

# **#53 Educational Psychology**

## **WTCS Certification Education Requirement #53**

### **Course Outcome Summary**

#### **Information**

<b>Course Title</b>	Educational Psychology
<b>Course Number</b>	WTCS 53
<b>Credits</b>	2
<b>Approximate Hours of Effort</b>	80
<b>Organization</b>	Wisconsin Technical College System
<b>Revision Date</b>	1/30/2009
<b>Revised By</b>	WTCS Certification Review Team

#### **Approximate Hours of Effort**

Total hours of student effort, both in and out of class, will be approximately 80 hours. Total time may vary due to differences in student learning style and background. Delivery methods may vary including traditional, online, independent study, etc.

#### **Target Population**

This professional development requirement is intended to lay the groundwork for excellence in teaching and educational leadership in the Wisconsin Technical College System. The target audience is professionals holding positions requiring WTCS certification and includes technical college teachers and those serving in other technical college leadership roles (e.g. counselors, supervisors, librarians, administrators).

#### **Description**

Participants use principles of educational psychology to develop their personal philosophy learning. Focusing on the importance of a learner-centered educational environment, they apply what is known about how people learn to the process of planning, evaluating, and improving the quality of teaching.

#### **Target Program Outcomes**

Evaluate how your professional role relates to the roles and responsibilities of others and contributes to the accomplishment of the missions of your organization and the Wisconsin Technical College System

Facilitate teaching/learning strategies that help learners maximize learning

Create a supportive learning environment that meets the cognitive, emotional, social, and physical needs of adult learners

#### **Core Abilities**

Facilitators of WTCS Certification Activities may incorporate core abilities established by the sponsoring organization or they may address the core abilities suggested in the WTCS Certification Professional Development Design.

# **Competencies and Performance Standards**

## **Unit A.---Theories of Learning**

### **A-1. Analyze learning theories**

#### **Performance Standards**

*You will demonstrate your competence:*

- in a classroom discussion
- in a written report

*Your performance will be successful when:*

- analysis compares behavioral, humanistic, cognitive, and constructivist theories
- analysis accurately describes characteristics of behavioral, humanistic, cognitive, and constructivist theories
- analysis accurately describes differences and similarities

### **A-2. Apply learning theories to your practice**

#### **Performance Standards**

*You will demonstrate your competence:*

- in a class discussion
- in a written report

*Your performance will be successful when:*

- participant selects a theory or a combination of theories to apply
- participant presents a rationale for selection
- rationale shows how selected theory or theories align with participant's philosophy of learning
- rationale accurately describes implications for participant's practice

## **Unit B.---Models of Learning**

### **B-1. Analyze models of learning**

#### **Performance Standards**

*You will demonstrate your competence:*

- in a classroom discussion
- in a written report

*Your performance will be successful when:*

- analysis accurately identifies the characteristics of learning styles
- analysis accurately identifies the characteristics of multiple intelligences
- analysis accurately identifies the characteristics of at least one additional model: dimensions of learning, accelerated learning, emotional intelligence, collaborative learning, experimental education, etc.
- analysis identifies the similarities and differences among models

### **B-2. Apply a model of learning to your teaching practice**

#### **Performance Standards**

*You will demonstrate your competence:*

- in a classroom demonstration
- in a written report

*Your performance will be successful when:*

- participant selects a model to apply
- participant presents or describes a learning activity that uses selected model
- presentation or description accurately demonstrates the characteristics of the selected model
- presentation or description illustrates how the model would guide selection of learning activities, performance assessments, and learning materials
- presentation or description shows how the model affects teacher/learner interaction

## **Unit C.---Strategies for Promoting Motivation and Higher Level Thinking**

### **1. C-1. Develop strategies to meet the developmental needs of adult learners**

#### **Performance Standards**

*You will demonstrate your competence:*

- in a classroom discussion
- in a small group project
- in a written report

*Your performance will be successful when:*

- participant selects a situation from personal practice to apply strategies
- strategies address developmental needs of two or more learners at different developmental stages
- strategies include techniques for adapting examples, projects, assignments, physical setting, learning materials, learning activities, etc. to accommodate learners' developmental needs

### **2. C-2. Develop strategies for encouraging learners to use higher-level thinking skills**

#### **Performance Standards**

*You will demonstrate your competence:*

- in a classroom discussion
- in a written report
- in a small group project

*Your performance will be successful when:*

- participant selects a situation from professional practice to apply strategies
- strategies encourage learners to use critical thinking (reflective reasoning, interactive questioning, metacognition)
- strategies encourage learners to use problem solving
- strategies encourage learners to use goal setting
- strategies encourage learners to use self-assessment

### **3. C-3. Develop strategies to promote learner motivation**

## **Performance Standards**

*You will demonstrate your competence:*

- in a classroom discussion
- in a written report
- in a small group project

*Your performance will be successful when:*

- participant selects a situation from professional practice to apply strategies
- strategies recognize that learners are motivated in differing ways
- strategies incorporate learners' previous experiences
- strategies include intrinsic and extrinsic motivators
- strategies show application of motivational concepts such as attribution, needs theory, control theory, reinforcement theory, etc.
- strategies include self-assessment of how teaching behaviors may promote and inhibit learner motivation