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Spring 2-1-2021

### EDU 222.R01: Educational Psychology and Child Development

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**EDU 222**  
**Section B01**  
**Educational Psychology and Child Development**  
**Spring 2021**  
**Virtual via Zoom: Wednesdays 10:00-11:50AM**  
<https://umontana.zoom.us/j/97068901674>

Instructor: Jeb S. Puryear, Ph.D.

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Office: PJWEC 302

Office Hours: Via Zoom by arrangement

**COURSE EXPECTATIONS:**

**All students will be expected to comply with the academic honesty policies described in the *University of Montana Student Conduct Code*. Academic misconduct is subject to academic penalty and/or disciplinary sanction by the University. The code is available at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)**

**COURSE DESCRIPTION**

This is a core course in the Level 1: Learning and Instruction of the Elementary Program in the Department of Curriculum and Instruction. This course examines the psychology of learning as it applies to classroom teaching. Students will study learning and developmental theories, instructional approaches, motivation in learning, and diversity in schools. Admission to the Elementary Teacher Education Program is required for enrollment in this course.

**REQUIRED TEXTBOOKS**

Woolfolk, A. (2019). *Educational Psychology*. (14<sup>th</sup> Ed.). Pearson Education.

<https://www.amazon.com/Educational-Psychology-14th-Anita-Woolfolk/dp/0134774329/>

There are older versions of this text as well, but getting this most recent version is ideal.

Ormrod, J. E., & McGuire, D. J. (2007). *Case Studies: Applying Educational Psychology*. (2<sup>nd</sup> Ed.). Pearson Education.

<https://www.amazon.com/Case-Studies-Applying-Educational-Psychology/dp/0131980467>

**CORE LEARNING OBJECTIVES – Successful completion of this class implies a student should be able to:**

- Explain key theories of cognitive development
- Explain the main theories of learning
- Understand and appreciate different learning needs that arise from cognitive, cultural, context (experiential) diversity
- Recognize and apply theories in educational psychology to classroom practices

## **COURSE REQUIREMENTS – Overview**

25% Content Understanding Activities

25% Application Assignments

20% Student Profile

10% Research in Intelligence, Creativity, and Giftedness

20% Final Exam Case Study

### **Content Understanding Activities (25% of grade)**

These will take various forms throughout the semester, but will generally be brief assignments, quizzes, discussions, reflections, or extensions on the topics for the week. In a given week, there will be 1-3 of these assignments. Assessment will be based largely, but not completely, on active participation.

### **Application Assignments (25% of grade)**

Each week (beginning Week 2), there will be a more significant application assignment. Most of these will have you working through case study examples which will help you apply the content we're working on in class to concrete examples. This will help deepen your understanding of the theories and research presented in class with real-world situations. The Ormrod and McGuire text will be the source of these case studies. Finding and analyzing relevant research articles falls in this category as will more extended reflections and commentaries.

### **Student Profile (20% of grade)**

The student profile paper is a synthesis of course learning in which you will demonstrate your understanding of the theories and concepts and their application in learning environments based on context of your clinical experience. Your paper should include a brief introduction of the student and discussion of your student through three lenses: 1) cognitive development, 2) language, social, and moral development, and 3) behaviorist and cognitivist theories. Be sure to discuss individual/group differences when applicable. Note: At the end of the semester, you have to do a presentation as part of passing your Level 1 field experience. Draw on this assignment for the educational psychology elements to include (e.g. cognitive development). *Length: 6-8 pages, double-spaced, using 12-point font and leaving 1" margins on all sides.*

### **Research on Intelligence, Creativity, and Giftedness (10% of grade)**

For this assignment, you will identify a question or questions you have related to this material. You'll give background on why you have interest in the question(s), find at least five peer-reviewed articles using Google Scholar (<http://scholar.google.com>) that you believe inform and/or answer your question(s), and offer a summary of findings from the articles. *Length: 2-3 pages, double-spaced, using 12-point font and leaving 1" margins on all sides.* You should include APA citation and abstract for each article you find, but this DOES NOT count toward the 2-3 page requirement.

### **Final Exam Case Study (20% of grade)**

This finals week task will be an extended case study (longer narrative, more questions). You will answer questions on a variety of topics across the course. You will be assessed for both your understanding of the concepts involved and your ability to find evidence in the case study which supports your answers.

**Grading Scale** $B+ = 87 \leq x < 89.99$  $C+ = 77 \leq x < 79.99$  $D = 60 \leq x < 69.99$  $A = 94 \leq x \leq 100$  $B = 84 \leq x < 86.99$  $C = 74 \leq x < 76.99$  $F = < 60$  $A- = 90 \leq x < 92.99$  $B- = 80 \leq x < 82.99$  $C- = 70 \leq x < 72.99$ **COURSE OUTLINE**

Meeting Day	Topic(s)	Woolfolk Text Readings
Week 1 (1/13)	Importance of Educational Psychology	Chapter 1 (pp. 1-15)
Week 2 (1/20)	Educational Research Basics	Chapter 1 (pp. 16-29)
Week 3 (1/27)	Piaget	Chapter 2 (pp. 30-56)
Week 4 (2/3)	Vygotsky	Chapter 2 (pp. 57-71)
Week 5 (2/10)	Constructivist Learning Environments	Chapter 10 (pp. 380-423)
Week 6 (2/17)	Identity, Social, and Moral Development	Chapter 3 (pp. 72-119)
Week 7 (2/24)	Language, Culture, and Diversity	Chapter 5-6 (pp. 176-259)
Week 8 (3/3)	Behaviorism and Social Cognitive Theory	Chapter 7 (pp. 260-297) Chapter 11 (pp. 424-433)
Week 9 (3/10)	Motivation and Learning	Chapter 11 (pp. 434-459) Chapter 12 (pp. 460-505)
Week 10 (3/17)	Cognitive Views of Learning and Classroom Applications	Chapter 8 (pp. 298-337) Chapter 9 (pp. 344-350, 369-378)
Week 11 (3/24)	Metacognition, Problem Solving, & Critical Thinking	Chapter 9 (pp. 340-343, 351-368)
Week 12 (3/31)	Classroom Assessment, Grading, & Testing Student Profile – Due Sunday 4/4	Chapter 15 (pp. 590-633)
Week 13 (4/7)	Intelligence	Chapter 4 (pp. 120-133)
Week 14 (4/14)	Creativity in Education	Chapter 4 (pp. 133-138)
Week 15 (4/21)	Gifted and Special Education Research in ICG – Due Sunday 4/25	Chapter 4 (pp. 139-175)
FINALS (4/26 to 4/30)	Case Study Final Exam – Due Friday 4/30	