



EDUC 210: Educational Psychology & Child Development

Term: Fall 2026

Credits: 3.0

Lecture Times & Location: Tuesday & Thursday 1:00–2:15 p.m., Lovell Hall 105

Modality: In-Person

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Instructor Information

- **Instructor:** Dr. Declan Brennan (Associate Professor of Teacher Education)
- **Email:** dbrennan@university.alkimi.ai
- **Office:** Lovell Hall 126
- **Office Hours:**
 - Monday & Friday: 11:00 a.m.–12:30 p.m. (In person, Lovell Hall 126)
 - Wednesday: 3:00–4:00 p.m. (Virtual via Zoom; link posted in Canvas)
 - Also available by appointment.

Course Description

Cognitive, social, and moral development, learning theories, motivation, and their application to classroom instruction and assessment. EDUC 210 explores psychological principles of human growth, development, and learning as applied to P–12 classroom contexts. Students investigate major theories of cognitive development (Piaget, Vygotsky), information processing, socio-emotional development (Erikson, Bronfenbrenner), and moral reasoning (Kohlberg). The course deeply examines behavioral, cognitive, and social constructivist learning models, student motivation frameworks (including self-determination theory and mindset research), and the design of formative and summative assessments that foster meaningful student learning.

Prerequisites

PSYC 101 or EDUC 201.

Measurable Student Learning Outcomes

Upon successful completion of EDUC 210, students will be able to:

1. **Analyze Cognitive and Developmental Trajectories:** Apply theories of cognitive, linguistic, physical, and socio-emotional development to interpret learner behaviors and design developmentally responsive instruction.
2. **Evaluate Behavioral and Cognitive Learning Theories:** Compare operant conditioning, information processing, cognitive load theory, and social cognitive theory to design effective classroom learning environments.

3. **Apply Constructivist and Scaffolding Frameworks:** Utilize Vygotsky's Zone of Proximal Development, cognitive apprenticeship, and scaffolding techniques to foster deep conceptual understanding and metacognition.
4. **Design Motivational Learning Contexts:** Implement evidence-based motivation strategies grounded in self-determination theory, expectancy-value theory, goal orientations, and attribution theory.
5. **Align Classroom Assessment with Learning Objectives:** Develop formative and summative classroom assessments, authentic performance tasks, and scoring rubrics that yield reliable data on student progress.

Required Course Materials & Approximate Costs

1. **Woolfolk, Anita. *Educational Psychology*. 14th ed., Pearson, 2019.** Approx. \$85 print, \$45 digital rental.
2. **Ormrod, Jeanne Ellis, and Brett D. Jones. *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching*. 6th ed., Pearson, 2020.** Approx. \$75 print or digital.
3. **Total estimated cost:** \$80 to \$120.

Generative AI Policy (AI Level 2: AI Permitted with Disclosure for Specified Tasks)

In accordance with Alkimi University Academic Policies (Student Handbook §5.8), EDUC 210 operates under **AI Level 2**.

- **What is permitted:** You may use generative AI tools to explore classroom simulation scenarios, brainstorm developmentally appropriate scaffolding strategies, and proofread your written case study analyses for grammatical clarity.
- **What is prohibited:** You may not use generative AI to write your child development case analysis, generate classroom assessment rubrics, complete weekly reading quizzes, or produce answers for examinations. All instructional plans and theoretical syntheses must represent your own pedagogical reasoning.
- **Disclosure:** All submitted papers and instructional project plans must include an AI disclosure statement identifying any generative AI tools consulted and explaining how the output was modified. If no AI tools were used, state: 'No generative AI tools were used in preparing this work.'

Grading Components and Weights

- **Examination 1:** 15% (In class, Thursday, October 1)
- **Examination 2:** 15% (In class, Thursday, November 12)
- **Child Development & Learning Case Analysis Paper:** 20% (Due Friday, October 23 at 11:59 p.m.)
- **Instructional & Assessment Design Project:** 15% (Due Friday, November 20 at 11:59 p.m.)
- **Weekly Educational Psychology Canvas Quizzes:** 15% (Due Mondays at 11:59 p.m. in Canvas; lowest quiz score dropped)
- **Final Examination:** 20% (Monday, December 14, 2026, 1:00–3:00 p.m.)

Grading Scale (Alkimi University Standard)

- **A:** 93–100% | **A-:** 90–92%
- **B+:** 87–89% | **B:** 83–86% | **B-:** 80–82%
- **C+:** 77–79% | **C:** 73–76% | **C-:** 70–72%
- **D+:** 67–69% | **D:** 60–66% | **F:** Below 60%
- **Extra credit:** No individual extra credit assignments are offered in EDUC 210.

