



# PSY 230 Educational Psychology

Lezlie McElwee

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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This course introduces students to the fundamental psychological principles underlying education and examines how these principles can be applied in classroom settings. Relevant theories concerning the development of cognition and language; social, emotional, and personal development; learning styles and other learner differences, particularly Native American; motivation of learners; and learning environments are presented. This course is a pre-requisite to all education methodology classes.

Credits: 3

Pre/Corequisites:

- Prerequisite: PSY 111

## CLASS INFORMATION

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Section Number: A

Term: Spring Year: 2022 Start Date: 1/10/2022 End Date: 5/6/2022

Meeting Times: MWF 10:00 - 10:50 AM

Meeting Location: Main Education Building Room 104

Delivery Mode: Face to Face

## INSTRUCTOR

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Lezlie McElwee

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Office Location: Main Education Building 122

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00		<b>Curriculum Committee Meeting</b>			
9:00 – 9:50	<b>Office Hours</b>	ENG 238 Children's Literature Room 104	<b>Office Hours</b>	ENG 238 Children's Literature Room 104	<b>Office Hours</b>
10:00 – 10:30	PSY 230 Educational Psychology Room 104		PSY 230 Educational Psychology Room 104		PSY 230 Educational Psychology Room 104
10:30 – 10:50					
11:00 – 11:30		<b>Office Hours</b>	<b>Office Hours</b>	<b>Office Hours</b>	
11:30 – 11:50			<b>Office Hours</b>		
12:00 – 1:00	<b>Office Hours</b>				<b>Office Hours</b>
1:00 – 1:50	EDU 205 Exceptional Education Room 104	MTH 377 Mathematics for Elementary Teachers II Room 104	EDU 205 Exceptional Education Room 104	MTH 377 Mathematics for Elementary Teachers II Room 104	EDU 205 Exceptional Education Room 104
2:00 – 2:30	HPR 297 HPR Internship Room 122				
2:30 – 2:50		<b>Office Hours</b>		<b>Office Hours</b>	

## TEXTBOOKS

Snowman, J., & McCown, R., (2015). *Psychology Applied to Teaching* (14th Edition). Boston, MA: Cengage

## INSTITUTIONAL LEARNER OUTCOMES

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

## COURSE OBJECTIVES

1. Explore theories of cognitive, personal, social, and emotional development and how they affect learning.
2. Examine theories of motivation.
3. Investigate how differences such as socioeconomic status, learning styles, and culture affect Native American and other learners.
4. Determine the characteristics of productive learning environments and examine essential teaching skills for creating them through observation and discussion.
5. Compare and contrast teacher-centered approaches to instruction with learner-centered approaches to instruction.

6. Research a topic of choice on the internet related to educational psychology.

7. Apply the use of technology through web-based activities.

## GRADING INFORMATION

### Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

Standards/Program Outcome	Assessment- Portfolio Artifact:
<p><b>InTASC Standard 1- Learner Development:</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	
<p><b>PROGRAM OUTCOME 1:</b> Implement appropriate strategies for learner development.</p> <p>1.1 Identify individual and group performance to design and modify instruction.</p> <p>1.2 Develop instructional strategies that promote student learning.</p> <p>1.3 Incorporate instructional decisions that build on learners' strengths and needs.</p> <p>1.4 Collaborate with families, communities, and education professionals to promote learner growth and development.</p>	<ul style="list-style-type: none"> <li>• Implicit Project/ Mindset Reflections</li> <li>• Personality Islands</li> <li>• Theorist Presentation</li> <li>• Essential 55 PowerPoint</li> </ul>

## United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support

Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

**Relatedness** is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

**Relevance** is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

**Respect** is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

**Responsibility** is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

## A. GRADING SCALE

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

## **B. COMMUNICATION**

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Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

## **C. ATTENDANCE**

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Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](http://My.UTTC.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

