

**DEREE COLLEGE SYLLABUS FOR:  
PS 4621 EDUCATIONAL PSYCHOLOGY**

**3/0/3**

Updated Spring 2024

**LEVEL 6  
UK CREDITS: 15**

**PREREQUISITES:**

PS 1000 Psychology as a Natural Science – L4  
 PS 1001 Psychology as a Social Science – L 4  
 PS 2207 Infancy and Preschool Years – L4  
 PS 2236 Human Learning and Memory – L4  
 PS 2260 Introduction to Statistical Thinking – L4  
 PS 3508 Childhood and Adolescent Development – L5

**CATALOG DESCRIPTION:**

Application of psychological methods and principles to teaching practices and student performance in school settings. Evaluation of teaching methods and assessments. Emphasis is placed on developing skills to better understand learners, and foster improved learning and motivation, taking into consideration individual differences. Thorough investigation of a range of barriers to students' learning.

**RATIONALE:**

This module emphasizes the applications of psychological knowledge to education and classroom practice by examining the processes of teaching and learning in formal environments. It is designed primarily but not exclusively for psychology majors who are interested in education and in particular those who may consider educational psychology for postgraduate studies.

**LEARNING OUTCOMES:**

Upon completion of this module, the student should be able to:

1. Acquire critical understanding of sociocultural diversity, learning and motivation as applied to the classroom setting.
2. Analyze classroom instructional and management strategies.
3. Critically evaluate methods of assessment in education.
4. Demonstrate a critical understanding of psychological interventions with students experiencing learning, language, and achievement challenges.

**METHOD OF TEACHING AND LEARNING:**

In line with the teaching and learning strategy of the college, the following tools are used:

- Classes consist of lectures, discussions
- Interactive group workshops on topics being taught
- In class critical discussions of published articles
- Use of Blackboard site
- Office hours
- Introduction Blog, Journal

**ASSESSMENT:**

**Summative:**

<b>1<sup>st</sup> assessment: Group Project</b> Intervention programme on a selected topic in educational psychology, including	<b>40%</b>
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literature review/ programme design/ (evaluate effectiveness).	
<b>2<sup>nd</sup> assessment: Application Assignments</b>	<b>10%</b>
<b>Final assessment: Examination</b> Critical essays	<b>50%</b>
<b>Formative:</b>	
In class practical exercises on selected topics	<b>0%</b>

The 1<sup>st</sup> assessment tests Learning Outcome 4.  
The 2<sup>nd</sup> assessment tests Learning outcomes 1,2,3,4.  
The final assessment tests Learning Outcomes 1,2,3,4.

The final grade for this module will be determined by averaging all summative (major) assessment grades, based on predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is above 40, students are not required to resit any failed assessments.

**INDICATIVE READING:**

**REQUIRED READING:**

Santrock, J. W. *Educational Psychology*. NY: McGraw-Hill. Latest edition

**RECOMMENDED READING:**

Bremer, E., Balogh, R., & Lloyd, M. (2015). Effectiveness of a fundamental motor skill intervention for 4-year-old children with autism spectrum disorder: A pilot study. *Autism, 19* (8), 980-991. <https://doi.org/10.1177/1362361314557548>

Brooke, S. L. (2009). *The use of the creative therapies with Autism Spectrum Disorders*. Charles C Thomas.

Büttner, G., & Hasselhorn, M. (2011). Learning Disabilities: Debates on definitions, causes, subtypes, and responses. *International Journal of Disability, Development & Education, 58*(1), 75-87. doi:10.1080/1034912X.2011.548476

Cologon, K., Cupples, L., & Wyver, S. (2011). Effects of targeted reading instruction on phonological awareness and phonic decoding in children with Down syndrome. *American Journal on Intellectual and Developmental Disabilities, 116*(2), 111-129.

Davis, G., Rimm, S., & Siegle, D. (2010). *Education of the gifted and talented* (6th ed.). Allyn & Bacon.

Dupaul, G. J., Weyandt, L. L., & Janusis, G. M. (2011). ADHD in the classroom: Effective intervention strategies. *Theory into*

*Practice*, 50(1), 35–42. [https://doi:10.1080/00405841.2011.534935](https://doi.org/10.1080/00405841.2011.534935)

Evans, S. W., Langberg, J. M., Schultz, B. K., Vaughn, A., Altaye, M., Marshall, S. A., & Zoromski, A. K. (2016). Evaluation of a school-based treatment program for young adolescents with ADHD. *Journal of Consulting and Clinical Psychology*, 84(1), 15–30. [https://doi: 10.1037/ccp0000057](https://doi.org/10.1037/ccp0000057)

Given, L.M. (2008). Qualitative research methods. In N. J. Salkind (Ed.), *Encyclopedia of educational psychology*. Sage.

Hallahan, D. P., & Kauffman, J. M. (2003). *Exceptional learners: Introduction to special education*. Allyn and Bacon.

Hulme, C., & Snowling, M. J. (2014). The interface between spoken and written language: Developmental disorders. *Philosophical Transactions: Biological Sciences*, 369(1634), 1–8.

