

PSY- 423: Educational Psychology (3 CHs)

Prerequisite: None

Course Description:

This 3-credit course will introduce students to theories and current topics in contemporary educational psychology so that they can understand and reflect on the interrelationship between education-related variables. They will also spend a good deal of the course connecting overarching theories to their specific applications in empirical research studies. While the course attempts to give a broad overview of the field, emphasis will be given to learning, cognition, and motivation.

Course Objectives:

The course will facilitate students to:

- discuss and review classical and contemporary theories in educational psychology.
- facilitate students to critically analyze empirical research studies in educational psychology.
- facilitate students to apply theories of educational psychology in educational research and settings.
- explore the intersection of education and technology.

Course Learning Outcomes:

The students will be able to

- Demonstrate knowledge of the basic concepts and theories of Educational Psychology
- Critically discuss the significance and limitations of the different theorists they learn about.
- Apply knowledge of psychological theories to the understanding of human behavior in educational settings.
- Explain how education and technology intersect to support learning.

Course Contents:

- Psychological inquiry in education
- Cognition & cognitive processes: Theory and Applications
- Learner readiness & its development: Theory and Applications
- Motivation in educational contexts: Theory and Applications

- Instructional methods and ethical demands of teaching
- Technology-based learning environments
- Assessment of learning
- Group Dynamics in educational setting
- Education and technology

Textbooks:

- Duchesne, S., & McMaugh, A. (2018). Educational psychology for learning and teaching. Cengage AU.
- Greenlee, B. J., & Karanxha, Z. (2010). A study of group dynamics in educational leadership cohort and non-cohort groups. *Journal of Research on Leadership Education*, 5(11), 357-382.
- Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. *Contemporary educational psychology*, 25(1), 68-81.

Reference Books:

- Emmer, E. T., & Stough, L. M. (2003). Classroom management: A critical part of educational psychology, with implications for teacher education. In *Educational psychologist* (pp. 103-112). Routledge.
- Slavin, R. E. (2019). *Educational psychology: Theory and practice*.
- Kirschner, P. A., & Hendrick, C. (2020). *How learning happens: Seminal works in educational psychology and what they mean in practice*. Routledge.
- Williams, A. J., Billington, T., Goodley, D., & Corcoran, T. (Eds.). (2016). *Critical educational psychology*. John Wiley & Sons.

Bartlett, S and Burton, D (2012). *Introduction to Education Studies* (3rd edition) London: Sage.