

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

**Course Prefix and Number:** EPY 8223

**Course Title:** Psychological Foundations of Education

**Credit Hours:** Three (3) semester hours

**Type of Course:** Lecture

**Catalogue Description:** Three hours lecture. The role of psychology in a changing context of organized education; the learner, content, structure, and management of the learning situation; studies of persistent problems.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

**Course Objectives**

1. Define the field of educational psychology and understand the ways in which psychologists work in educational settings (CFPO 1, 13)

2. Identify the research methods and designs and scientific basis that are used to investigate learning and teaching (CFPO 13)
3. Describe the physical, cognitive, social, and emotional characteristics of children at different stages of development and discuss their implications for learning and instruction (CFPO 3)
4. Explain how individual differences and diversity are interpreted within development (CFPO 2, 6)
5. Explain how students learn using various theoretical perspectives and how teachers and other education professionals can help students develop metacognitive abilities (CFPO 3, 6)
6. Identify applications of different variables that promote student motivation (CFPO 3, 6)
7. Identify elements associated with effective behavior management and strategies for planning for instruction (CFPO 11)
8. Identify effective assessment procedures for learning (CFPO 4)
9. Participate in discussions and analysis by applying theory to case studies and problems related to educational settings (CFPO 1, 3, 10, 14)
10. Plan, research, and present on a topic in Educational Psychology (CFPO 1, 5, 11, 13)

**Topics to be Covered:**

Introduction: Role of Psychology and Research in Education

Cognition and Learning

Developing learning principles & information processing model

Constructing Knowledge & memory

Metacognition & Higher order learning

Behaviorism principles

Intelligence

Motivation

Expectancy X Value model

Intrinsic & Extrinsic

Goal Theory

Developmental Issues

Social Development

Cognitive Development

Brain Development

Group differences and Individual differences

Cultural and ethnic difference

Gender differences

Learning disabilities

ADHD

Autism

Instruction and Assessment

Instructional Methods & Planning

Peers and group learning

Assessment

Technology

**Required Text:**

- 1) Bransford, J. (2000). *How People Learn : Brain, Mind, Experience, and School*. National Academies Press.
- 2) Additional readings – coursepak and others
- 3) Other references include Educational Psychology text books, such as:
  - Ormrod, J.E. (2008). *Educational psychology: Developing learners* (6th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
  - Sternberg, R.J. & Williams, W.M. (2010). *Educational Psychology* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
  - Slavin, R.E. (2009). *Educational Psychology: Theory and Practice* (9th ed.). Boston, MA: Pearson.

**Methods of Instruction:** The format of the course will be a mix of lecture, small group and collaborative learning activities. Students are expected to take an ACTIVE role in class; this involves adequately preparing and participating. You will be expected to contribute to the learning of others. Students are expected to keep up with the assigned work and participate as a member of the class.

**Suggested Student Activities**

- Read and discuss topics relevant to course
- Participate in and lead discussions
- Writing assignments to integrate, apply, and extend ideas
- Outside research on topics

**Academic Honesty:** Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

*“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”*

Any acts of academic misconduct will be dealt with in accordance with guidelines and procedures outlined in the official University policy: <http://students.msstate.edu/honorcode/>

**Diversity:** Diversity is specifically addressed in this course through the study of exceptionalities.

**Disabilities:** *I want to facilitate the learning of all students in the class.* If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me.

**Technology:** technology is not specifically addressed in this course.

**Field Component:** This course has no field component.

**Evaluation of Student Progress**

Discussion: Students are expected to contribute to class discussions and activities. Overall, insightful discussion & participation is worth 15% of the course grade.

Written assignments: Each student will also be responsible for written assignments that are intended to have students make applications to the course material. These writing assignments combined will be worth 30% of the course grade.

Presentations: Each student will research and present to the class on relevant educational psychology topics and present them to the class. These presentations will count 25% of the course grade. One presentation will be done with a group; another individually. Topics are listed below. Quizzes on these will count for 10%.

Final project: Each student will complete a project on an Educational Psychology topic that is relevant to his/her background. The topic must be approved by the instructor. This will count 20% of the course grade and will be due at the end of the term. More information is attached.

Overall, the grading scale criteria for final grades are calculated on the traditional 10 point scale:

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

### Course Policies

1. Attendance: Students will be expected to attend all scheduled sessions of the course. If you are unable to attend a particular class, you must contact me and provide me with a reason for your absence either through a phone call to my office or to my email.
2. Syllabus: The syllabus is intended as a general plan of study and may be adjusted (with advance notice) depending on needs. Additional readings and activities not presently listed may be added.
3. Participation: Students are expected to keep up with the assigned work and **actively** participate as a member of the class. This involves preparing for class, engaging your mind, thinking about the material, offering your ideas, asking questions, reading the text, and taking notes.
4. Phones & Electronic Devices: Cell phones and electronic devices should be turned off and NOT seen or heard during class. If this becomes a problem, loss of point penalties will be implemented. Laptops can be helpful for taking notes, but can become distracting to the user and fellow classmates. I may ban their use in the class, if I see a problem.
5. Library resources: Students can contact Rachel Cannady for education-specific and library research questions (rcannady@library.msstate.edu). In addition, research guides for EPY exist to give you a head start: (<http://guides.library.msstate.edu/epy>).
6. Communication: Your MSU email is official correspondence mechanism. Check it regularly.