

SS4716: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Introduction to Educational Psychology

Subject Code

SS - Social and Behavioural Sciences

Course Number

4716

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS2028 Basic Psychology II and SS3708 Design and Analysis for Psychological Research II and SS2701 Developmental Psychology

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to equip students with a better understanding of the psychological theories and concepts that can influence human behaviours in educational settings. The course will cover topics related to the learners, the learning process, and the learning situation in educational environments. Students will be able to transfer what they have learned in this course to different educational settings and promote better teaching and learning.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain common theories and concepts of educational psychology and give examples that are related to classroom situations;	30	x	x	x
2	Analyze the needs of learners with individual differences (cultural, socio-economic, learning style, skill levels, gender, and etc.) from an educational psychology perspective;	25	x	x	x
3	Apply motivational and learning theories to develop effective classroom management techniques and productive learning environments, and to innovate creative solution in tackling real-life problems in educational psychology; and	25	x	x	x
4	Compare and contrast different educational theories and concepts to evaluate their strengths and weaknesses in the local educational settings.	20	x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in lectures to learn necessary knowledge and demonstrate their understanding of the basic concepts, theories and issues in classroom teaching and learning for promoting their interest in various areas of educational psychology.	1, 2, 3, 4
2	Set texts and supplementary handouts	Students will read and discuss more comprehensive and in-depth materials of important principles and practices of educational psychology so that they will be competent in applying their knowledge in different educational settings through self-reflection.	1, 2, 3, 4
3	Group teaching	Students will engage in review topics in educational psychology and present their materials to all students in the classroom for further class discussion. Each group is also responsible for a term paper. This paper is a written format of their group's seminar on the same topic. As a team, each group will write a group paper that critically analyze and summarize the background, concepts, definitions, and other pertinent information on the selected/assigned topic. Through this group project, students will develop a more positive learning attitude towards educational psychology and their competence in this area can be further enhanced.	1, 2, 3, 4

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Quiz	1, 2, 3, 4	50	-	No
2	Individual term paper	1, 2, 3, 4	30	-	No
3	Group presentation	1, 2, 3, 4	20	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quiz

Criterion

Students master concepts and theories in educational psychology.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not fulfilling the minimum requirements

Assessment Task

2. Individual term paper

Criterion

Students apply, analyze, and evaluate relevant problems in key issues in educational psychology.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not fulfilling the minimum requirements

Assessment Task

3. Group presentation

Criterion

Students communicate and reflect key issues in educational psychology.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not fulfilling the minimum requirements

Part III Other Information

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

Reading List

Compulsory Readings

Title	
1	Woolfolk, A. E. (2010). Educational psychology (11th ed.). Boston, MA: Allyn & Bacon.

Additional Readings

Title	
1	Defrates-Densch, N. (2008). Cases in child and adolescent development for teachers. New York, NY: McGraw-Hill.
2	Eggen, P., & Kauchak, D. (2007). Educational psychology: Windows on classrooms (7th ed.). Upper Saddle River, NJ: Pearson Education.
3	O'Donnell, M., Reeve, J., & Smith, J.K. (2007). Educational psychology: Reflection for action. Hoboken, NJ: Wiley.
4	Ormrod, J. E. (2009). Essentials of educational psychology. Upper Saddle River, NJ: Pearson Education.
5	Ormrod, J. E. (2008). Educational psychology: Developing learners (6th ed.). Upper Saddle River, NJ: Pearson Education.

6	Ormrod, J. E., McGuire, D. J., Pallock, L. L., & Harper, B. E. (2007). <i>Case studies: Applying educational psychology</i> (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
7	Rubie-Davis, C. (2011). <i>Educational psychology: Concepts, research and challenges</i> . NY: Routledge.
8	Santrock, J. W. (2008). <i>Educational psychology</i> (3rd ed.). Boston, MA: McGraw Hill.
9	Snowman, J., & Biehler, R. (2006). <i>Psychology applied to teaching</i> (11th ed.). Boston, MA: Houghton Mifflin.
10	Tan, O. S. (2011). <i>Educational Psychology: A practitioner-research approach: An Asian edition</i> . Singapore: Cengage Learning Asia.