AN OUTLINE OF EDUCATIONAL PSYCHOLOGY pdf

1: Learning Theories and Models summaries - Educational Psychology

Dynamics of Human Development â€" 3 hrs. Students in this course will examine the social contexts of human development years of age and the theoretical and historical perspectives that inform our understanding of development. In particular cross-cultural lenses will be used to uncover the cultural nature of development. Implications of these perspectives for supporting the development of individuals across multiple domains e. Examination of diverse viewpoints, theories, and methods of inquiry provide an avenue for students to develop skills in critical thinking and analysis and communicate their findings both orally and in writing. Development and Assessment of Young Children â€" 3 hrs. Emphasis on examining developmental differences among individual children and implications for developmentally and individually appropriate classroom practice. Learning and Motivation in Classroom Contexts â€" 3 hrs. Registration requires full admission to the Teacher Education Program. Must have a cumulative 2. Psychology of Adolescence â€" 2 hrs. Psychological concepts applied to adolescent intellectual, physical, and psychosocial behaviors; designed to improve understanding of, and relationships with, adolescents and their search for identity. Mental Health and Well-Being in the Classroom â€" 3 hrs. Basic principles of mental health as they apply to the entirety of the educative enterprise. Focus on causative factors relating to the mental health of teachers and students, and ways of arranging classroom environments which maximize learning and minimize threat and self devaluation. Social Psychology in Educational Contexts â€" 3 hrs. Students in this course learn to apply social psychological perspectives when interpreting educational situations and events. Through reading and discussion students map the influence of self-definition, motivation, relationships, and familial, school, and neighborhood contexts to educational outcomes. Students evaluate interventions based on social psychological principles and consider their role in educational and social transformation. Approaches to Classroom Management for Secondary Students â€" 3 hrs. Strategies and processes designed to create and maintain classroom management intended to nurture the atmosphere leading to increased academic achievement and personal development of adolescent students. Development of the Middle School Aged Child â€" 3 hrs. Focus on the cognitive, physical, social and emotional development of the middle school aged child ages 11 to Examination of the contexts of the middle school child including the home, school, and peers. Interpersonal Forgiveness â€" 3 hrs. This course consists of a psychological and philosophical examination of forgiveness and will focus primarily on interpersonal forgiveness, the gift an injured person gives to the one who hurt him or her. Topics include what forgiveness is and is not, forgiveness in philosophy, the process of forgiveness, applications and benefits of forgiveness, forgiveness in education, and forgiveness and bullying. Students will also read about self-forgiveness, group and cultural perspectives of forgiveness and community and national issues related to forgiveness. By the end of the course, students will have gained a greater understanding and knowledge of the psychology of interpersonal forgiveness. The course will also help students improve their writing and critical thinking skills. Learning and Behavioral Problems in Education â€" 3 hrs. Learning and behavior problems of students with focus on issues of identification, etiology, assessment, developmental changes, and intervention including consideration of personal, social, cultural, historical, and economic contexts. Academic Skills Achievement Center â€" hrs. Tutorial experience in multicultural school setting. Collateral seminar for sharing personal insights and discussion of core readings on cultural pluralism. May be repeated once for credit. Current Approaches to Multicultural Education â€" 3 hrs. Comparison of alternative models of multicultural education and study of their application in school settings. Independent Study â€" hrs. Child, Family, School and Community Factors â€" 3 hrs. Foundations of Instructional Psychology â€" 3 hrs. Study of factors involved in designing and implementing effective instructional environments. Adult Development and Learning â€" 3 hrs. Overview of individual development from young adulthood through middle adulthood. Emphasis is breadth and range of individual growth and development during the adult years. Focus on psychological issues associated with social, emotional, and cognitive development, and adult

learning and teaching. Theories of Human Development â€" 3 hrs. Major theories of human development e. Includes study of noted theorists in each area and educational implications and applications of their work. Introduction to School Psychology â€" 3 hrs. Psychological services in schools; roles and functions of school psychologists; review of professional, legal and ethical standards and implications for practice. Behavioral Interventions in School Settings â€" 3 hrs. Overview of evidence-based interventions to address the social, emotional, and behavioral needs of students; using assessment data to develop student goals and monitor student progress; supervised practice developing, implementing, and monitoring interventions in the schools. Admission to the Ed. Systems Consultation â€" 3 hrs. Examination of the multiple systems involved in PK education, the organizational change process, and the context of current educational practice and reform. Application of these concepts to various systems level issues. Psychological Consultation in Schools â€" 3 hrs. Overview of major theoretical models of consultation including systems level consultation , an in-depth opportunity to develop behavioral consultation and intervention skills through an authentic referral, and an emphasis on professional accountability through monitoring the effects of intervention. Practicum in Education and Psychology â€" hrs. Practicum placement for first year graduate school psychology students. Placements coordinated with instructor of record. Class meetings and assignments required. Seminar in Education and Psychology â€" hrs. May be repeated for credit. Practicum placement for second year graduate school psychology students. Internship in School Psychology â€" hrs. Supervised off-campus field experience. May be repeated for maximum 6 hours. Fall and Spring In the Catalog.

