

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:															
Faculty: Faculty of Education, Community, and Human Development		Department: Teacher Education													
Calendar Description: Students are introduced to theories of learning and development and how these can be supported in educational settings. A decolonizing lens is used to critique and extend traditional theoretical conceptualizations of learning and development, including learning theories, motivation, and complex cognitive processes. These theories are then built upon to begin considering how inclusive and decolonizing learning environments might be structured to best meet the needs of all students.															
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: 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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>35</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	35	Tutorials/workshops	10							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	35														
Tutorials/workshops	10														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 8, 2021													
Faculty Council approval		Date of meeting: May 6, 2022													
Undergraduate Education Committee (UEC) approval		Date of meeting: September 23, 2022													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the holistic development of students (i.e., cognitive, emotional, physical, spiritual).
2. Create connections between Indigenous, Western, and superdiverse perspectives on learning and development.
3. Describe multiple perspectives on motivation and complex cognitive processes and how they interact with social contexts.
4. Discuss an area of educational psychology that has personal meaning and relevance.
5. Describe an inclusive community of learners that builds from the strengths of all students, including Indigenous students, students with dis/abilities, culturally and linguistically diverse students, LGBTQ2+ students, and superdiverse students.
6. Identify specific teaching strategies that support inclusion in classrooms.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	65%	Project:	35%		%
	%		%		%

Details: Assignments: 25% learning metaphor; 20% presentation; 20% group assignment

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

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Woolfolk, Winne, Perry	Educational psychology: Applications in Canadian classrooms.	2020
2. Textbook	Archibald	Indigenous storywork	2008
3. Online resource	Canadian Council on Learning	Redefining How Success is Measured	2007
4. Article	Tremblay	Aboriginal Perspectives on Social-Emotional Competence in Early Childhood	2013
5. Online resource	Nunavut Ministry of Education	Inuit Qaujimajatuqangit Education Framework (The Learning Continuum)	2007

Course Content and Topics

- Western theories of learning, motivation, memory, and development
- Non-western, Indigenous, and decolonial views of learning and development
- Addressing the needs of superdiversity
- Applying knowledge to case studies

Part 1: Development

- Holistic understandings of development (e.g., physical literacy, social emotional development, neuroscience, Indigenous epistemologies)
- Theories of development (e.g., Piaget, Vygotsky, Kohlberg, Inuit Qaujimajatuqangit Education Framework)
- Contextual Influences (e.g., Indigenous Storywork, colonial impacts)

Part 2: Learning

- Diverse learning needs (including Indigenous students, students with dis/abilities, culturally and linguistically diverse students, LGBTQ2+ students, and superdiverse students)
- Theories of Learning (including Indigenous, behavioural, cognitive, social-cognitive perspectives)
- Connections between Indigenous (e.g., work of Archibald, Inuit Qaujimajatuqangit Education Framework, First Nations Lifelong Learning Model), Western (e.g., work of Vygotsky, Bandura, Bronfenbrenner, Piaget, Erikson, Kohlberg), and superdiverse perspectives on learning and development.
- Motivation (including colonial impacts on beliefs, self-perceptions, needs)
- Complex cognitive processes (e.g., metacognition, learning strategies, problem solving, and creativity as they relate to Indigenous epistemologies)
- Constructivism

Part 3: Educational Contexts

- Creating positive learning environments (e.g., building from decolonizing perspectives, SOGI modules, resilience, mindfulness, inclusion)
- Building from the strengths of every student (e.g., building community connections, working from Indigenous pedagogies)

Additional resources:

- Davidson and Davidson (2018) Potlatch as Pedagogy. Chapter 2 The Story of sk'ad'a (p. 11-22)
- Ng-A-Fook, N. with Donald, D. (2020). Fook in Conversation podcast, episode 1: Dr. Dwayne Donald (62 min) <https://www.fooknconversation.com/podcast/episode-1-dwayne-donald/>