



## **ED 221 Course Syllabus**

3140 Waiālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** ED 221

**Course Title:** Educational Psychology

**College/School/Division:** Education

**Term:** Fall 2017

**Credits:** 3

**Instructor Name:** Dr. Hans Chun

**Email:** [hans.chun@chaminade.edu](mailto:hans.chun@chaminade.edu)

**Phone:** 808.440.4264

**Office Hours:** M.W.F 12:00 pm – 1:30 pm / T 10:00 am – 12:00 pm and by appointment

### **University Course Catalog Description**

This course provides a comprehensive coverage of the theories and basic concepts of Educational Psychology. It includes strategies to help diverse student populations in pre-school through secondary classrooms to become independent, self-directed, and creative individuals. Prerequisite: ED 220, PSY 202, or PSY 304, includes a field-based service learning component.

### **WASC Core Competencies**

1. Written communication
2. Oral communication
3. Quantitative reasoning
4. Information literacy
5. Critical thinking

### **Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **Chaminade Levers of Success**

1. Enhance educational excellence
  - a. Build academic quality
  - b. Known for fully prepared, competitive graduates
  - c. Develop capacity to support excellence
2. Partner for the common good
3. Expand level of international engagement
4. Use tech to achieve pedagogical advantage

### **Conceptual Framework:**

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who

demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

### **Education Division Mission Statement:**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

### **Program Learning Outcomes**

1. PLO1: Content Knowledge (Knowledge of subject matter).
2. PLO2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3. PLO3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
4. PLO4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
5. PLO5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
6. PLO6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
7. PLO7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
8. PLO8: Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

### **Course Learning Outcomes**

After the learning experience, through case studies, critical thinking opportunities, active learning activities, collaborative presentations, project-based scenarios, and examination, students should be able to:

1. Knowledge, and understanding though applying the major concepts, principles, theories, and research related to constructing learning opportunities that support individual students' acquisition of knowledge.
2. Knowledge, and understanding though applying the major concepts, principles, theories, and research related to motivating children and young adolescents.
3. Knowledge, and understanding though applying the major concepts, principles, theories, and research related to the diversity of children and young adolescents living in Hawai'i.

<b>CL O</b>	<b>Knowled ge</b>	<b>Skill</b>	<b>Dispositi on</b>	<b>Program LO</b>	<b>CUH LS</b>	<b>WASC Core Competency</b>	<b>Marianist Values</b>
1	I	D	D	1, 2, 7	1a, 1b, 4	5	2, 5
2	I	D	D	1, 2, 7	1a, 1b, 4	5	2, 5
3	I	D	D	1, 2, 6, 7	1a, 1b, 4	5	2, 5

(I= Introduced to the concept; D= Developing; C= Competent; M= Mastered)

### Learning Materials

- Eggen, P. & Kauchak, D. (2016). Educational Psychology: Windows on classrooms (10th Ed.). Pearson. ISBN: 978-0-13-354948-5
- Other open education resource readings and video links will be provided.

### Assessment

Assignments	Max Points	Your Points
Chapter Reviews (12 reviews x 2.5 points)	30	/30
Participation/Active learning activities	30	/30
Signature Project	40	/40
<b>Total</b>	<b>100</b>	<b>/100</b>

May be subject to change based on the dynamics of current events.

### Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

### Schedule

Week	Topic	Review/Do
8/28 – 9/3	<b>-Introduction</b>	
9/4 – 9/10	<b>-Educational Psychology: Understanding Learning and Teaching</b> <b>-Cognitive and Language Development</b>	*Review Chapter 1 *Chapter 1 Review  *Review Chapter 2 *Chapter 2 Review
9/11 – 9/17	<b>-Personal, Social, and Moral Development</b> <b>-Learner Diversity</b>	*Review Chapter 3 *Chapter 3 Review  *Review Chapter 4 -Chapter 4 Review
9/18 – 9/24	<b>-Behaviorism and Social Cognitive Theory</b> <b>-Cognitive Views of Learning</b>	*Review Chapter 6 *Chapter 6 Review  *Review Chapter 7 *Chapter 7 Review
9/25 – 10/1	<b>-Complex Cognitive Processes</b> <b>-Motivation and Learning</b>	*Review Chapter 8 *Chapter 8 Review  *Review Chapter 10 *Chapter 10 Review

<b>Week</b>	<b>Topic</b>	<b>Review/Do</b>
10/2 – 10/8	-A Classroom Model for Promoting Student Motivation -Classroom Management: Developing Self-Regulated Learners	*Review Chapter 11 *Chapter 11 Review  *Review Chapter 12 *Chapter 12 Review
10/9 – 10/15	-Learning and Effective Teaching -Increasing Learning Through Assessment	*Review Chapter 13 *Chapter 13 Review  *Review Chapter 14 *Chapter 14 Review
10/16 – 10/22	-Introduction to Signature Project -Writing guidelines and APA format review	
10/23 – 10/29	-Module 1	
10/30 – 11/5	-Module 2	
11/6 – 11/12	-Module 3	
11/13 – 11/19	-Module 4	
11/20 – 11/26	-Module 5	
11/27 – 12/3	*Work on Signature Project	
12/4 – 12/8	*Signature Project due	

May be subject to change based on the dynamics of current events.

### **Student Responsibilities**

- It is important for you to bring the textbook to each class and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops will be used through my facilitation during class. Please respect my time and your colleagues and place your electronic devices on silent and answer messages after class.
- Late assignments will not be accepted.
- Unexcused make-up exams will not be provided.

- Excused absences must be worked out with the instructor in advance. Absence due to illness must be communicated to the instructor and if asked, accompanied by a doctor's note. Student athletes will provide a letter from his/her coach prior to class. Six or more unexcused absences can result in a course failure.

### **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

**One-on-One Tutoring**

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at (808) 735-4724.