Course Schedule (Fall 2026)

Week	Dates	Topics & Readings	Assignments & Deadlines
Week 1	Aug 27	Educational Psychology and the Science of Teaching: Role of educational psychology in teaching, empirical research methods in education, and the characteristics of expert teachers. <i>Reading: Woolfolk, Ch. 1</i>	<i>First day of classes: Wed Aug 26.</i>
Week 2	Sep 1, 3	Cognitive Development: Piaget's Stage Theory: Schemas, assimilation, accommodation, equilibration, and the sensorimotor, preoperational, concrete operational, and formal operational stages. <i>Reading: Woolfolk, Ch. 2</i>	<i>Wed Sep 2: Add/section change deadline.</i>
Week 3	Sep 8, 10	Sociocultural Cognitive Development: Vygotsky: Cultural tools, private speech, Zone of Proximal Development (ZPD), social constructivism, and instructional scaffolding in classroom practice. <i>Reading: Woolfolk, Ch. 2</i>	<i>Mon Sep 7: Labor Day (no classes). Wed Sep 9: Census date (last day to drop without a W).</i>
Week 4	Sep 15, 17	Language Development and Emergent Literacy: Language acquisition milestones, dual language learners, receptive versus expressive language, and supporting classroom academic language. <i>Reading: Woolfolk, Ch. 3</i>	—
Week 5	Sep 22, 24	Personal, Social, and Moral Development: Erikson's psychosocial stages, Bronfenbrenner's bioecological model, self-concept, peer relationships, and Kohlberg's stages of moral reasoning. <i>Reading: Woolfolk, Ch. 4</i>	—
Week 6	Sep 29, Oct 1	Behavioral Views of Learning: Classical conditioning, operant conditioning (reinforcement and punishment), applied behavior analysis, and positive behavioral interventions; Examination 1 in class. <i>Reading: Woolfolk, Ch. 7</i>	Examination 1 (in class).
Week 7	Oct 6, 8	Cognitive Views of Learning and Memory: Information processing model, sensory memory, working memory, cognitive load theory, long-term memory structures, and retrieval practices. <i>Reading: Woolfolk, Ch. 8</i>	—
Week 8	Oct 15	Complex Cognitive Processes and Metacognition: Concept learning, schema activation, problem solving, critical thinking heuristics, transfer of learning, and teaching metacognitive strategies. <i>Reading: Woolfolk, Ch. 9</i>	<i>Oct 12–Oct 13: Fall break (no classes). Fri Oct 16: Midterm grades due.</i>
Week 9	Oct 20, 22	Social Cognitive Theory and Self-Efficacy: Bandura's triadic reciprocal causation, observational learning, modeling, sources of self-efficacy, and fostering self-regulated learning. <i>Reading: Woolfolk, Ch. 11</i>	Child Development & Learning Case Analysis Paper due Fri Oct 23 at 11:59 p.m.
Week 10	Oct 27, 29	Motivation in Learning and Teaching: Intrinsic versus extrinsic motivation, self-determination theory (autonomy, competence, relatedness), expectancy-value theory, and attribution styles. <i>Reading: Woolfolk, Ch. 12</i>	—
Week 11	Nov 3, 5	Mindset, Emotion, and Classroom Climate: Growth versus fixed mindset, test anxiety, emotional regulation, teacher expectations (Pygmalion effect), and creating psychologically safe classrooms. <i>Reading: Woolfolk, Ch. 13</i>	<i>Fri Nov 6: Last day to withdraw (W) or elect Pass/No Pass.</i>
Week 12	Nov 10, 12	Classroom Assessment: Formative Strategies: Formative versus summative evaluation, exit tickets, checks for understanding, diagnostic pre-assessments; Examination 2 in class. <i>Reading: Woolfolk, Ch. 15</i>	Examination 2 (in class).
Week 13	Nov 17, 19	Summative Assessment, Rubrics, and Grading: Selected-response versus constructed-response items, authentic performance assessments, holistic and analytic rubrics, and criterion-referenced grading. <i>Reading: Woolfolk, Ch. 15</i>	Instructional & Assessment Design Project due Fri Nov 20 at 11:59 p.m.
Week 14	Nov 24	Standardized Testing and Score Interpretation: Reliability, validity, norm-referenced versus criterion-referenced scores,	<i>Nov 25–Nov 27: Thanksgiving break (no classes).</i>

Week	Dates	Topics & Readings	Assignments & Deadlines
		percentiles, standard deviations, and communicating data to families. <i>Reading: Woolfolk, Ch. 16</i>	
Week 15	Dec 1, 3	Learner Diversity, Culture, and Learning Preferences: Socioeconomic status, cultural compatibility in pedagogy, debunking learning styles myths, and universal cognitive principles. <i>Reading: Woolfolk, Ch. 5–6</i>	—
Week 16	Dec 8	Synthesis and Preparation for Teacher Candidacy: Integration of developmental theory, learning science, and assessment design; preparation for the comprehensive final examination. <i>Reading: Course review packet</i>	<i>Wed Dec 9: Last day of classes. Thu Dec 10: Reading Day.</i>
Finals	Dec 14	Final Examination: Monday, December 14, 2026, 1:00–3:00 p.m., Lovell Hall 105.	Comprehensive examination on developmental stages, cognitive theories, motivation, and classroom assessment.