Kendeou, P., Broek, P., Helder, A., & Karlsson, J. (2014). A cognitive view of reading comprehension: Implications for Reading Difficulties. *Learning Disabilities Research & Practice (Wiley-Blackwell)*, 29(1), 10-16. doi:10.1111/ldrp.12025

Kent, R. D. (2015). Nonspeech oral movements and oral motor disorders: A narrative review. *American Journal of Speech - Language Pathology*, 24(4), 763. [https://doi:10.1044/2015\\_ajslp-14-0179](https://doi.org/10.1044/2015_ajslp-14-0179)

Makrygianni, M. K., & Reed, P. (2010). A meta-analytic review of the effectiveness of behavioural early intervention programs for children with autistic spectrum disorders. *Research in Autism Spectrum Disorders*, 4(4), 577-593. <http://web.b.ebscohost.com>

Mandell, D. S., Walrath, C. M., Manteuffel, B., Sgro, G., & Pinto-Martin, J. (2005). Characteristics of children with autistic spectrum disorders served in comprehensive community-based mental health settings. *Journal of Autism and Developmental Disorders*, 35(3), 313-321. <http://web.b.ebscohost.com>

Pfeiffer, S. (2008). *Handbook of giftedness in children psychoeducational theory, research, and best practices*. Springer.

Riddle, S. (2017). Ecological congruence and the identification of learning disabilities. *Child & Youth Care Forum: Journal of Research and Practice in Children's Services*, 46(2), 161–174. <https://doi.org/10.1007/s10566-016-9376-8>

Siegler, R. S. (2007). Cognitive variability. *Developmental Science*, 10, 104-109.

Snowling, M. J. (2011). Beyond phonological deficits: Sources of individual differences. In S. A. Brady, D. Braze & C. A. Fowler (Eds.), *Explaining individual differences in reading* (pp. 121-136), New York: Psychology Press

	<p>Sterling, D. R. (2009). Classroom management: Setting up the classroom for learning. <i>Science Scope</i>, 32, 29-33.</p> <p>Sternberg, R. J. (2010). The Triarchic Theory of successful intelligence. In B. Kerr (Ed.), <i>Encyclopedia of giftedness, creativity, and talent</i>. Sage.</p> <p>Trautwein, U., &amp; Ludtke, O. (2009). Predicting homework motivation and homework effort in six school subjects: The role of person and family characteristics, classroom factors, and school track. <i>Learning and Instruction</i>, 19, 243-258.</p> <p>Walden, T., Frankel, C., Buhr, A., Johnson, K., Conture, E., &amp; Karrass, J. (2011). Dual diathesis-stressor model of emotional and linguistic contributions to developmental stuttering. <i>Journal of Abnormal Child Psychology</i>, 40(4), 633-644. <a href="https://doi:10.1007/s10802-011-9581-8">https://doi:10.1007/s10802-011-9581-8</a></p> <p>Wansteenkiste, M., Sierens, E., Soenens, B., Luyckx, K., &amp; Lens, W. (2009). Motivational profiles from a self-determination perspective: The quality of motivation matters. <i>Journal of Educational Psychology</i>, 101, 671-688.</p> <p>Willems P. P., &amp; DeHaas, A. G. (2006). <i>Educational psychology casebook</i>. Allyn and Bacon.</p> <p>Wright, C. A., Kaiser, A. P., Reikowsky, D. I., &amp; Roberts, M. Y. (2013). Effects of a naturalistic sign intervention on expressive language of toddlers with Down syndrome. <i>Journal of Speech, Language, and Hearing Research</i>, 56(3), 994-1008.</p> <p>Wright, L., Pring, T., &amp; Ebbels, S. (2017). Effectiveness of vocabulary intervention for older children with developmental language disorder. <i>International Journal of Language and Communication Disorders</i>, 53(3), 480-494. <a href="https://doi:10.1111/1460-6984.12361">https://doi:10.1111/1460-6984.12361</a></p>
<p><b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)</p>	<p><b>REQUIRED MATERIAL:</b> N/A</p> <p><b>RECOMMENDED MATERIAL:</b> The Psychologist British Journal of Educational Psychology British Journal of Developmental Psychology British Journal of Psychology Educational Researcher Learning and Instruction</p>
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>Project submitted in Word Academic use of English, both oral and written. APA style</p>
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Blackboard, MS Office, search engines</p>

<b>WWW RESOURCES:</b>	American Psychological Association <a href="http://www.apa.org">www.apa.org</a>  British Psychological Society <a href="http://www.bps.org.uk">www.bps.org.uk</a>  The National Academies Press <a href="http://www.nap.edu">www.nap.edu</a>  <a href="http://www.ericae.net/search.htm">www.ericae.net/search.htm</a>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"><li>1. Educational Psychology: Theoretical Perspectives and Teacher Characteristics</li><li>2. Student Characteristics: Personality, Intelligence, Emotional and Cognitive Development, Motivation</li><li>3. Language and Learning Difficulties</li><li>4. Instructional Modification and Inclusion Strategies, Classroom Management Techniques</li><li>5. Assessment Interventions</li></ol>