Course Title	Educational Psychology	Instructor(s)	Dr. Futoshi Kobayashi
		E-mail	fkobayas@miu.ac.jp
Class Style	Lecture & Active Learning	Office Hours	Monday & Wednesday 10:45 - 12:15
Track	Teacher Certification	Mode of Instruction	Solo
Credits	2	Allocated Year	3rd or 4th year, Spring Semester
Active Learning	1-(3) Written Paraphrases & Summaries 4-(7) Oral Paraphrases & Summaries 4-(9) Group Work on Questions	Compulsory or Elective	Compulsory
Course Overview	Educational psychology is the application of psychology to the study of learning and teaching. It covers many topics relevant to learning and behavior management, such as learning theories, assessment of learning, and effective teaching strategies. Educational psychology also includes development of students, motivation of students, diversity in the classroom, and the needs of exceptional students. Educational psychology theories and techniques, more broadly defined, have been applied to other setting as well. Non-school related topics that are associated with educational psychology include behavior management, for anyone working with children, working with individuals with special needs (such as at the workplace), and teaching strategies for employers and managers. This course requires students to use their critical thinking skills and is taught by English and it takes time to understand the teaching contents more than usual.		

Course Objectives	【Whole Course Objectives】
	
	Through Learning basic knowledge of physical and psychological development and learning processes of preschoolers, children, and students, understand basic approaches for supporting and guiding students' learning in considering psychological characteristics in each developmental stage.
	
	【General Objectives】
	
	(1) Physical and Psychological Development Processes of Preschoolers, Children, and Students
	    Understand physical and psychological development processes and characteristics of preschoolers, children, and
	      students.
	(2) Learning Processes of Preschoolers, Children, and Students
	    Through Learning basic knowledge of learning processes of preschoolers, children, and students, understand basic approaches for supporting and guiding students' learning in considering psychological characteristics in each developmental stage.
	
	【Attainment Objectives】
	
	(1) Physical and Psychological Development Processes of Preschoolers, Children, and Students
	    1) Through learning major developmental theories regarding mutual influences of both internal and external factors of physical and psychological development processes of preschoolers, children, and students, understand physical and psychological development processes and characteristics of preschoolers, children, and students.
	    2) Understand concrete contents in motor, linguistic, cognitive, and social developments in each stage from early childhood to adolescence.
	(2) Learning Processes of Preschoolers, Children, and Students		

		1) Understand basics of major theories that explain various learning strategies, concepts, and processes. 2) Understand motivation, classroom management, and assessment strategies of learning for active learning in considering developmental characteristics in each stage. Understand basics of supporting strategies for active learning in considering physical and psychological development of preschoolers, children, and students.	
Prerequisite	None		
Course Schedule	No	Contents	Homework
	1	Course Introduction, Definition of Educational Psychology, & Erikson's Developmental Theory (Objectives (1)-1),(2)-1))	Read Class 2 Text and answer Class 2 Text Questions
	2	Piaget's Developmental Theory (Objectives (1)-1))	Read Class 3 Text and answer Class 3 Text Questions
	3	Learning Processes Based on Piaget's Developmental Theory or Vygotsky's Developmental Theory (Objectives (2)-1))	Read Class 4 Text and answer Class 4 Text Questions
	4	Characteristics of Preschoolers (ages: 3-6) & Children (ages: 7-9) (Objectives (1)-2))	Read Class 5 Text and answer Class 5 Text Questions
	5	Characteristics of Children (ages: 10-12), Students (ages: 13-15), & Students (ages: 16-18) (Objectives (1)-2))	Study Test 1 Preparation Guide
	6	**Test 1** & "Good Teacher Characteristics Exercise"	Read Class 7 Text and answer Class 7 Text Questions
	7	Theories of Intelligence (Objectives (2)-2))	Read Class 8 Text and answer Class 8 Text Questions
	8	Operant Conditioning, Autism, Attention Deficit Hyperactive Disorder (ADHD), & Behavior Modification (Objectives (1)-2),(2)-1))	Read Class 9 Text and answer Class 9 Text Questions
	9	Information Processing Theory & Memory (Objectives (2)-2))	Read Class 10 Text and answer Class 10 Text Questions
	10	Motivation (Objectives (2)-2))	Read Class 11 Text and answer Class 11 Text Questions
	11	Classroom Management (Objectives (2)-2))	Read Class 12 Text and answer Class 12 Text Questions
	12	Instructional Strategies (1): Bloom's Taxonomy of Educational Objectives, & Instructional Strategies from Behaviorism, Cognitive Psychology, & Humanistic Psychology (Objectives (2)-3))	Read Class 13 Text and answer Class 13 Text Questions
	13	Instructional Strategies (2): Cooperative Learning (Objectives (2)-3))	Read Class 14 Text and answer Class 14 Text Questions
	14	Assessment Strategies of Learning (Objectives (2)-2))	Study Test 2 Preparation Guide
	15	**Test 2** & Explanation of Your Final Exam	Prepare for Your Final Exam
		Final Exam	
Grading	Grade ・Test 1 & Test 2 (45% X 2): 90% ・Final Exam (Paper Submission): 10% The final grade will be determined as below. A: 90-100 points B: 80-89 points C: 70-79 points D: 60-69 points F: Less than 60 points		

	Plagiarism Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of 'F' or withdrawal from the course.
Textbooks	Instead of using a standard textbook, handouts will be given in class.
References	None
NOTES	You are expected to be punctual and to attend all lessons. A delay or early departure will be counted as a half (0.5) day absence. A "delay" means an arrival to the class after the instructor calls rolls. However, any absence, delay, or early departure can be excused if an official document (e.g., doctor's notes) is submitted to your instructor within 7 days of such an occurrence. When you miss a lesson, it is your responsibility to see your instructor afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should email your instructor to explain your absence at least one day in advance. The schedule, policies, and procedures in this course are subject to change due to the class progress, weather conditions (e.g., typhoons), etc., and at the discretion of the instructor. **A maximum of two (2.0) absences is allowed. More than two absences will automatically result in a grade of F (Fail).**