### **ZOOM Attendance Policy**

UTTC students are expected to attend all of their classes in person. Students can attend a class virtually using Zoom only if the student is sick and unable to attend class or quarantined due to a contagious illness (confirmed by a medical professional) but on a limited basis. If the student is going to use Zoom under these circumstances, the following conditions must apply:

1. The student must have a computer and a reliable internet connection (phones are not allowable).
2. The computer must have a working microphone and camera and the camera must be turned on.
3. The student's face must be present in full frame. No background noise is allowed as this is distracting to the students in the classroom.
4. The student is responsible for contacting the instructor prior to class starting if they are sick or quarantined and need to use the Zoom option. This must be done with enough notice so the student using Zoom is ready for class when class starts.
5. If these conditions cannot be met, the student will be marked absent from class for the class period(s) missed.

\*The only exception to not physically being in class is for students who are registered for online courses that are designated by OL (e.g. CSC 101 OL, PSY 111 OL, ENG 120 OL).

*\*\*Some courses are not available through Zoom, such as Tribal Arts, Heavy Equipment, Welding Technology, and others. Students in these classes must be physically present or will be counted absent.*

## **D. LATE ASSIGNMENT SUBMISSIONS**

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UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment

on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

## **E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)**

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Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

\*\*\*The Teacher Education Department expects all assignments to be completed on the due data and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

## **F. EARLY ALERT SYSTEM**

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UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## **G. ACADEMIC HONESTY**

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Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs](#) policies and procedures handbook for further information.

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## H. STUDENTS WITH DISABILITIES

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the [Disabilities Services \(DS\)](#) office at (701) 221-1516 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

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## I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

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## J. SOCIAL DISTANCING AND FACE MASKS

United Tribes Technical College understands the importance of the health and safety of our campus community. In an effort to serve our students and community members, we are taking continual efforts to reduce risk and increase cleanliness of our campus locations. As part of our effort to protect the campus community, all students, staff, and instructors are required to observe social distancing and wear face masks at all times while in the classrooms. Face masks will be available at the entrances of buildings and hand sanitizer will be available throughout each building.

Students who require accommodations should contact the Disability Services Office at [dss@uttc.edu](mailto:dss@uttc.edu), or (701) 221-1516 to submit the appropriate documentation. Should you become sick or be required to quarantine during the semester, notify the instructor immediately using the contact method described in the syllabus. Students who require accommodations should contact the Disability Services Office to implement the appropriate accommodations required to submit course work during an extended absence.

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## K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

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## FACE-TO-FACE

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## PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

## **CELL PHONE**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

## **STUDENT BEHAVIOR**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

## **SCHEDULE**

### **SPRING 2022**

<b>Week</b>	<b>Academic Topic Instructional Strategy</b>	<b>Support Materials, Book chapters, etc.</b>	<b>Assessment (Formative – Summative)</b>
<b>1 Jan 11 – 14</b>	Project Implicit	Teaching Tolerance	Project Implicit Bias Tests Unconscious Bias Reflections
<b>2 Jan 17 – 21</b>	<b>*No School 1/17 MLK</b>	Chapter 1 Who me? Bias?	Mindset Assessment PBS Learning Modules
	Applying Psychology to Teaching		



