

Course Code: APSY-477
Course Title: Educational Psychology

Credit Hours: 3
(Major Course)

Introduction

Educational psychology is a broad field that draws upon multiple perspectives to help explain and understand human functioning and behavior in learning and education. The course will allow students to explore core concepts of psychology in relation to education, including biological, cognitive, social, and developmental psychology. They will study both historical and contemporary thinking in these areas and explore how they intersect with educational theories and philosophies.

Course Objectives

The major aims of this course are:

1. To teach students different methods of improving teaching skills.
2. To make them aware of importance of psychology in the field of education.
3. To provide them knowledge about improving student-teacher relationship.

Learning Outcomes

Upon completion of the course, the student will be able to:

1. apply the knowledge of psychology in the field of education.
2. improve student-teacher relationship and class room management.

Contents

Unit-I

1.1 Introduction

- 1.1.1 Scope of Educational Psychology; Historical background; Role of Education psychologist in school

Unit-II

2.1 Method of Studying Behavior in Educational Settings

- 2.1.1 Observational method; Experimental method; Survey and case study method

Unit-III

3.1 Theories of Educational Psychology

- 3.1.1 Piaget's and Vygotsky's work; Erickson's work, socio and emotional development
- 3.1.2 Moral development; Behavioristic model

Unit-IV

4.1 Assessment in Educational Setting

- 4.1.1 Aptitude Testing; Classification and measurement of aptitude; Intelligence assessment
- 4.1.2 Assessing learning disabilities; Assessing Conduct and Behavioral problems in Children

Unit-V

5.1 Sensory and Physical Disorders

- 5.1.1 Speech and language disorders; Learning disabilities; Emotional & behavioral disorders

Unit-VI

6.1 Approaches to Learning

6.1.1 Classical and operant condition; Social and cognitive approaches to learning; Factor influencing learning; Learner, teacher, & content related factors; Student teacher relationship & communication

Unit-VII

7.1 Memory

7.1.1 Short and long term memory; Meta cognition; How to improve memory

Unit-VIII

8.1 Motivation in Educational Setting

8.1.1 Assessing class room; Teaching pedagogy; Curriculum development; Student evaluation

Unit-IX

9.1 Classroom Management

9.1.1 Approaches of Classroom management; Common mistakes in classroom behavior management

9.1.2 Techniques/ Strategies of Classroom management

Teaching-learning Strategies

Lectures, tutorials and semester work

Semester Work will include Assignments, Quizzes, Presentation, Class Projects, Class participation

The learning goal through Sessional work would be to promote acquisition of factual information/ subject matter/ course content, Application of knowledge and enhancing the synthesizing and generalization capacity of the students.

Assessment and Examinations:

| Sr. No. | Elements | | Details |
|---------|----------------------|--|---|
| 1. | Midterm Assessment | | It takes place at the mid-point of the semester. |
| 2. | Formative Assessment | | It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behaviour, hands-on-activities, short tests, quizzes etc. |
| 3. | Final Assessment | | It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc. |

Suggested Readings:

- **Books**

Edi, A. K. T. (2011). *Teaching of Psychology*. New Delhi: Educational Publishers.

Edi, D. U. (2010). *Teaching Psychology in Higher Education* UK: BPS Blackwell.

Mangal, S.K.(2007).*Essentials of educational psychology*. New Delhi, India: PHI Learning Private Limited.

O'Donnell A. M., Reeve, J., & Smith, J. K. (2009).*Educational psychology* (2nd ed.). NY: Wiley.

Ormord, J.E. (1995) *Educational Psychology: Developing learners*. Prentice – Hall, Inc.

Santrock, J. W. (2005). *Educational psychology* (3rd ed.). USA: McGraw Hill International.

Swinson, J. (2012). *Positive psychology for teachers*. London: Rutledge.

Thorndike, R. M. (2011). *Measurement and Evaluation in Psychology and Education* (8th ed.). New Delhi: PHI Learning.

- **Journal Articles/ Reports**

Dumas, D., McNeish, D., & Greene, J. A. (2020). Dynamic measurement: A theoretical–psychometric paradigm for modern educational psychology. *Educational Psychologist*, 55(2), 88-105.

Hilpert, J. C., & Marchand, G. C. (2018). Complex systems research in educational psychology: Aligning theory and method. *Educational Psychologist*, 53(3), 185-202.

Noorkhairina, S. S., Norhasyimah, G., Rosle, D. C., & Azarisman, S. M. (2018). Educational needs assessment and the management of chronic kidney disease in a Malaysian setting: a review. *International Journal of Care Scholars*, 1(1), 34-38.

Opposs, D., Baird, J. A., Chankseliani, M., Stobart, G., Kaushik, A., McManus, H., & Johnson, D. (2020). Governance structure and standard setting in educational assessment. *Assessment in Education: Principles, Policy & Practice*, 27(2), 192-214.

Su, R. (2020). The three faces of interests: An integrative review of interest research in vocational, organizational, and educational psychology. *Journal of Vocational Behavior*, 116, 103240.

Shao, K., Pekrun, R., & Nicholson, L. J. (2019). Emotions in classroom language learning: What can we learn from achievement emotion research?. *System*, 86, 102121.