

West Africa Theological Seminary

Lagos and Owerri, Nigeria

Mission of WATS:

WATS is a non-denominational community of higher education that combines academic excellence with Christian spiritual formation to prepare leaders who are transformed, equipped, and anointed by the Holy Spirit for spiritual awakening and holy living so that God's mission can be accomplished throughout Africa and beyond.



Course Number: ED 504 Educational Psychology

Credits: 3 hours

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Katrina A. Korb, PhD

Katrina.korb@gmail.com

Course Description: This course focuses on psychological theories that apply to education with emphasis on how learning occurs. Key topics include human development, learning theories, motivation, and effective learning practices. The aim is to engage the student in understanding how people learn and grow intellectually and spiritually, as well as the role of education in the learning process.

Information on the Instructor

I am an Associate Professor at the University of Jos, Nigeria and the Unit Head of Early Childhood Education. I have a BSc in Elementary Education from Iowa State University and a PhD in Educational Psychology from the University of Iowa in USA. My main research interest is in providing holistic and culturally-appropriate learning experiences for young children, which has resulted in three (and soon to be four) books in the *Celebrating Young Children* series.

Enduring Understandings: As a result of taking this course, students will understand that:

1. Good teaching practice is directly related to how students learn. Therefore, an understanding of educational psychology is vital for effective teachers.
2. There are many different ways that people learn, which largely depends on what is being learned.
3. There are predictable stages in how human beings change from birth to death. Understanding these stages and changes can help the teacher relate to their students and meet their learning needs.
4. There are strengths in each culture that can be capitalized on to improve learning and development.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate knowledge of the fundamental theories of learning and holistic development.
2. Describe the relationship between theories of learning and appropriate teaching strategies.
3. Articulate their own personal theory of learning that is backed by a strong theoretical framework, and explain the practical implications for educational practice.

Tentative Course Outline

Anticipated Class	Topic
1a	Introduction to Educational Psychology
1b	Behavioral Views of Learning
2	Cognitive Views of Learning
3a	Social Learning Theory
3b	Constructivist Views of Learning
4a	Indigenous Views of Learning
4b	Human Development
5	Cognitive and Social Development
6	Character, Moral, and Spiritual Development
7a	Motivation
7b	Effective Educational Practices
7c	Conclusion

Assessments

Assessment	Description	Points	Due
Personal Learning Experiences	Students will give examples of key learning principles based on their own learning experiences.	15	9 Oct
Cultural Views of Learning	Students will analyse their own culture to identify traditional views of learning and educational practices.	20	11 Oct
Reflection on Character Development	After reading Dow's (2013) book that defines character habits, students will answer four reflection questions on character.	15	17 Oct
Spiritual Development Interviews	Students will interview respected faithful Christians to identify practices that they have used to nurture their spiritual development.	20	22 Oct
Personal Theory of Learning and Teaching	Describe your own theory of teaching and learning by identifying three key principles from the course and explaining their implications for education.	30	25 Oct

Readings

Required Books

Dow, P. E. (2013). *Virtuous minds: Intellectual character development*. Downers Grove, IL: InterVarsity Press.

Fowler, J. W. (1981). *Stages of faith: the psychology of human development and the quest for meaning*. New York: HarperCollins.

Portions of the Following Books

Korb, K. A. (2018). *Celebrating young children: An introduction to early childhood education*. Jos, Nigeria: Fab Educational Books.

Fasokun, T., Katahoire, A., & Oduaran, A. (2006) *The psychology of adult learning in Africa*. Bonn, Germany: UNESCO Institute for Education. Retrieved from <http://unesdoc.unesco.org/images/0014/001413/141339E.pdf>

Woolfolk, A. (2018). *Educational psychology* (14th ed.). Boston: Pearson.
Or any former edition of Woolfolk's textbook.

Supplementary readings will also be assigned.

What you can expect from me as your teacher

As your teacher, you can expect that I will be on time to class and that I will arrive well-prepared for the day's learning activities. I will not merely give you information. Instead, I will facilitate your learning of new concepts and ideas. I will challenge you to think in new ways, to critique your assumptions, and to substantiate your positions with sound reasoning. I will encourage you to establish new habits of reflection. I will uphold standards of academic excellence.

What I expect from you as a student

You will be early or on time for class, arriving well-prepared for the day's learning activities. You will engage with me, your classmates, and the subject matter in order to construct your own deep understandings about new concepts and ideas. You will be willing to critique your own perspectives and to learn to see other points of view. You will engage in critical thinking, and you will endeavor to write well. As such, you will endeavor to achieve academic excellence. You will turn off your phone for the duration of the class time.

Standards for Submission of Assignments

- All work must be typed, 12 point Times New Roman on white 8.5/11 paper. Each paper should follow APA style. Your name should only appear on the cover page. Begin your assignment on the second page. **DO NOT BIND THE WORK.** Only staple the paper once in the top left corner.
- **Note on Proofreading.** All work should be proofread before submission. It must represent one's own work with due attribution to all others' used in its development.

Official WATS Statement on Plagiarism

Plagiarism involves using material written by another without proper citation or representing material written by another as one's own work. WATS considers plagiarism a serious violation of Christian integrity and academic ethics. Penalties can include failing the written assignment, failing the course, or expulsion from the seminary.