

Social Science Proposal EDUC 221

EDUC 221 Educational Psychology was previously approved as a social science. While this course is required for candidates certifying to teach in 4-8, 8-12, and EC-12 content fields, it is relevant for all learners. The fall and spring sections of the course are currently limited to teacher candidates. However, students represent majors from the following departments spanning three colleges:

- **Chemistry**
- **Music**
- **Art**
- **Theatre**
- **Biology**
- **History**
- **Journalism**
- **Information Technology and Computing**
- **Mathematics**
- **Teacher Education**
- **Physics**

If spaces are available in the fall and spring, we open the course for students in other fields. In addition, we offer 2-3 sections of EDUC 221 online each summer. These are open to students in all majors. Students in psychology, youth ministry, and business frequently enroll in the course during the summer.

**The course description in the ACU 2011/2012 Catalog is as follows:
*An introduction to theories of development, learning, motivation, memory and intelligence***

Social Science courses should meet the following criteria:

1. Disciplines

- For the university requirements, the social science menu includes the following disciplines: anthropology, economics, family studies, geography, history, international studies, philosophy, political science, psychology, and sociology.¹

Educational psychology is a branch of psychology concerned with learning processes, including the following:

- ***Human development – social, emotional, and cognitive***
 - ***Motivation***
 - ***Intelligence – definitions and measurement***
 - ***Learning – definitions, instructional practices, and assessment***
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2. Definition

A course in the social sciences will focus on human functioning including the basic assumptions about humans, their behaviors, and the dynamics of human interaction; the relationships between humans and their physical environment; the creation and interaction with institutions of power and governance, and/or the study of how people produce, distribute and consume goods and services. A course in the social sciences should involve the study of human functioning at the level of the individual, small group, institution, organization, community, or larger population. Relevant criteria for EDUC 221 include the following:

- a. At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others;

The learner outcomes of EDUC 221 are as follows:

- 1. Identify and describe major theories of development, learning and motivation***
- 2. Identify key issues related to development, learning, intelligence, motivation and assessment***
- 3. Relate personal and/or observed experience with theories of development, learning, intelligence, motivation and assessment***
- 4. Analyze developmental theories to identify relationships between theories***
- 5. Evaluate current educational practices based on theories of development, learning, intelligence, and motivation.***
- 6. Articulate and support personal positions on issues related to teaching and learning***

- b. At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;

Students are challenged to consider how understandings of learning, intelligence and motivation should inform educational practices in instruction and assessment. In addition, students explore theories of moral development and evaluate how our understanding of morality shapes how we respond to choices and to the behavior of others. Finally, students are challenged to rethink how the broader sociocultural context informs student behavior and learning in schools.

- c. This course may involve the study of the interactions within and between these levels of aggregation, such as the influence of sociocultural factors on cognitive processes and emotional responses or the reciprocal influence between small groups and larger communities;

The course includes study of current brain development research, Bronfenbrenner's ecological systems theory and Erikson's psychosocial theory, all of which address the interrelated nature of development embedded in social contexts.

3. Social Science Course Content

Introduce students to a particular discipline within the social sciences, with an emphasis on mastering its basic methodologies, terminology, key concepts, major research findings, and influential theories

EDUC 221 includes content that is consistent with this UGEC Social Science content guideline. See the following excerpt from the syllabus:

This course will explore theories of learning, development, motivation, memory and intelligence. If we are to teach and/or learn effectively, it is important to

- Define what it means to learn.***
- Know who the learners are.***
- Understand how people learn.***
- Identify factors that affect the desire and/or ability to learn.***

As learners ourselves, we all have intuitive understandings of these issues. However, our understandings are often limited to our personal experiences and we lack the vocabulary to thoroughly describe these experiences. As you go through this course you will have the opportunity to broaden and refine your understanding of these topics as you begin developing professional vocabulary. Welcome to Educational Psychology!