<b>3</b> <b>Jan 24 - 28</b>	Applying Psychology to Teaching	Chapter 1 Video Case Study Did you get it?	Wrapping it up  Kahn Academy Mindset 1-2 Reflection Questions
<b>4</b> <b>Jan 31 – Feb 4</b>	Theories of Psychosocial and Cognitive Development	Chapter 2	Kahn Academy Mindset 3-4 Reflection Questions
<b>5</b> <b>Feb 7 - 11</b>	Theories of Psychosocial and Cognitive Development	Chapter 2 Video Case Study Did you get it?	Wrapping it up  Kahn Academy Mindset 5-6 Reflection Questions
<b>6</b> <b>Feb 14 - 18</b>	Age-Level Characteristics	Chapter 3 Video Case Study Did you get it?	Wrapping it up  Big 5 Personality Test
<b>7</b> <b>Feb. 21 - 25</b>	<b>*No School 2/21 President's Day</b>	Chapter 4 Video Case Study	Wrapping it up  Inside Out Video w/ Brainstorm sheet
	Understanding Student Differences	Did you get it?	
<b>8</b> <b>Feb 28 – Mar 4</b>	Addressing Cultural and Socioeconomic Differences	Chapter 5 Video Case Study Did you get it?	Wrapping it up  Inside Out Movie Map
<b>9</b> <b>Mar 7 - 11</b>	<b>Midterm Grades Due 3/11</b>	Chapter 6 Video Case Study	Wrapping it up  Personality Islands
	Accommodating Student Variability		
<b>Mar 14 - 18</b>	<b>Spring Break – No Classes</b>		
<b>10</b> <b>Mar 21 - 25</b>	Behavioral Learning Theory: Operant Conditioning	Chapter 7 Video Case Study	TSS Modules  Nurture Room Questions
<b>11</b> <b>Mar 28 – Apr 1</b>	Information-Processing Theory	Chapter 8 Video Case Study Did you get it?	Wrapping it up  Brain and Learning A-B-C Reflections

<b>12</b> <b>Apr 4 - 8</b>	Constructivist Learning Theory, Problem Solving and Transfer	Chapter 10 Video Case Study Did you get it?	Theorist Presentations About Ron Clark
<b>13</b> <b>Apr 11 - 15</b>	<b>*No School 4/15 Good Friday</b>	Chapter 11 Video Case Study Did you get it?	Wrapping it up Ron Clark Theorist Questions
	Motivation and Perceptions of Self		
<b>14</b> <b>Apr 18 - 22</b>	<b>*No School 4/18 Easter Monday</b>	Book Study - Ron Clark	Wrapping it up Ron Clark the Essential 55
	Approaches to Instruction		
<b>15</b> <b>Apr 25 - 29</b>	Approaches to Instruction	Chapter 13 Video Case Study Book Study- Ron Clark	Final 55 Essential Rules PowerPoint Q & A
<b>16</b> <b>May 2 – 6</b>	<b>Finals Week</b>		Final 55 Essential Rules PowerPoint Presentations
<b>GRADES DUE</b>	<b>May 9<sup>th</sup></b>		

## Assignments:

### Project 1: Implicit Project/ Mindset Reflections

Students will take the Implicit Bias Test. The results of their unconscious biases(s) will then be analyzed and a reflection summary will be written, agreeing or disagreeing with the test data. Mindset modules in Khan Academy will be completed, reflecting on current fixed and growth mindsets.

### Project 2: Personality Islands

Students will choose five personality factors from the chart (The Big 5 Inventory) will aid in your analysis on choosing and brainstorm examples of your behavior or characteristics that support that trait. They will create a digital personality island based on the five traits.

### Project 3: Theorist Presentation

Students research the educational theory of one theorist of their choice:

- Become as knowledgeable as possible about the theorist, the theory, significance of this theory in the field of human development.
- Be sure to explain what the theory means to education (students, teachers, etc).
- What are the aspects of human development best known for?
- How is the theory useful in understanding human development?
- What aspects of the theory do you agree with? Disagree with? Why/Why not?

#### **Project 4: Brain and Learning**

Students will complete the ABC Feedback forms, analyzing Eric Jensen's 7 discoveries of the brain.

#### **Project 5: Essential 55 (Ron Clark) Presentation**

In Ron Clark book The Essential 55, he lists what he considers to be the most important rules to incorporate in a classroom. Students will reflect on what they have seen in the movie and what they can relate to the most as a student or as a future teacher. A 55 slide PowerPoint will be created, using similar rules however personalized to reflect each individual's teaching style.