

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A 2012/2013**

Part I

Course Title:	Special Topics in Psychology of Education
Course Code:	SS5763
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	SS5758 Educational Psychology
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims:

This course aims at (i) sensitizing students to the impacts of personal and environmental factors on teaching and learning in the educational settings; and (ii) developing students' critical mind on some contemporary controversies in psychology of education that are pivotal to teaching and learning.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Describe and explain how individual characteristics and environmental factors affect student performance and teacher behaviours in schools;	50%

2.	Evaluate usefulness of selected models as well as hypotheses generated from the models in explaining student and teacher behaviour in classroom and school effectiveness; and	30%
3.	Apply knowledge learnt from studying controversial issues in educational psychology to create productive learning environments for effective classroom teaching and learning.	20%

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√	√	√	
CILO 2	√	√	√	
CILO 3	√	√	√	

TLA1: Lectures

Contemporary issues in psychology of education that are controversial will be selected. Key concepts will be explained. Emphasis will be put on integration between theory and practice and applications of theories in a critical manner.

TLA2: Readings from books and journals

There will be materials selected from books and journals on each topic as a supplement. It can provide a broader, a more comprehensive, and a more in-depth view on the selected issue.

TLA3: Group presentation

Groups of students will be required to conduct a thorough and critical review on some controversial topics in educational psychology. Each group will present their materials to all students in the classroom for further class discussion.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 1-3	AT1: Essay writing	50%	Individual
CILO 1-3	AT2: Group presentation	20%	Group
CILO 1-3	AT3: Review or critique of articles/books	30%	Group

AT1 : Essay writing (50%)

Each student will be required to write an essay of 2000 words on a selected controversial issue in educational psychology, accounting 50% of the total assessment. Students will be reminded of an importance of showing a critical view in the essay for awarding higher marks.

AT2: Group presentation (20%)

Students will be divided into several groups. Each group will be responsible for conducting a thorough and critical review on a controversial issue in educational psychology and presenting their materials and viewpoints in class to facilitate further class discussions, accounting 20% of the total assessment. Higher marks will be awarded to presentations that are innovative and stimulating.

AT3: Review or critique of articles/books (30%)

Students will be required to submit a 3,000-word review or critique on the articles and books related to the controversial issue addressed in the group presentation.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

1. Keyword Syllabus:

The content areas may vary from year to year, depending on students' need and staff expertise in a particular year. They will be selected according to the major themes/debates currently existing in the field of educational psychology.

Topics to be covered may include: academic dishonesty; academic help seeking; academic procrastination; parental academic involvement; parental academic socialization; family educational environment; teacher expectations; teachers' emotion;

peer acceptance and rejection; schooling and cognitive development; learning environments; school effectiveness

2. Recommended Reading:

Essential Readings

There is no textbook for this course. Readings will be selected from journals, books and the following essential readings.

Abbeduto, L., & Symons, F. (Eds.). (2008). *Taking sides: Clashing views in educational psychology* (5th ed.). Boston, MA: McGraw Hill.

Harrington, R. G., & Holub, L. (Eds.). (2006). *Taking sides: Clashing views on controversial issues in classroom management*. Dubuque, IA: McGraw Hill/Duskin.

Noll, J.W. (Ed.). (2008). *Taking sides: Clashing views on educational issues* (15th ed.). Boston, MA: McGraw Hill.

Supplementary Readings

Berger, K. S. (2007). Update on bullying at school: Science forgotten? *Developmental Review, 27*, 90-126.

Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review, 21*, 141-170.

Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research 1987-2003. *Review of Educational Research, 76*, 1-62.

Fortin, L., Marcotte, D., Potvin, P., Royer, E., & Joly, J. (2006). Typology of students at risk of dropping out of school: Description by personal, family and school factors. *European Journal of Psychology of Education, 21*, 363-383.

Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review, 16*, 235-26.

Jimerson, S. R. (2001). Meta-analysis of grade retention research: Implications for practice in the 21st century. *School Psychology Review, 30*, 420-437.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79*, 491-525.

Jussim, L., & Harber, K. D. (2005). Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies. *Personality & Social Psychology Review, 9*, 131-155.

- Karabenick, S. A., & Newman, R. S. (Eds.). (2006). *Help seeking in academic settings: Goals, groups and contexts*. Mahwah, NJ: Erlbaum.
- Leithwood, K., & Jantzi, D. (2009). A review of empirical evidence about school size effects: A policy perspective. *Review of Educational Research, 79*, 464-490.
- Loukas, A., & Murphy, J. L. (2007). Middle school student perceptions of school climate: Examining protective functions on subsequent adjustment problems. *Journal of School Psychology, 45*, 293-309.
- Maddox, S. J., & Prinz, R. J. (2003). School bonding in children and adolescents: Conceptualization, assessment, and associated variables. *Clinical Child and Family Psychology Review, 6*, 31-49.
- Marjoribanks, K. (2005). Family environment and children's outcomes. *Educational Psychology, 25*, 647-657.
- Newman, M., Garrett, Z., Elbourne, D., Bradley, S., Noden, P., Taylor, J., & West, A. (2006). Does secondary school size make a difference? A systematic review. *Educational Research Review, 1*, 41-60.
- Pedder, D. (2006). Are small classes better? Understanding relationships between class size, classroom processes and pupils' learning. *Oxford Review of Education, 32*, 213-234.
- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research, 77*, 373-410.
- Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A ground theory of academic procrastination. *Journal of Educational Psychology, 99*, 12-25.
- Seidel, T., & Shavelson, R. J. (2007). Teaching effectiveness research in the past decade: The role of theory and research design in disentangling meta-analysis results. *Review of Educational Research, 77*, 454-499.
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research, 75*, 417-453.
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review, 17*, 125-146.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review, 15*, 327-358.

- Taylor, L. C., Clayton, J. D., & Rowley, S. J. (2004). Academic socialization: Understanding parental influences on children's school-related development in the early years. *Review of General Psychology*, 8, 163-178.
- Whitley, B. E., Jr., & Keith-Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. Mahwah, NJ: Erlbaum.
- Woolfolk, A., & Davis, H. A. (2006). Teacher self-efficacy and its influence on the achievement of adolescents. In F. Pajares & T. Urdan (Eds.), *Self-efficacy of adolescents* (pp. 117-137). Greenwich, CT: Information Age Publishing.