moral development
3. Learning theory, including behavioral and cognitive approaches
4. External factors that influence learning
5. Motivating students
6. Classroom management
7. Planning instruction
8. Assessment practices
9. Research practices in education

D. Course Learning Outcomes:

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

1. Apply an understanding of cognitive development theories to learning across age groups.
2. Explain how developmental theories (e.g., personal, social, moral) are applied to provide holistic support for diverse student populations.

- i. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning. (SEP 1- Student Learning, G)
3. Engage in effective instructional design using learning theories.
 - i. The teacher understands how students construct knowledge and acquire skills. (SEP 1- Student Learning, C)
4. Examine relevant external factors that influence student learning.
 - i. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning. (SEP 1- Student Learning, N)
5. Apply motivational theories to create engaging learning environments.
 - i. The teacher understands the relationship between motivation and engagement. (SEP 2- Learning Environments, B)
6. Develop effective classroom management techniques that foster an inclusive learning environment.
7. Design instructional plans that align with developmental needs.
8. Critically evaluate educational research methods to employ evidence-based practices in teaching.

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Reflection papers
2. Quizzes
3. Research Papers or Projects
4. Presentations
5. Discussions
6. Exams

F. Special Information:

This course includes embedded Standards of Effective Practice (SEPs) as mandated by the Minnesota Professional Educator Licensing and Standards Board (PELSB).