STUDYWALKS · COURSE SYLLABUS

Educational Psychology — High School Course with CLEP Preparation

Educational Psychology applies what is known about learning and development to teaching.

CREDIT LABEL	HOURS GOAL	STUDYWALKS LEARNING HOURS	SUGGESTED OFFLINE HOURS
0.5 credit	**60 h**	**20 h**	**40 h**
high school, with the study plan	the 0.5-credit convention	measured runtime plus assessment time	reading, review and writing

20 h StudyWalks (4.7 h of lessons, 9.8 h of lectures, 5.6 h of quizzes and exams) + **40 h** suggested offline study = **60 h**. 504 lessons in 13 units; prepares for the CLEP Educational Psychology exam.

High school credit is granted by the homeschool parent under the state's rules. StudyWalks supplies the record: hours, scores and this syllabus. The credit label is a suggestion; the parent makes the final call.

Course contents

Unit	Title and lecture topics	Lessons	Lecture
1	**The Study of Educational Psychology** Founders of the field · A changing idea of learning · The teacher's work · Philosophies of education	20	25 min
2	**Research in Educational Psychology** Why evidence · Kinds of research · Statistics and correlation · What a design can claim · Development and practice	28	32 min
3	**The Developing Learner** Studying development · The growing body · The developing brain · Constructing knowledge · Piaget's stages · Piaget and Vygotsky · Language · Self, identity and peers · Peer groups · Bullying · Play · Moral reasoning · Beyond Kohlberg · Parenting styles	77	1 h 26 min (3 parts)
4	**Learning: The Behavioral Perspective** Learning and transfer · Behaviorism and classical conditioning · Operant conditioning · Building and keeping behavior · Schedules and reinforcers · The behavioral teacher · Measuring consequences	41	47 min (2 parts)
5	**Learning: The Cognitive Perspective** Social cognitive theory · Beliefs and self-regulation · Attention and memory · Memory strategies · Thinking about thinking · Load and practice · Constructivist teaching · Four lenses, one lesson	37	42 min (2 parts)
6	**Complex Thinking** Critical and creative thinking · Problem solving · Teacher-directed strategies · Student-centered strategies	24	27 min

Unit	Title and lecture topics	Lessons	Lecture
7	**Motivation** What motivation is · Innate theories · Rewards, needs and interest · Attributions and self-efficacy · Helplessness and self-efficacy · Expectancy and value · Self-determination · Goals and expectations · Designing for motivation	44	50 min (2 parts)
8	**Intelligence and Exceptional Learners** Measuring intelligence · Theories of intelligence · Both ends of the curve · Grouping and styles · Disability law · Learning disabilities · Autism · ADHD · Behavior and the senses · Planning for every learner · Explanations and evidence	55	1 h 2 min (2 parts)
9	**Gender, Culture, Language, and Class** Gender · Culture and language · Explaining achievement gaps	23	28 min
10	**Instruction** Planning goals · Writing objectives · Adapting instruction · Delivering instruction · Modeling, coaching, fading · Lecture and active learning · Learning by experience · Online learning, and the verdict	39	46 min (2 parts)
11	**Classroom Management** Warmth and control · Three traditions · Preventing problems · Responding to misbehavior	24	30 min
12	**Assessment and Evaluation** Purposes of assessment · Validity and reliability · Teacher-made assessment · Assessment and motivation · Grading and reporting · Standardized tests · Accountability and comparison · Reading scores · Issues and uses	52	58 min (2 parts)
13	**Capstone: Educational Psychology in the Classroom** Intelligence and the curve · Differences and services · Stages and zones · Language, identity, morality · Describing scores · Reliability, validity, reports · Conditioning · Behavior in the classroom	40	59 min (2 parts)

Assessment and grading

- **Unit quizzes.** 13 quizzes, 10 questions each, checked as the student goes, each answer with the lesson to review. Untimed; retakes are unlimited.
- **Mid exam.** 50 questions on units 1–7, drawn fresh each time and scored at the end with a breakdown by content area. Untimed; retakes are unlimited.
- **Final exam.** 100 questions, 90 minutes, on the whole course. Scored 20–80; 50 passes (67 of 100 correct, about 67%). Retakes are unlimited with a 24-hour wait, each a fresh draw.

Suggested composite grade

Part	Weight
Unit quizzes (average of best scores)	20%
Mid exam (best score)	20%
Final exam (percent correct)	60%

Suggested letter scale

Letter	Composite
A	90–100
B	80–89
C	70–79
D	60–69
F	below 60

Suggested; the parent sets the grade. A passing final is the completion standard for the course record.

Study plan

The 40 offline hours are spread over the units in proportion to each unit's StudyWalks time. For each unit: read the matching sections of *Educational Psychology; Psychology 2e, Introduction to Psychology (OpenStax)*, review the unit quiz misses, and write a one-page unit summary. Log the time as you go.

Unit	Title	StudyWalks	Offline, suggested	Unit total
1	The Study of Educational Psychology	37 min	1 h 40 min	2 h 17 min
2	Research in Educational Psychology	47 min	2 h 10 min	2 h 57 min
3	The Developing Learner	2 h 9 min	5 h 55 min	8 h 4 min
4	Learning: The Behavioral Perspective	1 h 9 min	3 h 10 min	4 h 19 min
5	Learning: The Cognitive Perspective	1 h 2 min	2 h 50 min	3 h 52 min
6	Complex Thinking	41 min	1 h 55 min	2 h 36 min
7	Motivation	1 h 15 min	3 h 25 min	4 h 40 min
8	Intelligence and Exceptional Learners	1 h 32 min	4 h 15 min	5 h 47 min
9	Gender, Culture, Language, and Class	41 min	1 h 55 min	2 h 36 min
10	Instruction	1 h 7 min	3 h 5 min	4 h 12 min
Lessons and lectures		**14 h 30 min**	**40 h**	**54 h 30 min**
Quizzes, mid exam and final (stated time)		**5 h 36 min**	**—**	**5 h 36 min**

Unit	Title	StudyWalks	Offline, suggested	Unit total
11	Classroom Management	43 min	2 h	2 h 43 min
12	Assessment and Evaluation	1 h 26 min	3 h 55 min	5 h 21 min
13	Capstone: Educational Psychology in the Classroom	1 h 21 min	3 h 45 min	5 h 6 min
Lessons and lectures		**14 h 30 min**	**40 h**	**54 h 30 min**
Quizzes, mid exam and final (stated time)		**5 h 36 min**	**—**	**5 h 36 min**

Unit times are the unit's lecture runtime plus its lessons at the course's measured average lesson length; totals can differ from the learning hours by rounding.

Sources

- **Anchor:** Arduini-Van Hoose, N. *Educational Psychology*. Hudson Valley Community College; SUNY Pressbooks, 2020. Restated, never reproduced. CC BY-NC-SA 4.0
- **Secondary witness:** The Noba Project modules (Diener Education Fund), individually authored; OpenStax *Psychology 2e* only for sections whose sources show no OpenStax or Lumen lineage; Stangor & Walinga, *Introduction to Psychology* (BCcampus), for reinforcement schedules.
  CC BY-NC-SA 4.0 (Noba); CC BY-NC-SA 4.0 (OpenStax)
- **Research:** Original research and official sources for gaps and corrections, checked against Crossref, Europe PMC, ERIC, the AERA/APA/NCME *Standards for Educational and Psychological Testing* (2014), P.L. 107-110 and ED.gov.

StudyWalks finals are modeled on the CLEP exam blueprint in scope, format, and rigor. Scores are StudyWalks scores, not CLEP scores, and are not affiliated with or recognized by the College Board.

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