

**PS 4821 EDUCATIONAL PSYCHOLOGY**

(Previously PS 4221)  
(Updated Spring 2019)

**LEVEL 6**  
**UK CREDITS: 15**

**PREREQUISITES:**

PS 1000 Psychology as a Natural Science – Level 4  
 PS 1001 Psychology as a Social Science – Level 4  
 PS 2047 Analysis of Behavioral Data – Level 4  
 PS 2207 Developmental Psychology Preschool Years – Level 4  
 PS 2236 Human Learning & Memory – Level 4  
 PS 2260 Psychologists as Researchers – Level 4  
 PS 3608 Developmental Psychology: Childhood and Adolescence – Level 5  
 PS 3618 Research Methods in Psychology – Level 5 **OR**  
 PS 3632 Testing and Assessment – Level 5

**CATALOG DESCRIPTION:**

Application of psychological and educational methods and principles to the behavior of teachers and students in school settings. Student characteristics, learning and motivation, teaching methods and practices, and assessment.

**RATIONALE:**

This course 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:**

As a result of taking this course, the student should be able to:

1. Critically evaluate the different research methodologies employed in educational psychology, as well as identify the major aspects of effective teaching.
2. Compare the different approaches on the development of cognitive functions, including intelligence, language, and personality, as well as socioemotional development.
3. Explain how teachers can overcome cultural and gender biases and illustrate how teaching should be adapted to the needs of exceptional students.
4. Develop critical awareness of learning theories, motivation, and achievement difficulties in the classroom setting.
5. Analyse classroom management strategies and critically evaluate standardized tests, classroom and alternative assessments, working cooperatively in groups.

**METHOD OF TEACHING AND LEARNING:**

In congruence 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

**ASSESSMENT:****Summative:**

<b>Group Project:</b> Intervention programme on a selected topic in educational psychology, including literature review/ programme design/ implications (3000 words)	<b>60%</b>
<b>In-class final examination:</b> Essay questions (3 out of 5)	<b>40%</b>

**Formative:**

In class practical exercises on selected topics	<b>0%</b>
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The formative exercises relate to Learning Outcomes 1-5 and aim to enrich students' learning.  
The group project assesses Learning Outcomes 3, 4, and 5, with an emphasis on application of concepts and theories.  
The final examination assesses Learning Outcomes 1 to 5.

**INDICATIVE READING:****REQUIRED READING:**

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

**RECOMMENDED READING:**

Bogdan, R. C & Biklen, S. K. (2003). *Qualitative Research for Education: An introduction to Theories and Methods* (4th ed.). New York: Pearson Education group.

Davis, G. A., Rimm, S. B., & Siegle, D (2004). *Education of the Gifted and Talented*. Upper Saddle River, NJ: Merrill.

Gage, N. L., & Berliner, D. C. (1998). *Educational Psychology*. Boston: Houghton Mifflin Company

Gardner, H. (1993). *Multiple Intelligences*. New York: Basic Books.

Given, L.M. (2008). Qualitative Research Methods. In N. J. Salkind (Ed.), *Encyclopedia of Educational Psychology*. Thousand Oaks, CA: Sage

Goodlad, S., & Hirst, B. (1989) *Peer-Tutoring: A Guide to Learning by Teaching*. New York: Nichols.

Hallahan, D. P., & Kauffman, J. M. (2003). *Exceptional Learners: Introduction to Special Education*. N.Y.: Allyn and Bacon.

Lichtman, M. *Qualitative Research in Education: A User's Guide* (3rd edition). Sage: UK.

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

	<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>. Thousand Oaks, CA: 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>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>. N.Y.: Allyn and Bacon.</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, SPSS</p>
<p><b>WWW RESOURCES:</b></p>	<p>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> <a href="http://www.nap.edu">www.nap.edu</a> <a href="http://www.ericae.net/search.htm">www.ericae.net/search.htm</a></p>
<p><b>INDICATIVE CONTENT:</b></p>	<ol style="list-style-type: none"> <li>1. Educational Psychology: A Tool for Effective Teaching</li> <li>2. Student Characteristics</li> <li>3. Learning and Motivation</li> <li>4. Planning, Teaching Methods, and Managing the Classroom</li> <li>5. Assessment</li> </ol>