



Chaminade
University
OF HONOLULU

ED 221 Course Syllabus

3140 Waialae 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 2026

Credits: 3

Instructor Name: Dr. Chris Padesky

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Office Hours: 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.

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 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.

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

Program Learning Outcomes

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

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

Learning Materials

- Eggen, P., Kauchak, D., & McCrudden, M. (2025). *Using educational psychology in teaching* (12th ed.). Pearson.
- Other open education resource readings and video links will be provided.

Assessment

Category	Points
Reading Preps	22
Learning Theory Project	21
Teaching Demonstration Sequence	37
Attendance & Participation	20
Total	100

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 20% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment.

No work will be accepted after the last day of the course.

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Grading scale

100-90%	A
89-80%	B

79-70%	C
69-60%	D
59-0%	F

Schedule

ED 220: Educational Psychology – Fall 2026

Tuesdays & Thursdays, 8:30–9:50 AM

Week & Dates	Topics / Class Focus	Sunday Assignments & Readings
Week 1 8/17–8/23	Tue 8/18: Course introduction, syllabus, What Is Educational Psychology?, recurring students Thu 8/20: Overview of learning theories; select a learning theory	Due Sun 8/23: • Read Ch. 1 – Educational Psychology: Understanding Learning and Teaching • Reading Prep #1 • Learning Theory Selection & Initial Exploration
Week 2 8/24–8/30	Tue 8/25: Bronfenbrenner Thu 8/27: Vygotsky	Due Sun 8/30: • Read Ch. 2 – Cognitive and Language Development • Reading Prep #2
Week 3 8/31–9/6	Tue 9/1: Piaget Thu 9/3: Language	Due Sun 9/6: • Read Ch. 3 – Personal, Social-Emotional, and Moral Development • Reading Prep #3
Week 4 9/7–9/13	Tue 9/8: Personality Thu 9/10: Social-Emotional Development	Due Sun 9/13: • Read Ch. 4 – Learner Diversity • Reading Prep #4
Week 5 9/14–9/20	Tue 9/15: Culturally Responsive Pedagogy Thu 9/17: Poverty	Due Sun 9/20: • Read Ch. 5 – Learners with Exceptionalities • Reading Prep #5
Week 6 9/21–9/27	Tue 9/22: Gifted and Talented Thu 9/24: Neurodivergence	Due Sun 9/27: • Read Ch. 6 – Behaviorism and Social Cognitive Theory • Reading Prep #6
Week 7 9/28–10/4	Tue 9/29: Classical & Operant Conditioning; Social Cognitive Theory Thu 10/1: No Class	Due Sun 10/4: • Read Ch. 7 – Human Memory and Cognition • Read Ch. 8 – Principles of Cognitive Learning Theory and Knowledge Construction • Reading Prep #7
Week 8 10/5–10/11	Tue 10/6: Cognitive Learning Theory + Learning Theory Presentations Thu 10/8: Cognitive Processes + Learning Theory Presentations	Due Sun 10/11: • Read Ch. 10 – Theoretical Views of Motivation • Reading Prep #8 • Learning Theory Presentation
Wellness Week 10/12–10/18	Tue 10/13: 11:30 - 12:50 Wellness Week Activity	There are no new assignments. This is your time to catch up if you have missing assignments.
Week 9 10/19–10/25	Tue 10/20: Cognitive Views of Motivation – self-efficacy, expectancy, mindset, goal theory Thu 10/22: Interest and emotion in motivation	Due Sun 10/25: • Read Ch. 11 – A Classroom Model for Promoting Student Motivation • Reading Prep #9
Week 10 10/26–11/1	Tue 10/27: Teacher qualities that increase motivation; motivating classroom climate Thu 10/29: Instructional variables and developing interest	Due Sun 11/1: • Read Ch. 12 – Classroom Management: Promoting Academic and Social-Emotional Learning • Reading Prep #10
Week 11 11/2–11/8	Tue 11/3: Classroom Management Thu 11/5: Classroom Management	Due Sun 11/8: • Read Ch. 13 – Learning and Effective Teaching • Read Ch. 14 – Increasing Learning with

		Assessment • Reading Prep #11
Week 12 11/9–11/15	Tue 11/10: Backward Design + Teaching Demonstrations Thu 11/12: Models of Instruction + Teaching Demonstrations	Due Sun 11/15: • No new reading • Teaching Demonstration preparation/checkpoint
Week 13 11/16–11/22	Tue 11/17: Teaching Demonstrations Thu 11/19: Teaching Demonstrations	
Week 14 11/23–11/29	Tue 11/24: Teaching Demonstrations Thu 11/26: No Class	
Week 15 11/30–12/6	Tue 12/1: No Class Thu 12/3: No Class	Due Sun 12/6: • Teaching Demonstration Reflection • Attendance & Participation – 20 points • No new reading

*May be subject to change

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
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Marianist Values	5	5	5
PLOs	1	1	1
Native Hawaiian Values	5	5	5

Credit Hour Policy

This is a three-credit hour course requiring 135 hours of student engagement, per the official CUH Credit Hour Policy. Students in this course are anticipated to spend 35 hours in class, 14 hours on the learning theory projects, 15 hours constructing the final presentation, and 4 $\frac{3}{4}$ hours each week on weekly readings, weekly tasks, etc.

Model Code of Ethics for Educators

The Model Code of Ethics for Educators 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.

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.

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.

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.

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](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

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

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and

institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

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 TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.