Overview

This course prepares candidates to meet the expectations of society and prepares future educators to support classroom practice with research-validate concepts. The course helps future educators to create a framework for refining teaching skills that are focused on the learner, through engaged inquiry of integrating theory, critical issues in psychology, classroom applications with diverse populations, assessment, educational technology, and reflective teaching.

Competencies

- **Initial Preclinical Experiences in Educational Psychology**
  The graduate analyzes the theoretical and practical implications of various instructional practices intended to support the use of educational psychology in the classroom.

- **Instructional Models and Strategies**
  The graduate analyzes the theoretical and practical implications of various instructional strategies and models intended to support teaching and learning.

- **Development and Learning**
  The graduate analyzes how various professional practices intended to support learners relate to theories of learning and development.

- **Reflection**
  The graduate analyzes observed professional practices in relation to a personal teaching philosophy.

- **Theories and Professional Competence**
  The graduate explains how educational psychology and related theories inform educators and contribute to professional competence in the field.

- **Student Differences**
  The graduate relates age-level characteristics and group characteristics of mental ability, learning styles, and gender to their potential significance for educators.

- **Learning and Thinking Theories**
  The graduate summarizes how the different learning theories create a complex learning process from different perspectives.

- **Psychology of Instruction**
Psychology of Assessment

The graduate explains the two-fold process and its relevance to lesson planning for student learning assessment, using teacher measures and professionally prepared standardized tests.

Learning from Teaching

The graduate summarizes how educational psychology and related tools apply to the improvement of professional practice.

Learning

Getting Started

Welcome to Psychology for Educators! As you work through this course, you will learn to apply scientific methods of teaching to your lesson plans and instruction, improving learning outcomes. In addition, you will study psychosocial and cognitive development theories, student variability, learning theories, motivation and self-perception.

All of your learning materials, including assessments, videos, activities, and practice quizzes are integrated into one resource that you access by clicking the "GO TO COURSE MATERIAL" button. The table of contents for each chapter also contains a "follow along" learning guide that highlights important information and concepts. Use this guide to fill in important information and take notes as you work through the chapter content.

If you feel like you need more practice or want to check or supplement your learning, access the materials in the folder titled "More Practice." All of the quizzes and activities in this folder are optional and don't count in any way toward a "grade." You will demonstrate your competency with the content in this course by completing an objective assessment and a performance assessment that includes video observation hours and associated reflections related to classroom management.

Note: The state of Texas (as part of Senate Bill 460) requires teacher candidates who will be licensed in Texas to be trained in the area of mental health. Information on how to meet this requirement can be found here.

Cohort Sign-up

Cohorts provide additional structure and support for challenging aspects of this course. In a cohort you receive specific homework assignments and meet online with mentors and students regularly to discuss the challenging topics.

Assessments

Performance Assessment: Psychology for Educators

Status: Not Attempted
Code: FTP1
A score of Competent or Exemplary is required to pass all assessments. Passing a preassessment does not guarantee you will pass the high stakes assessment.

On objective assessments, you will be charged a retake fee for the third attempt and every attempt thereafter. For more information click here.