Course Descriptor
EDUC121E Educational Psychology

Proposed Academic Year	FALL 2021-22	Last Reviewed Academic Year	
Course Code	EDUC121E	Course Title	Educational Psychology
Credit hours	3	Level of study	Undergraduate
College / Centre	College of Arts and Humanities	Department	Education Department
Co-requisites	None	Pre-requisites	None

1.   COURSE OUTLINE
This course is an English-medium course which introduces future teachers to the basic concept of educational psychology, its definition, its history, its theories, and principles. It also helps understanding human nature, motivation, learning, development, and culture in relation to education. The course also addresses biological, psychological and social grounds that lay behind human behavior.

2.   AIMS
This course aims to   • Familiarize students with basic concepts in educational psychology.   • Develop students' research skills in the field of educational psychology.   • Enable students to distinguish between different theories which deal with learning.   • Develop students' understanding of the phenomena of remembering and forgetting and look at the factors that affect them.   • Identify and compare the theories which deal with remembering and forgetting.   • Develop students' understanding of the concept and nature of human intelligence and the ways of its measurement.   Provide a sound understanding of the concept of motivation in the process of learning and education.

3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS		
Learning Outcomes (Definitive) Upon successful completion of this course, students will be able to:	**Teaching and Learning methods (Indicative)**	**Assessment (Indicative)**

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1.	Identify the relationship between psychology, education, learning and teaching.	Lectures, PowerPoint presentation, field- based case studies (written and visual). Present worksheets in class	Classroom participation, class discussion, individual or group presentations in class, peer assessment, teacher assessment.
2.	Identify the problems that teachers face and look at possible solutions.	Lectures, class discussions, field- based case studies, library review for relevant references, field visits to schools and presentation of class papers	Examinations, classroom participation, assembly discussion, submission of working papers
3.	Use research skills in the field of educational psychology.	Lectures, PowerPoint presentation, field- based case studies (written and visual). Present worksheets in class	Classroom participation, class discussion, individual or group presentations in class, peer assessment, teacher assessment.
4.	Define learning and explore the factors that affect it.	Lectures, PowerPoint presentation, field- based case studies (written and visual).	Classroom participation, class discussion, individual or group presentations in class, peer assessment, teacher assessment.
	Understand and distinguish between the theories that deal with learning.	Lectures, PowerPoint presentation, field- based case studies (written and visual).	Classroom participation, class discussion, individual or group presentations in class, peer assessment, teacher assessment.
		All teaching and learning methods should utilize e-learning facilities to, further, boost the delivery of the course. Moodle has already been used in teaching and learning, since 2017. Microsoft teams has been used during the breakout of covid 19 pandemic and will continue to be used after the pandemic if online classes are scheduled.	

4.   ASSESSMENT WEIGHTING

Assessment	Percentage of final mark (%)
Essay	10
Team project	10
Individual project (case study)	20
Presentation	10

Participation	10
Final Exam	40
TOTAL	**100%**

5.   ACHIEVING A PASS

Students will achieve **3** credit hours for this course by passing **ALL** of the course assessments *[alternatively, list the compulsory pass assessments*]* and achieving a **minimum overall score of 50%**
*NB *Ensure that ALL learning outcomes are taken into account*

6.   COURSE CONTENT (Indicative)

LECTURE TOPIC	TIME (HOURS)
The concept of educational psychology, learning and teaching, the role of the teacher in the educational process	3
Cognitive growth, concept of growth, cognitive and mental growth, Piaget's theory of cognitive growth	3
Social and Cultural Perspective in Vygotsky, Practical Applications of Piaget and Vygotsky Theory	3
Self, social, and moral development	3
Physical growth, social context of social development, identity and self-development, moral development	3
Educational needs, learning signs, intelligence, learning patterns and thinking	3
Gifted students, educational challenges for students	3
Language development and diversity, language development, linguistic diversity, language development	3
Cultural Diversity: Classroom diversity, socio-economic differences, ethnic and sexual differences in education, cultural compatibility	3
Motivation: Behavioral school in education, classical school, behavior analysis, behavioral approach to management, challenges, warnings and criticism	3
Cognitive theory in education: Elements of cognitive perspective, cognitive perspectives of memory, maintaining attention	3
Attention: The role of memory in education, the role of short-term memory in education, the role of long-term memory in education.	3
Advanced cognitive processes: Metacognition, learning strategies, problem solving, creativity and problem solving, critical thinking and controversy	3
Different social perspectives on learning and motivation: cognitive social theory, learning by observing others, organizing self-learning	3
Motivation of learning and teaching: the concept of motivation, the concept of needs, beliefs and self-perceptions, interests, curiosity, emotions, and anxiety	3
Building a learning environment: Objectives of classroom management, building a positive learning environment, building a learning environment in the classroom, maintaining a good learning environment	3
TOTAL HOURS	**45**

Plus RECOMMENDED INDEPENDENT STUDY HOURS	45
TOTAL COURSE HOURS	**90**

7.   RECOMMENDED REFERENCES

Core text/s:

 Woolfolk. A. (2018). Educational Psychology. Pearson, 4th ed. **ISBN-10:** 0134774329
ISBN-13: 978-0134774329
Jordan. E. & Porath. M. (2006). Educational Psych: A Problem Based Approach. Pearson
Library + online resources: