

**Course Outline for: EDUC 2409 Educational Psychology****A. Course Description:**

1. Number of credits: 4
2. Lecture hours per week: 4
3. Prerequisites: EDUC 1101 Introduction to Education
4. Corequisites: None
5. MnTC Goals: None

Educational Psychology examines the complex processes that underlie learning, motivation, and development in educational settings. Focusing on cognitive, social, and moral development, the course explores how students grow and change over time. Future educators analyze major theories of learning, to understand diverse ways students process information and acquire new skills. Special attention is given to motivational strategies, helping future educators inspire students' curiosity and commitment to learning. Effective classroom management techniques are also highlighted, preparing future teachers to create positive, inclusive environments conducive to learning. Practical applications, such as planning and differentiating instruction, enable future educators to align teaching practices with developmental and cognitive needs of students.

**B. Date last reviewed/updated: October 2026****C. Outline of Major Content Areas:**

1. Cognitive development
2. Personal, social, and moral development
3. Learning theory, including behavioral and cognitive approaches
4. External factors that influence learning
5. Motivating students
6. Classroom management
7. Planning instruction
8. Assessment practices
9. Research practices in education

**D. Course Learning Outcomes:**

Upon successful completion of the course, the future teacher will be able to:

1. Apply cognitive development theories to learning across age groups.
2. Explain how developmental theories (e.g., personal, social, moral) are applied to provide holistic support for diverse student populations.
  - i. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning. (SEP 1- Student Learning, G)
3. Apply effective instructional design using learning theories.

- i. The teacher understands how students construct knowledge and acquire skills. (SEP 1- Student Learning, C)
- 4. Examine relevant external factors that influence student learning.
  - i. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning. (SEP 1- Student Learning, N)
- 5. Create engaging learning environments using theories of motivation.
  - i. The teacher understands the relationship between motivation and engagement. (SEP 2- Learning Environments, B)
- 6. Develop effective classroom management techniques that foster a positive and inclusive learning environment.
- 7. Design instructional plans that align with cognitive and developmental needs.
- 8. Employ evidence-based practices in teaching by evaluating educational research methods.

**E. Methods for Assessing Student Learning:**

Methods for assessment may include, but are not limited to, the following:

- 1. Reflection papers
- 2. Quizzes
- 3. Research Papers or Projects
- 4. Presentations
- 5. Discussions
- 6. Instructional Plans
- 7. Exams

**F. Special Information:**

This course includes embedded Standards of Effective Practice (SEPs) as mandated by the Minnesota Professional Educator Licensing and Standards Board (PELSB).

In this course outline, "future educator/teacher" refers to the college student, while 'students' refers to K12 students.