

## Course Syllabus

offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2022/2023

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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. It covers general areas on developmental domains of children and adolescents, assessment of teaching and learning, and also learning support and differentiation for learners with diverse needs.

### 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 <sup>#</sup>	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.)*

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Essay writing (50%)	Evaluate the effectiveness of major theories and concepts in educational psychology; Analyze learners' individual differences in learning; Criticize the application of different theories and concepts to explain important educational practices/phenomena	These are papers which provide a well-organized, integrated review of the literature that speaks to the identified theory/concept/practice. The paper links empirical findings sensibly and creatively with actual classroom learning experiences. A sensible and critical assessment of the literature should also be evident. Demonstrating high abilities in critical and original thinking, plus a comprehensive review with in-depth analysis and good organization.	These are papers which provide a good overview of the literature on the chosen theory/concept/practice, but without much organization and integration to produce a coherent scientific story about helping students in the classroom. There was some critical assessment of the literature but not enough "depth." Demonstrating significant abilities in critical and original thinking.	These are papers which do not go beyond the current learning materials, and do not apply or analyze the selected theory/concept/practice. Evaluation of the literature is minimal, if existing. The ideas are not presented coherently. The writing is generally poor, though comprehensible with effort. Demonstrating basic abilities with inadequate critical and original thinking.	Fails to address the objectives of the assignment. Unable to demonstrate basic abilities in critical and original thinking at all.
2. Case analysis (30%)	Analyze learners' individual differences in learning; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of different theories and concepts to explain important educational	Sensible, and clear analysis of the case and effective application of theories and practices with strong research evidence. Demonstrating high ability to integrate theory with practice.	Sensible and clear analysis of the case, and descriptive application of theories and practices with adequate research evidence. Demonstrating significant ability to integrate theory with practice.	Does not show sensitive search for appropriate information of the case analysis with limited research evidence. A "vague" application of theories and practice Demonstrating basic ability to integrate theory with practice.	Assignment not completed. Unable to demonstrate basic abilities to integrate theory with practice at all.

	practices/phenomena				
3. Group presentation (20%)	Evaluate the effectiveness of major theories and concepts in educational psychology; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of different theories and concepts to explain important educational practices/phenomena	Sensitive and clear explanation of the chosen variable of individual differences and effective instructional strategies in Hong Kong or international classrooms. Arouse active class participation. Demonstrating high abilities in both critical opinions and formulating logical and coherent arguments with extremely relevant research evidence.	Sensitive and clear explanation of the chosen variable of individual differences, and descriptive application of instructional strategies in HK or international classrooms. Maintain adequate interests in class presentation. Demonstrating significant level of abilities in both critical opinions and formulating logical and coherent arguments with adequate research evidence.	Does not show sensitive search for appropriate information of the chosen variable of individual differences, or inappropriate application of instructional strategies in HK or international classrooms. A “vague” application of theories and practice. Difficult in maintaining the attention and interests of the class. Demonstrating basic abilities in both critical opinions and formulating logical and coherent arguments with little research evidence.	Assignment not completed. Unable to demonstrate basic abilities in critical opinions and formulating logical and coherent arguments.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Essay writing (50%)	Evaluate the effectiveness of major theories and concepts in educational psychology; Analyze learners’ individual differences in learning; Criticize the application of different theories and concepts to explain	These are papers which provide a well-organized, integrated review of the literature that speaks to the identified theory/concept/practice. The paper links empirical findings sensibly and creatively with actual	These are papers which provide a good overview of the literature on the chosen theory/concept/practice, but without much organization and integration to produce a coherent scientific story about helping students in the	These are papers which do not evidence going beyond the current learning materials and weak in apply or analyze the selected theory/concept/practice . Writing is generally descriptive and summative. Evaluation of the literature is minimal, if existing.	These are papers which do not go beyond the current learning materials, and do not apply or analyze the selected theory/concept/practice. The ideas are not presented coherently. The writing is generally poor, though comprehensible with	Fails to address the objectives of the assignment. Unable to demonstrate basic abilities in critical and original thinking at all.

