



ED 221 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: ED 221

Course Title: Educational Psychology

College/School/Division: School of Education and Behavioral Sciences

Term: Fall 2019

Credits: 3

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Office Hours: M.W.F 12:00 pm – 1:30 pm / T.Th 10:00 am – 11:30 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.

Chaminade 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.

CL O	Knowled ge	Skill	Dispositi on	Program LO	CUH LS	WASC Core Competency	Marianist Values
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. (2020). Using Educational Psychology in Teaching (11th Ed.). Pearson. ISBN: 978-0-13-524054-0
- Other open education resource readings and video links will be provided.

Assessment

Assignments	Max Points	Your Points
Chapter Reviews (12 reviews x 4 points)	48	/48
Participation/Active learning activities	32	/32
Signature Project	20	/20
Total	100	/100

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	Tasks
8/26 – 9/1	-Introduction/Professional Dispositions	
9/2 – 9/8	-Educational Psychology: Understanding Learning and Teaching -Cognitive and Language Development	*Review Chapter 1 *Chapter 1 Review *Review Chapter 2 *Chapter 2 Review
9/9 – 9/15	-Personal, Social, and Moral Development -Learner Diversity	*Review Chapter 3 *Chapter 3 Review *Review Chapter 4 -Chapter 4 Review
9/16 – 9/22	-Behaviorism and Social Cognitive Theory -Cognitive Views of Learning	*Review Chapter 6 *Chapter 6 Review *Review Chapter 7 *Chapter 7 Review
9/23 – 9/29	-Complex Cognitive Processes -Motivation and Learning	*Review Chapter 8 *Chapter 8 Review *Review Chapter 10 *Chapter 10 Review

Week	Topic	Tasks
9/30 – 10/6	-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
10/7 – 10/13	-Learning and Effective Teaching -Increasing Learning with Assessment	*Review Chapter 13 *Chapter 13 Review *Review Chapter 14 *Chapter 14 Review
10/14 – 10/20	-Introduction to Signature Project -Writing guidelines and APA format review	
10/21 – 10/27	-Module 1	
10/28 – 11/3	-Module 2	
11/4 – 11/10	-Module 3	
11/11 – 11/17	-Module 4	
11/18 – 11/24	-Module 5	
11/25 – 12/1 11/28 – No Class Happy Thanksgiving!	*Work on Signature Project	
12/2 – 12/6	*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 may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class.

Continued inappropriate usage of electronic devices will result in deduction of participation points.

- Late assignments will not be accepted unless approved by the instructor and will include a deduction in grade.

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

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. If you would like to determine if you meet the criteria for accommodations, contact the Counseling Center at counselingcenter@chaminade.edu.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

One-on-One Tutoring

Kōkua 'Ike: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students.

You can also make an appointment: <https://booknow.appointment-plus.com/1dq2rxkm/10>

Email: tutoring@chaminade.edu

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.