Course Policies

Attendance Policy

Class attendance and thoughtful participation in case discussions and simulations are expected. Learning psychology requires active collaborative problem-solving, role-playing teacher-student interactions, and evaluating authentic student work. If you must miss a class session due to illness or personal emergency, notify Dr. Brennan in advance. More than two unexcused absences will result in a lower participation grade. Students who miss the first two class meetings without notifying the instructor may be dropped. Students may miss class for religious observance without penalty if they notify the instructor in writing within the first two weeks of the semester (by Wednesday, September 9, 2026). Absences for university-sponsored activities (athletics, performances, conferences) are excused with a letter from the sponsoring office at least one week in advance.

Late Work Policy

Written projects and case study papers submitted late will lose 10% per calendar day for up to 72 hours. Submissions beyond three days late will not be graded. Canvas reading quizzes close on Monday at 11:59 p.m. and cannot be reopened.

Teacher Education Admission Prerequisite

Undergraduate candidates pursuing initial teacher licensure must achieve a grade of C+ or higher in EDUC 210 and maintain an overall GPA of 2.750 to qualify for formal Admission to Teacher Education.

Final Exam Policy

The final examination (Monday, December 14, 2026, 1:00–3:00 p.m.) is scheduled by the University Registrar and can't be moved without the Dean's written approval (Faculty Handbook §5.5). A student with three or more final exams on the same calendar day may reschedule one of them. Requests go to the instructor of the middle exam by the last day of classes. For this term, send the request by Wednesday, December 9, 2026 (Student Handbook §6.4).

Academic Integrity

Alkimi University is an academic community devoted to rigorous scholarship, open intellectual inquiry, and uncompromising ethical conduct. All students are subject to the regulations of the Alkimi University Academic Integrity Policy. Academic dishonesty—including plagiarism, cheating on examinations, unauthorized collaboration, fabrication of empirical data, and unauthorized submission of academic work generated by artificial intelligence—undermines the integrity of the university and carries severe disciplinary sanctions. Sanctions range from a failing grade on an assignment or exam to an administrative course failure recorded as an 'XF' on the official transcript, academic suspension, or expulsion. Suspected

violations are formally investigated and resolved through the Office of Academic Integrity in accordance with Faculty Handbook §6. For detailed information, consult the Office of Academic Integrity, Lovell Hall 315, (555) 555-0163, integrity@university.alkimi.ai.

Accessibility Services

Alkimi University is committed to providing equitable educational access and reasonable accommodations for all students with documented disabilities, including physical, sensory, psychological, learning, and chronic health conditions. Students requesting academic accommodations must formally register with the Office of Accessibility Services, Harlan Hall 204, (555) 555-0155, access@university.alkimi.ai. Once approved, students will receive an official Faculty Accommodation Letter detailing approved accommodations. Students should present this letter to the instructor as early in the semester as possible, and at least one week prior to any exam or assignment requiring accommodation. Accommodations cannot be applied retroactively.

Student Wellness and Mental Health

Your physical health, psychological well-being, and mental health are essential to your academic success. If you experience heightened stress, anxiety, depressive symptoms, personal trauma, or academic burnout, free, confidential counseling and medical care are available through the Hollis Health & Counseling Center, located in the Hollis Center. Routine appointments are available Monday–Friday 8:00 a.m.–6:00 p.m. and Saturday 10:00 a.m.–2:00 p.m. during the semester by calling (555) 555-0190 or emailing health@university.alkimi.ai. Urgent, 24/7 crisis psychological counseling is accessible immediately at (555) 555-0199.

Campus Student Support Services

- **Academic Advising Center:** Lovell Hall 101 | (555) 555-0158 | advising@university.alkimi.ai
- **Writing Center:** Whitcombe Library 3rd Floor | Free consultations on papers, reports, and research projects at any stage.
- **Whitcombe Library:** Whitcombe Library, Main Floor | (555) 555-0170 | askalibrarian@university.alkimi.ai
- **Hollis Health & Counseling Center:** Hollis Center | (555) 555-0190 | 24/7 Counseling Line: (555) 555-0199 | health@university.alkimi.ai
- **Teacher Education Academic Advising:** Lovell Hall 126 | Advising on educational psychology concepts, teacher licensure progression, and candidate benchmarks with Dr. Brennan.