

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2018/2019**

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**Part I Course Overview**

**Course Title:** Educational Psychology

**Course Code:** SS5758

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with an overview of educational psychology and its application in classroom teaching and learning.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Evaluate the effectiveness of major theories and concepts in educational psychology in applying to classroom teaching and learning;	30%	✓	✓	
2.	Analyze learners' individual differences in learning in terms of intelligence, thinking styles, gender, cultural and socioeconomic diversity;	25%	✓	✓	
3.	Apply knowledge of motivation and learning to create productive learning environments for effective classroom teaching; and	25%	✓	✓	
4.	Criticize the application of different theories and concepts to explain important educational practices/phenomena in local educational settings.	20%	✓	✓	✓
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Provide students an overview of basic concepts, theories and issues in classroom teaching and learning.	✓	✓	✓	✓	
Set texts and supplementary handouts	Provide students more comprehensive and in-depth materials of important pedagogical principles and practices of learning and instruction.	✓	✓	✓	✓	
Case analysis and group presentation	Cases related to learning and behavioural problems of a learner will be provided to students. Individual student has to critically analyse two cases and suggest methods of educational treatment. Groups of students review topics in educational psychology and present their materials to all students in the classroom for further class discussion.	✓	✓	✓	✓	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
Essay writing	✓	✓	✓	✓	50%	Individual
Case analysis	✓	✓	✓	✓	30%	Individual
Group presentation	✓	✓	✓	✓	20%	Group
Examination: _____% (duration: _____, if applicable)					100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Essay writing (50%)	1.1 Demonstrate critical and original thinking 1.2 Comprehensive review with in-depth analysis and good organization	High	Significant	Moderate	Basic	Not reaching marginal levels
2. Case analysis (30%)	Ability to integrate theory with practice	High	Significant	Moderate	Basic	Not reaching marginal levels
3. Group Presentation (20%)	1.1 Ability to offer critical opinions on a given topic 1.2 Ability to formulate arguments in a coherent manner	High	Significant	Moderate	Basic	Not reaching marginal levels

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

Learner Characteristics; Individual Variations; Learners with Exceptionalities; Different approaches to Learning and Instruction; Motivation and Affect in Teaching and Learning; Instructional Strategies; Creating an Effective Learning Environments.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Slavin, R. E. (2009). <i>Educational psychology: Theory and practices</i> (9th ed.). Upper Saddle River, NJ: Pearson/Merrill.
2.	Woolfolk, A. E. (2010). <i>Educational psychology</i> (11 <sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.

##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Alexander, P. A. (2006). <i>Psychology in learning and instruction</i> . Upper Saddle River, NJ: Prentice Hall.
2.	Corno, L., & Anderman, E. (Eds.). (2016). <i>Handbook of educational psychology</i> . New York, NY: Routledge.
3.	Defrates-Densch, N. (2008). <i>Cases in child and adolescent development for teachers</i> . New York, NY: McGraw-Hill.
4.	EGGEN, P., & KAUCHAK, D. (2010). <i>Educational psychology: Windows on classrooms</i> (8th ed.). Upper Saddle River, NJ: Pearson Education.
5.	Fetsco, T. A., & McClure J. (2005). <i>Educational psychology: An integrated approach to classroom decisions</i> . Boston, MA: Allyn & Bacon
6.	Greenwood, G. E., Filmer, H. T., & Parkey, F. W. (2002). <i>Educational psychology cases</i> . Upper Saddle River, NJ: Merrill/Prentice Hall.
7.	Harris, K., R. et. al. (2012). <i>APA educational psychology handbook</i> . Vol. 1 to 3. Washington, DC.: American Psychological Association.
8.	Jordan, E. A., & Porath, M. J. (2006). <i>Educational psychology: A problem-based approach</i> . Boston, MA: Allyn & Bacon.
9.	Kelly, B., Woolfson, L., & Boyle, J. (Eds.). (2017). <i>Frameworks for practice in educational psychology: a textbook for trainees and practitioners</i> . London: Jessica Kingsley.
10.	Ormrod, J. E. (2008). <i>Educational psychology: Developing learners</i> (6th ed.). Upper Saddle River, NJ: Pearson Education.
11.	Ormrod, J. E., McGuire, D. J., Pallock, L. L., & Harper, B. E. (2007). <i>Case studies: Applying educational psychology</i> (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
12.	Santrock, J. W. (2011). <i>Educational psychology</i> (5th ed.). Boston, MA: McGraw Hill.
13.	Snowman, J., McCown, R., & Biehler, R. (2009). <i>Psychology applied to teaching</i> (12th ed.). Boston, MA: Houghton Mifflin.
14.	Willems, P. P., & DeHass, A. G. (2006). <i>Educational psychology casebook</i> . Boston, MA: Allyn & Bacon.

##### Journals in Educational Psychology:

1.	American Educational Research Journal (1964)
2.	British Journal of Educational Psychology (1931)
3.	Cognition and Instruction (1984)

4.	Contemporary Educational Psychology (1976)
5.	Educational Psychologist (1963)
6.	Educational Psychology (1981)
7.	Educational Psychology in Practice (1985)
8.	Educational Psychology Review (1989)
9.	Elementary School Journal (1900)
10.	Journal of Behavioral Education (1991)
11.	Journal of Classroom Interaction (1965)
12.	Journal of Educational Psychology (1910)
13.	Journal of Educational Research (1920)
14.	Journal of Experimental Education (1932)
15.	Journal of Instructional Psychology (1974)
16.	Journal of School Psychology (1963)
17.	Learning and Individual Differences (1989)
18.	Learning and Instruction (1991)
19.	Learning and Motivation (1970)
20.	Phi Delta Kappan (1915)
21.	Psychology in the Schools (1964)
22.	Review of Educational Research (1931)
23.	School Psychology International (1979)
24.	School Psychology Review (1980)