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2: Educational Psychology : Courses : Athabasca University

*An Outline of Educational Psychology, [Arthur A Attwell] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

Considering this, there are many important components that an instructor must include as well as those they should consider including in their outline. For a complete list please visit the Teaching and Learning Services website. McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures see https: If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at or online at https: Online course evaluations serve primarily as a tool towards teaching improvement, informing students about courses, and as one of the elements for evaluating the teaching performance of staff for reappointment, tenure and promotion purposes. For more information consult the Teaching and Learning Services website. Required Statements for B. Course Outlines Instructors of B. The following is a list of the courses that require these statements: Indicate the selected professional competencies and their appropriate features that are being developed in the course Explain how these professional competencies and their appropriate features will be developed during the course content, approach, methodology etc. For the complete teacher training document please click here. These are provided, in the hopes, to help in the process while revising course outlines. Example 2 Required Statements for Counselling Psychology Course Outlines Instructors of any Counselling Psychology program courses are required to add a specific statement to those course outlines. The statement addresses the competencies and training required of Counselling Psychology courses. Please see below for a categorical and hourly breakdown of competencies to be met for all Counselling Psychology program courses and a breakdown of the competencies for autonomous research activities. Autonomous Research Competencies Summary Table [. It is important for you to be aware of the composition of your class. The Master of Education MEd Program faculty and course lecturers are committed to fostering a learning environment based upon mutual respect and inclusive access.

3: Course: Educational Psychology

The following outline is provided as an overview of and topical guide to psychology: Psychology is the science of behavior and mental processes. Its immediate goal is to understand individuals and groups by both establishing general principles and researching specific cases.

Life[edit] Herbart was born on 4 May in Oldenburg. His education then continued at Jena , whereupon he studied philosophy and came to disagree with his teacher Fichte precisely because Fichte had taught him to think in a logical manner. He composed a few essays, which he had given to Fichte during his years at Jena, criticising the works of Schelling and advocating his contention for the German idealism promoted by others like Kant at the time. Leaving Jena after three years, he tutored the children of Herr von Steiger, who was the Governor of Interlaken. During these three years, his tutoring job sparked his interest in educational reform. While tutoring in Switzerland , Herbart met and came to know Pestalozzi , the Swiss educator involved with issues of reform in the schools. While there, he received a privat-docent for his endeavours in educational studies after receiving his doctoral degree. Herbart gave his last lecture in perfectly good health and then unexpectedly died two days later from apoplexy. He became acquainted with her and asked her for her hand in marriage. Philosophy[edit] Philosophy, according to Herbart, begins with reflection upon our empirical conceptions, and consists in the reformation and elaboration of these, its three primary divisions being determined by as many distinct forms of elaboration. Logic , which stands first, has to render our conceptions and the judgments and reasonings arising from them clear and distinct. But some conceptions are such that the more distinct they are made the more contradictory their elements become; so to change and supplement these as to make them at length thinkable is the problem of the second part of philosophy, or metaphysics. There is still a class of conceptions requiring more than a logical treatment, but differing from the last in not involving latent contradictions, and in being independent of the reality of their objects, the conceptions that embody our judgments of approval and disapproval; the philosophic treatment of these conceptions falls under aesthetics. The validity of even the forms of experience is called in question on account of the contradictions they are found to involve. And yet that these forms are given to us, as truly as sensations are, follows beyond doubt when we consider that we are as little able to control the one as the other. To attempt at this stage a psychological inquiry into the origin of these conceptions would be doubly a mistake; for we should have to use these unlegitimated conceptions in the course of it, and the task of clearing up their contradictions would still remain, whether we succeeded in our enquiry or not. But how are we to set about this task? We have given to us a conception A uniting among its constituent marks two that prove to be contradictory, say M and N; and we can neither deny the unity nor reject one of the contradictory members. For to do either is forbidden by experience; and yet to do nothing is forbidden by logic. We are thus driven to the assumption that the conception is contradictory because incomplete; but how are we to supplement it? What we have must point the way to what we want, or our procedure will be arbitrary. Experience asserts that M is the same i. But even now we cannot say one of these Ms is the same as N, another is not; for every M must be both thinkable and valid. We may, however, take the Ms not singly but together; and again, no other course being open to us, this is what we must do; we must assume that N results from a combination of Ms. In the Ontology this method is employed to determine what in reality corresponds to the empirical conceptions of substance and cause, or rather of inherence and change. But first we must analyse this notion of reality itself, to which our scepticism had already led us, for, though we could doubt whether the given is what it appears, we cannot doubt that it is something; the conception of the real thus consists of the two conceptions of being and quality. That which we are compelled to posit, which cannot be sublated , is that which is, and in the recognition of this lies the simple conception of being. But when is a thing thus posited? When it is posited as we usually posit the things we see and taste and handle. If we were without sensations, i. Keeping fast hold of this idea of absolute position, Herbart leads us next to the quality of the real: This must exclude everything negative; for non-A sublates instead of positing, and is not absolute, but relative to A. The real must be absolutely simple; for if it contain two determinations, A and B, then either these are reducible to one, which is the true quality, or they are not,

