

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EDUC 200		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Educational Psychology Course Short Title: Educational Psychology <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): Teacher Education															
Calendar Description: This course addresses two fundamental questions: How do we learn and how do we create the conditions for others to learn? Content includes evaluating established theories of learning and development and considering why certain theories of learning have been privileged in Western education. Topics include learning theory, maturation and development, social conditions for learning, and specific instructional strategies that enable learning. Designed for students interested in pursuing a BEd.																	
Prerequisites (or NONE):		15 university-level credits.															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit outline for (re)articulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	45	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	45	Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit	
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Total hours	45																
		Maximum enrolment (for information only): 36 Expected Frequency of Course Offerings: fall and winter semester <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Dr. Vandy Britton		Date approved: November 7, 2019															
Faculty Council approval		Date approved: February 14, 2020															
Dean/Associate VP: Dr. Tracy Ryder-Glass		Date approved: February 14, 2020															
Campus-Wide Consultation (CWC)		Date of posting: n/a															
Undergraduate Education Committee (UEC) approval		Date of meeting: April 24, 2020															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Analyze contemporary research, theory, and perspectives about learning (e.g., work of Vygotsky, Bandura, Bronfenbrenner, Piaget, Erikson, Kohlberg, Archibald, Bailley & Betts, Phillips, etc.).
- Apply contemporary research about learning to challenges that exist in schooling and pose solutions.
- Discuss the effects of genetics, epigenetics, environment, personality, emotions, culture, worldview, and community upon student learning.
- Identify how the brain learns, remembers, and forgets.
- Describe the relationship between multi-tasking, attention, and memory.
- Make connections between human maturation, human development, and learning.
- Describe effective strategies for a variety of learners (diverse abilities and learning needs) and a variety of content and contexts (e.g., spelling, riding a bike, becoming moral, etc.).
- Identify obstacles to learning (including teacher bias), strategies for teaching others to learn, and the importance of higher-order thinking.
- Examine whose learning theories are privileged in Western education and how this has impacted student success.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Formal individual and group presentations, class and group discussions, reading from text and research articles; case studies on individual cases of learning across a wide range of content areas, ages, and contexts.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Woolfolk, A.E., Winne. P., & Perry, N.E.	<i>Educational psychology.</i>	<input checked="" type="checkbox"/>	Pearson Canada	
2. Archibald, J.	<i>Indigenous Storywork: Educating the heart, mind, body, and spirit.</i>	<input type="checkbox"/>	UBC Press	2008
3. Bailey, B., & Betts, P.	Culture and Special Education. <i>International Journal of Special Education</i> 24 (3), pp.78-84.	<input type="checkbox"/>		2009
4. <i>Directions</i> Evidence and Policy Research Group	<i>BC Antiracism Research: Final Report.</i>	<input type="checkbox"/>		2016
5. Phillips, R.	"Try to Understand Us": Aboriginal Elders' Views on Exceptionality. <i>Brock Education</i> 20 (1), pp. 64-79	<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments:	60%	Field experience:	%	Portfolio:	%
Midterm exam:	10%	Project:	%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Assignment one: Strategies of effective learning: Two cases

Assignment two: Class presentation

Assignment three: Reflective practice

Typical Course Content and Topics**Part One: Theories and Perspectives of Learning**

- Where do learning theories come from?
- Whose theories/worldviews are privileged and why?
- Which students/people in society have been marginalized because of the impact of these theories?

Part Two: Introduction to the Human Brain and Learning

- The brain and how it works
- Learning and: intelligence, willpower, evolution, environment, maturation, behaviour, executive control, information processing, and memory
- Implicit and explicit learning
- The brain's fundamental capacities (perceptual, emotional, cognitive, social) and learning

- The many forms of memory
- The causes of forgetting
- Learning strategies

Part Three: Learning Strategies, Content, and Context of learning

- Stimuli, behavior and consequences: Learning, teaching [and schooling]: focus behavioral views of learning – consider and critique
- Cognitive development, learning, and teaching, [and schooling]: focus Piaget's view of learning – consider and critique
- Cognitive and social development and teaching [and schooling]: focus Vygotsky's views of learning – consider and critique
- The social context, learning, teaching and schooling: focus Bronfenbrenner and Bandura's views of learning – consider and critique
- Self-identity, social responsibility, learning, teaching, and schooling: focus Erikson and Kohlberg's views of learning – consider and critique
- Indigenous Storywork: focus on the Sto:lo (see Archibald) view of learning – consider and critique.

Part Four: Presentations of Case Studies

- Presentations of case studies on learning
- Complex cognitive processes
- Individual differences in learning