COURSE OUTLINE

PSY128

Prepared: Social Sciences Department   Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	PSY128: INTRO TO PSYCHOLOGY OF EARLY LEARNING
Program Number: Name	:
Department:	SOCIAL SCIENCES
Semester/Term:	17F
Course Description:	A study of the science of psychology as it relates to early learning perspectives and best practice: including the topic areas of, 1) psychology as a discipline, 2) historical early learning philosophies, 3) non-Western early learning perspectives, 4) modern early learning perspectives. Psychological learning theories and concepts will be studied with the intent that students recognize how these theories are integrated into early learning methods and best practices. Students will have the opportunity to compare and contrast different perspectives on early learning, as well as recognize a variety of theoretical approaches to early learning.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
This course is a pre-requisite for:	HSC104
Essential Employability Skills (EES):	#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D

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Evaluation Process and Grading System:	

Evaluation Type	Evaluation Weight
Class Activities	10%
Project	20%
Response Papers (2 x 15%)	30%
Tests (2 x 20%)	40%

Books and Required Resources:

Educational Psychology: Theory & Practice by Robert Slavin
Publisher: Pearson Education Edition: 12th
ISBN: 13-978-0-13-452428-3

Course Outcomes and Learning Objectives:

Course Outcome 1.

Demonstrate familiarity with the main concepts, issues, evolution and science of the study of early learning, recognizing the major concepts, ethics, theoretical approaches and historical development of the general field of psychology.

Learning Objectives 1.

• Communicate the nature of psychology as a discipline and the variety of psychological disciplines in the field.
• Demonstrate knowledge of relevant terminology, ethical issues, and historical development of psychology.
• Differentiate between the major theoretical approaches to psychology.
• Explain the importance of cultural competence in the field of psychology and the importance of cross cultural research in early learning psychology.
• Communicate basic understanding of the concepts, design, issues and ethics in psychological research, including the essential element of critical thinking.
• Outline the field of early learning psychology, its origins and contemporary perspectives.
• Critically assess personal assumptions about early learning.

Course Outcome 2.

Summarize the core principles of key early learning philosophers.

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Learning Objectives 2.

- Identify various historical philosophical perspectives on early learning.
- Identify the key thinkers associated with each philosophical perspective.

Course Outcome 3.

Describe a variety of learning perspectives from non-Western societies.

Learning Objectives 3.

- Identify and describe a variety of learning perspectives of non-Western societies.
- Relate early learning perspectives of non-Western societies to their world view.
- Compare and contrast learning perspectives of non-Western societies with contemporary learning perspectives & theories.

Course Outcome 4.

Interpret early learning through key modern theoretical early learning perspectives.

Learning Objectives 4.

- Identify the strengths and weaknesses of key modern theoretical perspectives on early learning.
- Summarize the core components of each theoretical perspective.
- Differentiate the major theoretical perspectives of early learning.
- Identify the key theorists associated with each theoretical perspective.

Course Outcome 5.

Connect modern early learning theories with current trends and best practice.

Learning Objectives 5.

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• Identify and describe current trends and best practices in modern early learning.
• Identify the theoretical perspectives that have been integrated into modern early learning practices and methods.
• Employ different theoretical perspectives to compare and contrast a variety of early learning practices and methods.

Course Outcome 6.

Research and demonstrate how modern early learning theoretical perspectives are integrated into best practices and methods.

Learning Objectives 6.

• Describe how current trends and best practice in early learning integrate a variety of theoretical perspectives.
• Identify the theoretical perspectives that have been integrated into modern early learning practices and methods.
• Independently locate a variety of appropriate resources related to early learning practices.
• Identify, research and demonstrate how modern early learning perspectives are integrated into best practices and methods.

Date:	Wednesday, August 30, 2017
	Please refer to the course outline addendum on the Learning Management System for further information.