

Trends and Contemporary Issues in Psychology

Course code: EDBER353

Credit Hours: 3

Course Description

This course deals with contemporary issues in the field of psychology in general, and educational psychology in particular. The key issues have implications for educational practice and are organized around four areas including developmental, learning and instruction, motivation and classroom management. The issues are presented in a pros and cons format with an overview and questions preceding each issue. Relevant readings are provided on the basis of wide range of issues, controversial issues, educational relevance and readability. Participants are encouraged to discuss and present their point of view in a collaborative setting.

Learning Outcomes

At the end of the course, the participants will:

14. Develop an understanding of the key issues in the field of research and practice in educational psychology
15. Aware of the trends in psychology, especially educational psychology
16. Understand the complex transactions of individual, social and contextual factors in the major areas of educational psychology
17. Identify issues other than projected in the content Contents for further exploration
18. Present a research study proposal encompassing the contemporary issues in educational psychology

Contents

1: Frames of inquiry in educational psychology

- 1.10. Why research in educational psychology?
- 1.11. Research methods
- 1.12. Program evaluation research, action research, and the Teacher-as-Researcher
- 1.13. Frames of inquiry - Beyond the quantitative qualitative divide

2: Developmental issues in educational psychology

- 2.1. Nature vs. Nurture
- 2.2. Continuous vs. discontinuous
- 2.3. Single vs. multiple courses
- 2.4. Early experience vs. later experience
- 2.5. Abnormal behavior vs. Individual differences
- 2.6. Domains of development (Cognitive, socio-cognitive, language and social)

3: Learning and Instruction

- 3.1. Major approaches to learning and instruction
 - 3.1.1. Behavioral
 - 3.1.2. Cognitive
 - 3.1.3. Social-constructivist

4: Motivation

- 4.1. Exploring motivation – identify key areas
 - 4.1.1. Perspectives on motivation
- 4.2. Achievement processes
- 4.3. Motivation, relationships and socio-cultural contexts
- 4.4. Exploring achievement difficulties

5: Managing the issues in classroom context

- 5.1. Why classrooms need to be managed effectively
- 5.2. Designing the physical environment of the classroom
- 5.3. Creating a positive learning environment
- 5.4. Being a good communicator
- 5.5. Identifying and handling with students having behavioural problems

6: Bringing it all together

- 6.1. Identifying critical issues in educational psychology other than present in the Contents
- 6.2. Developing a line of inquiry – Research study proposal in educational psychology
- 6.3. Presenting and debating issues
- 6.4. Establishing links with practice

7: Other trends and issues in psychology

- 7.1 Trends and issues in educational psychology
- 7.2 Trends and issues in social psychology
- 7.3 Trends and issues in cognitive and behavioural psychology

Teaching-Learning

Cooperative learning

Lectures

Text-based readings

Discussions

Presentations

Writing Assignment – Research Study Proposal in Educational Psychology

Assessment

Mid-term: 35%

Formative*: 25%

Final assessment: 40%

**Attitude towards learning and participation in classroom activities/discussion will specifically be focused. All semester system rules of IER/PU will be observed.*

Suggested Readings

- Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist*, 52, 366-380.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742.
- Butler, D. L. (2006). Frames of inquiry in educational psychology: Beyond the quantitative-qualitative divide. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of Educational Psychology* (2nd ed, pp. 903-929). Mahwah, N.J.: Lawrence Erlbaum.

- Cherry, K. (2018). Issues in developmental psychology - Some of the big questions about how people develop. *Developmental Psychology*. Retrieved from <https://www.verywellmind.com/issues-in-developmental-psychology-2795069>
- Journal of Behavioural Sciences, Institute of Psychology, University of the Punjab, Lahore.
- Mitchella, A. W., & McConnell, J. R. (2012). A historical review of contemporary educational psychology from 1995 to 2010. *Contemporary Educational Psychology*, 37(2), 136-147.
- Pintrich, P. R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25, 92-104. doi: 10.1006/ceps.1999.1017
- Turner, J. C., & Patrick, H. (2008). How does motivation develop and why does it change? Reframing motivation research. *Educational Psychologist*, 43(3), 119-131. doi: 10.1080/00461520802178441
- Santrock, J. W. (2018). *Educational Psychology* (6th ed.). New York: McGraw Hill Education.