

Course Name: Educational Psychology
Course code: EDUC120
Prerequisite: NONE

EDUCATIONAL PSYCHOLOGY

General Information

Semester: FALL, 2014 **Section:** B **Classroom:** N217

Class Timings: 11.00 am -11.50 am (Monday, Wednesday & Friday)

Learner Support and Mentoring Timings:* Monday to Friday 3 pm – 4 pm

*if you want to meet outside these hours, do drop a message, preferably an emails and I will contact you.

Instructor's Information

Ashar J Khokhar

Office: BUILDING A **ROOM:** 6-B **Phone (Office):** Ext: 483

Email: asharkhokhar@fccollege.edu.pk

Website: <https://sites.google.com/a/fccollege.edu.pk/fcc-educ120>

Website: <https://FCC-ECUC120.weebly.com>

Course Duration: 16 weeks (Three hours per week)

COURSE CONTENT

This will include:

- an introduction to educational psychology
- an introduction to human development particularly adolescent development including issues of puberty, identity development, peer group influence, parental relationships, morality and cognitive development
- an introduction to theories of learning such as behavioural, Gestalt, humanistic individual differences in learning: concept of multiple intelligences, structure of intellectual abilities, exceptional children and children with special needs motivation: intrinsic and extrinsic; self-concepts; attribution theory
- behavioural management; modes of classroom management, school and classroom.
- teacher effectiveness: self-understanding; positive and negative attributes role of the teacher as counsellor and guide.

COURSE DESCRIPTION:

This unit will focus on current psychological principles as they apply to teaching and learning. Topics could include the developmental experience of adolescent's namely psychological theory, cognition and problem-solving, the self and social cognition, impact of culture and context on development. Significant models of learning and teaching will be introduced and illuminated by contemporary research evidence on selected topics. Lectures and tutorials will encourage the development of a critical and reflective approach to theory and experience and their application to the secondary school setting in Pakistan

COURSE JUSTIFICATION

Education as an all embracing process involves all forms of tests and measurements that are used in passing judgment on the personnel, programme, institution curriculum, methodology, instructional materials and learners. The aforementioned are known as programme evaluation, curriculum evaluation methodology evaluation, instructional material evaluation and learner evaluation

COURSE OBJECTIVES:

Upon satisfactory completion of the course, the learner will be able to:

- Discuss the various developmental models and how they explain children's learning
- Processes
- Evaluate contextual conditions that impact and enhance learning.
- Demonstrate how various models available for organizing instruction impact classroom management and learner learning.
- Identify the exceptional learner and propose various strategies for dealing with these learners in the classroom setting.

This unit will assist learners to:

- ❖ develop the conceptual understanding of educational psychology and enable them understand the importance and application of the knowledge of educational psychology in the teaching learning context
- ❖ develop their knowledge and understanding of elementary and secondary school learners through an introduction to significant theories of human development.
- ❖ understand the major theories of human learning and how they might be applied in the elementary and secondary school setting
- ❖ develop the skill of critical examination of the factors that contribute to human learning and impact of socio-cultural influence on learning
- ❖ develop understanding of the inter-relationship between human development and learning
- ❖ foster the integration of human learning and development into teaching strategies that are relevant to the needs of secondary school learners
- ❖ develop an appreciation that human growth, development and learning are a life-long process
- ❖ develop a critical perspective of the emerging issues of discipline in the light of growth and development and learning

- ❖ foster an appreciation of the role of the teacher as guide and counsellor.

TIME REQUIREMENTS

- ❖ This course is offered over a period of 16 weeks. Modules are completed over the 16-week period.
- ❖ A minimum of one hundred forty four (144) hours should be anticipated for completion of the course. This includes forty eight (48) hours of direct contact and ninety six (96) hours in preparation and study; three (3) and six (6) per week respectively (*This is just for course participants information*)

COURSE REQUIREMENTS:

60% (as per FCC’s policy) attendance of classes is essential for anyone to be qualified to sit for Mid Term and Final examination. Also, learners are expected to read the recommended readings that will enable them to engage in dialogues, debates and necessary interactions in the classroom. All learners must have FCC E-mail accounts.

ASSESSMENT:

Course Activity	Weighting
Class Tests/Presentations/Participations	60%
Mid Term	20%
Final	20%
Total	100

Grading scale:

Grades	Quality Points	Numerical Value	Meaning
A	4.00	93 - 100	Superior Work
A-	3.70	90 - 92	
B+	3.30	87 – 89	
B	3.00	83 – 86	Good
B-	2.70	80 – 82	
C+	2.30	77 – 79	
C	2.00	73 – 76	Satisfactory
C-	1.70	70 - 72	
D+	1.30	67 – 69	
D	1.00	60 – 66	Passing
F	0.00	56 or below	Failing

RECOMMENDED TEXTS:

Berk, L. E. (2004). Development through the lifespan (3rd ed).Boston: Allyn & Bacon.

Eggan, P., & Kauchak, D. (1997). Educational psychology: Windows on the classrooms (3rd ed.). New Jersey: Merrill.