when each is conditioned by the other and their position is no longer absolute. All quantitative conceptions are excluded, for quantity implies parts, and these are incompatible with simplicity. But there may be a plurality of reals, albeit the mere conception of being can tell us nothing as to this. Take some thing, say A, having n attributes, a, b, c So when we ask, What is the one posited? But if so, then A, as a real, being simple, must be equal to a; similarly it must be b; and so on. Now this would be possible if a, b, c Such, of course, is not the case, and so we have as many contradictions as there are attributes; for we must say A is a, is not a, is b, is not b, etc. There must then, according to the method of relations, be several As. But now what relation can there be among these several As, which will restore to us the unity of our original A or substance? There is just one; we must assume that the first A of every series is identical, just as the centre is the same point in every radius. Bodies, we say, are coloured, but color is nothing without light, and nothing without eyes. They sound, but only in a vibrating medium, and for healthy ears. Colour and tone present the appearance of inherence, but on looking closer we find they are not really immanent in things but rather presuppose a communion among several. In place of the one absolute position, which in some unthinkable way the common understanding substitutes for the absolute positions of the n attributes, we have really a series of two or more positions for each attribute, every series, however, beginning with the same as it were, central real hence the unity of substance in a group of attributes , but each being continued by different reals hence the plurality and difference of attributes in unity of substance. Where there is the appearance of inherence, therefore, there is always a plurality of reals; no such correlative to substance as attribute or accident can be admitted at all. Substantiality is impossible without causality, and to this as its true correlative we now turn. The common-sense conception of change involves at bottom the same contradiction of opposing qualities in one real. The same A that was a, b, c The metaphysical supplementing is also fundamentally as before. But to think a number of reals in connection Zusammensein will not suffice as an explanation of phenomena; something or other must happen when they are in connection; what is it? What actually happens as distinct from all that seems to happen, when two reals A and B are together is that, assuming them to differ in quality, they tend to disturb each other to the extent of that difference, at the same time that each preserves itself intact by resisting, as it were, the others disturbance. And so by coining into connection with different reals the self-preservations of A will vary accordingly, A remaining the same through all; just as, by way of illustration, hydrogen remains the same in water and in ammonia, or as the same line may be now a normal and now a tangent. Having thus determined what really is and what actually happens, our philosopher proceeds next to explain synthetically the objective semblance der objective Schein that results from these. But if this construction is to be truly objective, i. This we have in the forms of Space, Time and Motion which are involved whenever we think the reals as being in, or coming into, connection and the opposite. These forms then cannot be merely the products of our psychological mechanism, though they may turn out to coincide with these. Meanwhile, let us call them intelligible, as being valid for all who comprehend the real and actual by thought, although no such forms are predicable of the real and actual themselves. But an investigation of dependent lines which are often incommensurable forces us to adopt the contradictory fiction of partially overlapping, i. By its help we are enabled to comprehend what actually happens among reals to produce the appearance of water. When three or more reals are together, each disturbance and self-preservation will in general be imperfect, i. But objective semblance corresponds with reality; the spatial or external relations of the reals in this case must, therefore, tally with their inner or actual states. Had the self-preservations been perfect, the coincidence in space would have been complete, and the group of reals would have been inextended; or had the several reals been simply contiguous, i. As it is we shall find a continuous molecule manifesting attractive and repulsive forces; attraction corresponding to the tendency of the self-preservations to become perfect, repulsion to the frustration of this. Motion, even more evidently than space, implicates the contradictory conception of continuity and cannot, therefore, be a real predicate, though valid as an intelligible form and necessary to the comprehension of the objective semblance. For we have to think of the reals as absolutely independent and yet as entering into connections. This we can only do by conceiving them as originally moving through intelligible space in rectilinear paths and with uniform velocities. For such motion no cause need be supposed; motion, in fact, is no more a state of the moving real than rest is, both alike being

