



School of Education and Behavioral Sciences
Education

ED221 Educational Psychology

FLEX Online Asynchronous

Credits: 3

Term: FLEX Fall Accelerated Full 8/17 – 12/11/2026

Instructor Information



Instructor: Dale Fryxell, PhD

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Office Location: Brogan Hall, Room 111

Office Hours: by appointment

Virtual Office: Google Meets - meet.google.com/xqo-apfm-qqm
(PIN: 768 802 883#)

Virtual Office Hours: by appointment or 3:00 – 4:30 PM, Tuesdays

Communication

At any time during the term if you have any questions you can contact me through either email (dfryxell@chaminade.edu) or phone (808)-739-4678. My goal is always to respond to all emails and phone messages within 48 hours (Monday to Friday).

Canvas Technical Assistance

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

School & Department Information

College of Education and Human Development

Office Location: Brogan Hall, Room 110

Phone: 808.739.4652

If you have questions regarding the Psychology program, reach out to your Instructor or the College of Education and Human Development.

Course Description & Materials

Catalog Course 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.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the duration of this course, students will spend 30 hours reading and studying the textbook chapters, 30 hours reviewing the chapter presentation PowerPoints, 15 hours taking the chapter quizzes, 40 hours completing the course activities, 8 hours completing the Signature Project, and 4 hours participating in discussions. There will be an additional 8 hours of work required beyond what is listed here (i.e., reviewing materials, conducting individual research).

Required Materials

Eggen, P. & Kauchak, D. (2025). Using Educational Psychology in Teaching (12th Ed.). Pearson. ISBN 8220145135005.

Recommended Items

Model Code of Ethics for Educators

The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course. To review the Model Code of Ethics for Educators go to - <https://hawaiiteacherstandardsboard.org/content/code-of-ethics/>

Basic computer skills are needed for this course.

Canvas (<https://chaminade.instructure.com>)

This course will be using the Canvas learning management system. Canvas is a web-based Learning Management System (LMS) used by educational institutions to facilitate course delivery, management, and communication. It allows instructors to create, organize, and manage course materials, assignments, grades, quizzes, and discussions. Canvas offers a user-friendly interface that supports multimedia content, integrated tools (like video conferencing and analytics), and a mobile app for easy access. It also features collaborative learning options, such as group assignments and peer reviews. Canvas enhances both teaching and learning experiences through its flexibility, integration capabilities, and accessibility.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the psychology program, the student will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs)

Upon completion of ED221, the student will be able to:

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

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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

This course focuses on the Marianist value of educating for adaptation and change by helping students understand what makes people think, feel, and behave the way that they do. Children and adolescents learn. This understanding not only helps us to understand other people but also ourselves.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kũ'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lāma kũ o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

CLO 1	CLO 2	CLO 3

Marianist Values	5	5	5
PLOs	1	1	1
Native Hawaiian Values	5	5	5
Gen Ed Learning Outcomes (if applicable)	NA	NA	NA

Course Activities

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

Milestone Activities (2 @ 10 pts) 20/20
 SchoolSim Simulation Activities (10 @ 10 pts) 100 /100
 Class Discussions (2 @ 10 pts) 20 /20
 Chapter Activities (9 @ 10 pts) 90 /90
 Signature Project (1 @ 50 pts) 50 /50
 Chapter Quizzes (15 @ 10 pts) 150 /150
 TOTAL = 430

Discussions

Two class discussion questions are posted within the modules. It is expected that each student's posts for each discussion will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses//>)

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a

personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.

- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

Homework

SchoolSim Simulation Activities (10 @ 10 pts) - You will find 10 SchoolSim Simulations in the course modules. After you complete each simulation, upload your "Simulation Feedback Report" and write a one paragraph reflection about what you took away from this simulation.

Chapter Activities (9 @ 10 pts) - Nine exercises are posted on the Canvas website which should be completed during the semester. Each of the activities will be worth a maximum of 10 points. Assignments should be posted in the appropriate dropboxes.

Quizzes

Chapter Quizzes (15 @ 10 pts)- After reading each chapter, reviewing the PowerPoint slides (which you can find here on Canvas in the modules) you should take the chapter quiz which you can access on Canvas.

Final Project

Signature Project (1 @ 50 pts) - Students will write and submit a 5 page double-spaced reflection paper on a topic related to Educational Psychology that they find personally meaningful. Please select a topic that you can discuss critically and include at least 5 academic references. Once you select a topic and before you start writing your paper, send a brief description to Dr. Fryxell through Canvas email for approval of the topic. The goal of this reflection paper is to provide you with the opportunity to make connections between theories or methods from the course and your past, current or future professional or personal experiences as an educator. Use APA format for all in-text citations and references. Make sure to include an introductory paragraph at the beginning of your paper which explains your interest in the topic and a concluding paragraph at the end of the paper which provides an overview

Course Policies

Attendance

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Milestones 1 & 2 and Late Work

This course is utilizing a Flex model, meaning there is a firm deadline for the two Milestone assignments. The Milestone 1 assignment is due by 11:59 pm on the 14th day of the course (it is included in Module 1). If this assignment is late, you may be dropped from the class. The Milestone 2 Assignment is due by Sunday of the 6th week of the term at midnight (The Milestone 2 Activity is identified in Module 4). Failure to complete the Milestone 2 activity by the due date may result in failing the course. All other assignments can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

No incomplete grades will be given for this class.

Writing Policy

All assignments for this course should be completed in APA format. Instructor and Student Communication/Questions for this course can be emailed to the instructor at dfryxell@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time can take place up to 2 days.

Email Guidelines

- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Communication Guidelines

- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Final Grades

Final grades are submitted to [Self-Service](#):

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's work which may include; class participation, quizzes, tests, term papers, reports and the final examination.

They are interpreted as follows:

- A (90 – 100%) Outstanding scholarship and an unusual degree of intellectual initiative
- B (80 – 89%) Superior work done in a consistent and intellectual manner
- C (70 – 79%) Average grade indicating a competent grasp of subject matter
- D (60 – 69%) Inferior work of the lowest passing grade, not satisfactory for fulfillment of

prerequisite course work

F (59% and below) Failed to grasp the minimum subject matter; no credit given

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts

Student with Disabilities Statement

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via tutor.com. tutor.com can be accessed 24/7 from your Canvas account. Simply click on Account > tutor.com. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Chaminade Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/Links to an external site.>

Email: counselingcenter@chaminade.edu

Phone: 808-735-4845.