Woolfolk, A. E. (2004). Educational psychology (9th ed.). Boston:Allyn & Bacon

WEBSITES

A basic introduction to child development theories,

http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7401/documents/theories_outline.pdf

John Opfer, Theories of Cognitive Development, http://faculty.psy.ohio-state.edu/opfer/lab/courses/845_files/845Theories.pdf

Lev Vygotsky's Social Development Theory, <http://www.k-state.edu/musiceducation/eportfolio/cexum/images/Images%20File%20for%20Eportfolio/Lev%20Vygotsky%20Social%20Development%20Theory%20Class%20Hand%20Out.pdf>

Social Development Theory, http://www.icpd.org/development_theory/SocialDevTheory.htm

Personality Theories, <http://webpace.ship.edu/cgboer/perscontents.html>

Learning Theories, http://otec.uoregon.edu/learning_theory.htm

Learning Styles, http://otec.uoregon.edu/learning_styles.htm

Theories of Learning, <http://www.brookes.ac.uk/services/ocslid/archive/theories.html>

Learning Theories and Transfer of Learning, http://otec.uoregon.edu/learning_theory.htm

Learning theory (Education),

[http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Learning_theory_\(education\).html](http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Learning_theory_(education).html)

Learning Theory Resources-A Collection,

http://www.nova.edu/~burmeister/learning_theory.html

Most influential theories of learning,

<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/>

Theories of Intelligence, <http://otec.uoregon.edu/intelligence.htm>

Testing, Motivation and Learning,

<http://arrts.gtcni.org.uk/gtcni/bitstream/2428/4624/1/Testing,%20Motivation%20and%20Learning.pdf>

Capturing and Directing the Motivation to Learn,

http://www.stanford.edu/dept/CTL/Newsletter/motivation_to_learn.pdf

Personal Responsibility Statement:

Learners should abide by all the policies about **Academic Integrity** given in the *Baccalaureate Student Handbook*.

This syllabus is subject to change.

Learners enrolled in this course are responsible for all changes that are announced in class.

Course Outline

Module One: How Educational Psychology has been influencing Education?

Objective: Learners will describe the role of Educational Psychology in understanding education, teaching and learning and its role in improving classroom teaching, learning, assessment, and school.

Contents:

- Introduction E-mail Assignment - Getting to Know You!
- What is Educational Psychology?
- Its contribution in understanding and improving Education

Module Two: Human Growth and Development

Objective: Learners will explain several major theories of human development including Jean Piaget's theory of cognitive and moral development, Lev Vygotsky's theory of cognitive development, Erik Erikson's theory of personal and social development, and Lawrence Kohlberg's stages of moral reasoning.

Contents:

- understanding about some major aspects, issues, and views of human development.
- Interpret Piaget's theories, give reasons for criticism and revision of Piaget's Theory
- Vygotsky view of cognitive development
- analyze the developmental theories of Piaget and Vygotsky,
- Erikson's theory of psychosocial development,
- examine and analyze theories of moral development.

Module Three: Learning Theories

Objective: Learners will describe what learning is and how this can be maximised in the classroom. Learners will also list factors that influence learning in the classroom.

Contents:

- Learning styles,
- The concept of Multiple intelligences
- Behavioural approach to learning
- Cognitive approach to learning
- Experiential approach to learning
- Constructivist approach to learning

Module Four: Effective Lesson and Effective Learning Environment

Objective: Learners will describe what learning is and how this can be maximised in the classroom. Learners will also list factors that influence learning in the classroom.

Contents:

- What instruction / teaching is
- Steps involved in direct instruction from objectives to practice/review
- How learners learn and transfer concepts.
- Teaching methods involving subjective and controversial material.
- Appropriate use of small group and large group discussion

- What constitutes an effective learning environment.
- Practices that contribute to effective classroom management.
- Preventative strategies as well as programs designed to prevent serious behaviour problems.

Module Five: Assessing Learners Learning

Objective: Learners will explain affective assessment and list different assessment strategies and their purposes.

Contents:

- Why evaluation is important.
- What are instructional objectives and how they are used.
- How learner learning is evaluated.
- Principles of test construction, scoring, and administering
- Portfolio assessment.
- What is Standardised testing,
- Why, When, How and Where of Standardised Testing

Module Six: Motivating Learners to Learn and Learners' Diversity

Objective: Learners will identify forces and factors that influence learners' learning and how to maximise learners' learning

Contents:

- Several major theories of motivation.
- Strategies to help learners overcome learned helplessness
- The role of teacher expectations and their relation to learner achievement.
- Strategies that teachers can use to reward performance, effort and improvement.
- What teachers can do to increase learners' motivation to learn?
- Impact of culture on teaching and learning.
- Relationship between socioeconomic status and learner development.
- How ethnicity and race affect school experiences.
- How gender and gender bias affect learners' school experiences.
- How learners differ in intelligence and learning styles.
- The implications regarding school, family, and community partnerships.
- Six types of involvement activities representative of a comprehensive school/family partnership