but relations, with which, therefore, the real has no concern. The changes in this motion, however, for which we should require a cause, would be the objective semblance of the self-preservations that actually occur when reals meet. Further, by means of such motion these actual occurrences, which are in themselves timeless, fall for an observer in a definite time â€" a time which becomes continuous through the partial coincidence of events. But in all this it has been assumed that we are spectators of the objective semblance; it remains to make good this assumption, or, in other words, to show the possibility of knowledge; this is the problem of what Herbart terms Eidolology, and forms the transition from metaphysic to psychology. Here, again, a contradictory conception blocks the way, that, viz. The contradiction becomes more evident when the ego is denned to be a subject and so a real that is its own object. As real and not merely formal, this conception of the ego is amenable to the method of relations. The solution this method furnishes is summarily that there are several objects which mutually modify each other, and so constitute that ego we take for the presented real. And these sensations are the sole material of our knowledge; but they are not given to us as a chaos but in definite groups and series, whence we come to know the relations of those reals, which, though themselves unknown, our sensations compel us to posit absolutely. In Platonic tradition, Herbart espoused that only by becoming productive citizens could people fulfill their true purpose: The five key ideas which composed his concept of individual maturation were Inner Freedom, Perfection, Benevolence, Justice and Equity or Recompense. In order to develop an educational paradigm that would provide an intellectual base that would lead to a consciousness of social responsibility, Herbart advocated that teachers utilise a methodology with five formal steps: Whereas the moralistic tales in many of the primers and readers of the period were predictable and allegorical, Herbart felt that children would appreciate the psychological and literary nuances of the masterpieces of the canon. Aesthetics and ethics[edit] Aesthetics elaborates the ideas involved in the expression called forth by those relations of object which acquire for them attribution of beauty or the reverse. The beautiful is to be carefully distinguished from the allied conceptions of the useful or the pleasant, which vary with time, place and person; whereas beauty is predicated absolutely and involuntarily by all who have attained the right standpoint. These relations Herbart finds to be reducible to five, which do admit of further simplification; and corresponding to them are as many moral ideas Musterbegriffe , as follows: Virtue is the perfect conformity of the will with the moral ideas; of this the single virtues are but special expressions. The conception of duty arises from the existence of hindrances to the attainment of virtue. A general scheme of principles of conduct is possible, but the sublimation of special cases under these must remain matter of fact. The application of ethics to things as they are with a view to the realisation of the moral ideas is moral technology Tugendlehre , which the chief divisions are Paedagogy and Politics. Theology[edit] In theology Herbart held the argument from design to be as valid of divine activity as for human, and to justify the belief in a supersensible real, concerning which, however, exact knowledge is neither tenable nor on practical grounds desirable. He was the first individual to point out how important a role psychology plays on education. In developing his ideas about psychology, Herbart came to disagree with Kant about how true knowledge is obtained. Kant believed that we become knowledgeable through studying the innate categories of thought, while Herbart believed that one learns only from studying external and real objects in the world as well as the ideas that come about from observing them. The soul, considered to be a real, was thought to be completely passive initially as well as very resistant to changes outside factors exert and force upon it. Even though reals are disrupted by other forces appearing to cause a change in the reals themselves, they are thought to be unchangeable. Reals tend to collide and struggle with one another so much so that each real fights for its own self-preservation Selbsterhaltung. These ideas were regarded as dynamic forces that Herbart attempted to explain by means of mathematical formulas. The mechanics of ideas involved their ability to move in different ways, whether they be moving up into the conscious or delving down into the unconscious. Different ideas come into contact with each other and result in more complex ideas through the processes of blending, fusing, fading and combining in a multitude of approaches.

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4: Educational Psychology Course Syllabus

Using the textbook, lecture, and course content, students will be able to: demonstrate the knowledge and ability to think critically about educational psychology theory. apply theories of educational psychology to the interpretation of classroom practices and student behavior.

Click here to buy your textbook online at the FIU Bookstore. For detailed information about the technical requirements, please click here. Atomic Learning may be useful in aiding you with other optional software you may use for the course. Accessibility and Accomodation For detailed information about the specific limitations with the technologies used in this course, please click here. For additional assistance please contact our Disability Resource Center. Expectations of this Course This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Students are expected to: All students are REQUIRED to regularly utilize Blackboard Learn9 to check for course announcements, read class lectures, take quizzes and exams, and track grades a minimum of twice a week. Failure to check the course each week for announcements or email messages is not an excuse for missed assignments or instructions. If you are uncomfortable using or unable to regularly access a computer, you should consider dropping this course. A committee of EPS students and faculty developed this Code. Students and faculty in the department of EPS shall: Shall be Respectful of the Learning Environment Be punctual: Arrive to class and return from breaks on-time Keep beepers and cellular phones off or on silent mode during class Avoid disruptive conduct i. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can be as severe as dismissal from the University. Be assured and forewarned that cheating will not be tolerated in this course. This action is required by all instructors. The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Any student, who fails to give credit for ideas, expressions, or materials taken from another source, including internet sources, is guilty of plagiarism http: The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards e. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Acceptance and Fostering of Diversity: The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation. Human Learning and Development: The Design of Learning Environments. The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so

including some that provide opportunities for student input into the processes. The Email feature is an external communication tool that allows users to send emails to users enrolled within the course including the instructor and other students. The Email tool is located on the left side Course Menu Blackboard user interface. For more information on professional writing and technical communication click here. Adobe Connect Pro Meeting The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities. We will be utilizing this tool to conduct virtual office hours. Requirements for using Adobe Connect Pro Meeting: Disable any window pop-up blocker. Adobe Flash Player is required to successfully run your Connect Pro meeting. You can test your computer to make sure that you are set up with all of the tools you will need to participate in the meeting.

5: An Outline of Educational Psychology, : Arthur A Attwell: www.enganchecubano.com: Books

BORICPdoc - 1 Second Edition Educational Psychology A Contemporary Approach Gary D. Borich The University of Texas at Austin Martin L. Tombari University of Denver.

6: Johann Friedrich Herbart - Wikipedia

Social Psychology in Educational Contexts â€" 3 hrs. Students in this course learn to apply social psychological perspectives when interpreting educational situations and events. Through reading and discussion students map the influence of self-definition, motivation, relationships, and familial, school, and neighborhood contexts to educational.

7: Educational Psychology Courses (EDPSYCH) < University of Northern Iowa

Learning theories and models summaries explained & easy to understand. Useful for students and teachers in educational psychology, instructional design, digital media and learning.

8: Outline of psychology - Wikipedia

And so, as a first step toward explaining why schools are what they are, I present here, in a nutshell, an outline of the history of education, from the beginning of humankind until now.

9: The Outlines of Educational Psychology

Educational Psychology is an introductory course designed primarily for pre-service teachers. However, it is also designed to be useful to newer teachers and to students in professional programs in counselling and psychology.

The Green Star of Oz In their best interest? Horace Holley, LL. D. the third president of old Transylvania. Encyclopedia of ribbon embroidery flowers Revisiting the nineteenth century Desert in the ocean Appomattox-See Richmond Technology investment strategy for the next two decades Molecular basis of gene expression Tele strip mounting sheets V.9 Student reference book Spirits of the air Music in Special Education Muckraking: past, present, and future. American Experiment Volume 1 2nd Ed Portrait of America Volume 1 8th Ed Beyond Desserts (Beyond Series (Beyond) La Espada del General (the Generals Sword) Alternatives to Holloway. A social history of Milton Keynes Rotate merge split Positive Mental Attitude Game Plan for Winning Basketball Administrative materials and looseleaf services Human rights : setting the global minimum The Final Move Beyond Iraq The little big book of baseball Research paper on nuclear power Marguerite, baroness Leichenstein The Vest Pocket CPA Bruce Webers Inside Baseball, 1992 The heart of the hunter Sword of Shame (Medieval Murderers Group 2) The dreamers journal barbara moore Knight frank africa report 2015 Inside Sales Management Government in america edwards 16th edition Allen Ginsburg collected poems, 1947-1997 Appendix F. Radon control methods Affront to the Gospel? Water management for arid lands in developing countries The efficiency of college students as conditioned by age at entrance and size of high school