**SYLLABUS**

**regarding the qualification cycle FROM 2022TO 2023**

1.Basic Course/Module Information

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| --- | --- |
| Course/Module title | *Applying educational psychology* |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *College of Social Sciences* |
| Name of the unit running the course | *Institute of Education (Pedagogy)* |
| Field of study | *Education, Sociology, Economics, Political Sciences, Law* |
| Qualification level | *BA, MA, PhD* |
| Profile |  |
| Study mode | *Full-time* |
| Year and semester of studies | *2023/2024 – winter semester/summer semester* |
| Course type |  |
| Language of instruction | *English* |
| Coordinator |  |
| Course instructor | *Anna Englert-Bator, PhD* |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
|  | 10 | 10 |  |  |  |  |  |  | 3 |

1.2. Course delivery methods

- *conducted in a traditional way*

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

* *pass with a grade*

2.Prerequisites

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| Intermediate- advanced English proficiency and the ability to use information technology (IT) proficiently are required**.** |

3.Objectives, Learning Outcomes, Course Content, and Instructional Methods

The course covers the important knowledge about learning and teaching. It provides the most recent and applicable research on learning, cognition and motivation. Psychological theories and concepts will be presented through its application in classrooms.

3.1.Course/Module objectives

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| --- | --- |
| O1 | *Getting acquainted with the basic terminology: psychology, educational psychology, gifted students, students with disabilities, motivation etc.* |
| O2 | *Acquiring the skill of using the mechanisms of motivating others and organizing teaching enironment* |
| O3 | *Acquiring the skill of using knowledge to explain the world around, understand and manage group dynamics in the school surrounding* |

3.2.Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | The student will build a knowledge-base of how to properly support the development of personality of the child and realizes how to diagnose and predict physical and mental development. | K\_W11 |
| LO\_02 | Students will demonstrate knowledge of a general background in the main content areas of educational psychology, as well as an understanding of the techniques used by teachers to motivate their students | K\_W12 |
| LO\_o3 | Students will develop skills to encourage students into learning, and how to support his learning skills. | K\_U01 |
| LO\_o4 | The student is able to apply the methods of training and education in the implementation of lessons and extracurricular activities | K\_U10 |
| LO\_o5 | Interactive lectures and workshops will help prospective teachers become better learners, better decision –makers, and better teachers – the ultimate goal for all teacher education programs | K\_K01 |

**3.3. Course content (to be completed by the coordinator)**

Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline  This course offers a broad introduction to educational psychology and a variety of approaches within the scientific study of learning and teaching. We will explore the various ways people perceive, think, understand and are motivated.  The course will also cover important topics such as gifted learners and pupils with learning problems.   1. Educational Psychology: A Foundation for Teaching 2. Human development – a framework for Teachers 3. Personal and social development 4. Social Learning Theory & Cognitive Views of Learning 5. Learning abilities and learning problems 2h 6. Learning differences 7. Learners with exceptionalities 8. Motivation in the classroom and teaching 9. Behaviorism in the school context 10. Complex Cognitive Processes&Cognitive views of learning 11. Assessing student learning and evaluation 12. Learning and Development are Cultural Processes 13. Creating Productive learning environments: classroom   management and discipline   1. Students presentation on their research. Exam |

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3.4.Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

Lecture, discussion, didactic film, reading assignments, quizzes, demonstrations, case studies etc

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| **LO\_01** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o2** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o3** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o4** | *preparing a project work, discussing a case study during the class* | classes |
| **LO\_o5** | *preparing a project work, discussing a case study during the class* | classes |

4.2 Course assessment criteria

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| Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes.  **Tests:** There will be two extra mini tests during each term. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading.  **Final test:** There will be an exam at the end (test: multiple choice, true/false and open cloze)  The exam will cover the text and lecture material  0-50% - 2.0 50-59%-3.0 60-69% -3.5  70-79%-4.0 80-89% - 4.5 90-100%-5.0  Extra points might be administred for outstanding active participation in classes and presentations |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

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| --- | --- |
| Activity | Number of hours |
| Scheduledcoursecontacthours | 20 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (collected material and preparation for classes) | 25 |
| Non-contact hours - student's own work: on the basis of the collected material to prepare a specific project based on the given criteria. | 25 |
| Total number of hours | 75 |
| Total number of ECTS credits | 3 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours | *Not required* |
| Internship regulations and procedures | *Not required* |

7. Instructional materials

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| The primary readings are a text and a recent book that summarizes and applies research on the science of learning. Multiple copies of the textbook, *Educational Psychology*, are available in the DIS library. In addition, we will read several articles and book chapters, as listed below and available on Canvas.  **Books:**  Woolfolk, Anita. (2017). *Educational psychology*. Boston: Pearson.  Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge: Belknap Press of Harvard University Press.  **Articles and book chapters:**   * Alexander, J. J., &Sandhahl, I. D. (2016). Ch. 2, P is for play, pp. 11-28, in *The Danish way of parenting: What the happiest people in the world know about raising confident, capable kids*. New York: PenguinRandom House. * Howard-Jones, P. A. (December, 2014). Neuroscience and education: Myths and messages. *Nature ReviewsNeuroscience, 15*, 817-822. * Immordino-Yang, M. H., & Damasio, A. R. (2016). Ch. 1, We feel, therefore we learn: The relevance of affective and social neuroscience to education, pp. 27-42, in *Emotions, learning, and the brain: Exploring the educational implications of affective neuroscience.*New York: Norton. * Immordino-Yang, M. H. (2016). Ch. 3, Implications of affective and social neuroscience for educational theory, pp. 69-74, in *Emotions, learning, and the brain: Exploring the educational implications of affective neuroscience.*New York: Norton. * Riener, C., & Willingham, D. (2010). The myth of learning styles. *Change: The Magazine of Higher Learning*, 42(5), 32-35. * Rogoff, B. (2003). Ch. 1, Orienting concepts and ways of understanding the cultural nature of human development. *The cultural nature of human development.* Oxford: Oxford University Press. * Williams-Siegfredsen, J., (2012). *Understanding the Danish forest school approach*. New York: NY. Routledge.  (chapters to be assigned) |

Approved by the Head of the Department or an authorised person