

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: Educational Psychology

Course Code: SS5758

Course Duration: One semester

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

Course Aims:

This course aims to provide students with an overview of educational psychology and its application in classroom teaching and learning.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1.	Evaluate the effectiveness of major theories and concepts in educational psychology in applying to classroom teaching and learning;	30%
2.	Analyze learners' individual differences in learning in terms of intelligence, thinking styles, gender, cultural and socioeconomic diversity;	25%
3.	Apply knowledge of motivation and learning to create productive learning environments for effective classroom teaching; and	25%
4.	Criticize the application of different theories and concepts to explain important educational practices/phenomena in local educational settings.	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	√	√	√	
CILO 4	√	√	√	

TLA1: Lectures

Provide students an overview of basic concepts, theories and issues in classroom teaching and learning.

TLA2: Set texts and supplementary handouts

Provide students more comprehensive and in-depth materials of important pedagogical principles and practices of learning and instruction.

TLA3: Case analysis and group presentation

Cases related to learning and behavioural problems of a learner will be provided to students. Individual student has to critically analyse two cases and suggest methods of educational treatment. Groups of students review topics in educational psychology and 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 1-4	AT1: Essay writing	50%	Individual
CILO 1-4	AT2: Case analysis	30%	Individual
CILO 1-4	AT3: Group presentation	20%	Group

AT1: Essay writing (50%)

Each student is required to write an individual essay of 2000 words on a selected topic in educational psychology, accounting 50% of the total assessment.

AT2: Case analysis (30%)

Each student has to analyze two cases related to learning and behavioural problems of a learner, find out causes of these problems and suggest methods of helping the learner to overcome these difficulties. An individual case report of 1000 words (around 500 words for each case) is submitted for assessment which accounts 30%.

AT3: Group presentation (20%)

Students are randomly divided into groups. Each group is responsible to review one topic in educational psychology and present in class to facilitate further class discussion, accounting 20% of the total assessment.

Grading of Student Achievement:

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

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:

Learner Characteristics; Individual Variations; Learners with Exceptionalities; Different approaches to Learning and Instruction; Motivation and Affect in Teaching and Learning; Instructional Strategies; Creating an Effective Learning Environments.

2. Recommended Reading:

Essential Readings

Slavin, R. E. (2009). *Educational psychology: Theory and practices* (9th ed.). Upper Saddle River, NJ: Pearson/Merrill.

Woolfolk, A. E. (2010). *Educational psychology* (11th ed.). Upper Saddle River, NJ: Pearson Education.

Supplementary Readings

Alexander, P. A. (2006). *Psychology in learning and instruction*. Upper Saddle River, NJ: Prentice Hall.

Alexander, P. A., & Winnie, P. H. (Eds.). (2006). *Handbook of educational psychology*. (2nd ed.). Mahwah, NJ: Erlbaum.

Defrates-Densch, N. (2008). *Cases in child and adolescent development for teachers*. New York, NY: McGraw-Hill.

Eggen, P., & Kauchak, D. (2010). *Educational psychology: Windows on classrooms* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Fetsco, T. A., & McClure J. (2005). *Educational psychology: An integrated approach to classroom decisions*. Boston, MA: Allyn & Bacon

Greenwood, G. E., Filmer, H. T., & Parkey, F. W. (2002). *Educational psychology cases*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Jordan, E. A., & Porath, M. J. (2006). *Educational psychology: A problem-based approach*. Boston, MA: Allyn & Bacon.

Krause, K. L., Bochner, S., & Duchesne, S. (2003). *Educational psychology for learning and teaching*. Australia: Thomson.

O'Donnell, M., Reeve, J., & Smith, J. K. (2007). *Educational psychology: Reflection for action*. Hoboken, NJ: Wiley.

Ormrod, J. E. (2008). *Educational psychology: Developing learners* (6th ed.). Upper Saddle River, NJ: Pearson Education.

- Ormrod, J. E., McGuire, D. J., Pallock, L. L., & Harper, B. E. (2007). *Case studies: Applying educational psychology* (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Reynolds, W. M., & Miller, G. E. (Eds.). (2003). *Handbook of psychology: Vol. 7. Educational psychology*. New York: Wiley.
- Santrock, J. W. (2008). *Educational psychology* (3rd ed.). Boston, MA: McGraw Hill.
- Snowman, J., & Biehler, R. (2006). *Psychology applied to teaching* (11th ed.). Boston, MA: Houghton Mifflin.
- Sternberg, R. J., & Williams, W. M. (2002). *Educational psychology*. Boston, MA: Allyn & Bacon.
- Willems, P. P., & DeHass, A. G. (2006). *Educational psychology casebook*. Boston, MA: Allyn & Bacon.
- Zimmerman, B. J., & Schunk, D. H. (Eds.). (2003). *Educational psychology: A century of contributions*. Mahwah, NJ: Erlbaum.

Journals in Educational Psychology

- American Educational Research Journal (1964)
- British Journal of Educational Psychology (1931)
- Cognition and Instruction (1984)
- Contemporary Educational Psychology (1976)
- Educational Psychologist (1963)
- Educational Psychology (1981)
- Educational Psychology in Practice (1985)
- Educational Psychology Review (1989)
- Elementary School Journal (1900)
- Journal of Behavioral Education (1991)
- Journal of Classroom Interaction (1965)
- Journal of Educational Psychology (1910)
- Journal of Educational Research (1920)
- Journal of Experimental Education (1932)
- Journal of Instructional Psychology (1974)
- Journal of School Psychology (1963)
- Learning and Individual Differences (1989)
- Learning and Instruction (1991)
- Learning and Motivation (1970)
- Phi Delta Kappan (1915)
- Psychology in the Schools (1964)
- Review of Educational Research (1931)
- School Psychology International (1979)
- School Psychology Review (1980)