	important educational practices/phenomena	classroom learning experiences. A sensible and critical assessment of the literature should also be evident. Demonstrating high abilities in critical and original thinking, plus a comprehensive review with in-depth analysis and good organization.	classroom. There was some critical assessment of the literature but not enough “depth.” Demonstrating significant abilities in critical and original thinking.	Demonstrating moderate abilities in critical and original thinking but with little depth and weak organization.	effort. Demonstrating basic abilities with inadequate critical and original thinking.	
2. Case analysis (30%)	Analyze learners’ individual differences in learning; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of different theories and concepts to explain important educational practices/phenomena	Sensible, and clear analysis of the case and effective application of theories and practices with strong research evidence. Demonstrating high ability to integrate theory with practice.	Sensible and clear analysis of the case, and descriptive application of theories and practices with adequate research evidence. Demonstrating significant ability to integrate theory with practice.	Sensible but sketchy analysis of the case, and “vague” application of theories and practice with some research evidence. Demonstrating moderate ability to integrate theory with practice.	Does not show sensitive search for appropriate information of the case analysis with limited research evidence. Demonstrating basic ability to integrate theory with practice.	Assignment not completed. Unable to demonstrate basic abilities to integrate theory with practice at all.
3. Group presentation (20%)	Evaluate the effectiveness of major theories and concepts in educational psychology; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of	Sensitive and clear explanation of the chosen variable of individual differences and effective instructional strategies in Hong Kong or international classrooms. Arouse active class participation. Demonstrating high	Sensitive and clear explanation of the chosen variable of individual differences, and descriptive application of instructional strategies in HK or international classrooms. Maintain adequate interests in	Sensitive but sketchy explanation of the chosen variable of individual differences, and “vague” application of instructional strategies in HK or international classrooms. Maintain only a minimal level of interests in class. Demonstrating	Does not show sensitive search for appropriate information of the chosen variable of individual differences, or inappropriate application of instructional strategies in HK or international classrooms. Difficult in maintaining the	Assignment not completed. Unable to demonstrate basic abilities in critical opinions and formulating logical and coherent arguments.

	different theories and concepts to explain important educational practices/phenomena	abilities in both critical opinions and formulating logical and coherent arguments with extremely relevant research evidence.	class presentation. Demonstrating significant level of abilities in both critical opinions and formulating logical and coherent arguments with adequate research evidence.	moderate level of abilities in both critical opinions and formulating logical and coherent arguments with some research evidence.	attention and interests of the class. Demonstrating basic abilities in both critical opinions and formulating logical and coherent arguments with little research evidence.	
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### 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.	Aelterman, N., Vansteenkiste, M., Haerens, L., Soenens, B., Fontaine, J. R. J., & Reeve, J. (2019). Toward an integrative and fine-grained insight in motivating and demotivating teaching styles: The merits of a circumplex approach. <i>Journal of Educational Psychology</i> , <i>111</i> (3), 497-521. <a href="https://doi.org/10.1037/edu0000293">https://doi.org/10.1037/edu0000293</a>
2.	Al-Kadri, H. M., Al-moamary, M. S., Roberts, C., Van der Vleuten, C. P. M. (2012). Exploring assessment factors contributing to students' study strategies: Literature review. <i>Medical Teacher</i> , <i>34</i> (s1), S42-S50. <a href="https://doi.org/10.3109/0142159X.2012.656756">https://doi.org/10.3109/0142159X.2012.656756</a>
3.	Belvel, P. S. (2010). <i>Rethinking classroom management: Strategies for prevention, intervention, and problem solving</i> (2nd ed.). Corwin.
4.	Bohanon, H., Fenning, P., Carney, K. L., Minnis-Kim, M. J., Anderson-Harriss, S., & et al. (2006). Schoolwide application of positive behavior support in an urban high school: A case study. <i>Journal of Positive Behavior Interventions</i> , <i>8</i> (3), 131-145.
5.	Egan, K., & Gajdamaschko, N. (2003). Some cognitive tools of literacy. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), <i>Vygotsky's educational theory in cultural context</i> (pp. 83-98). Cambridge University Press.
6.	Fung, S.-C. (2017). Therapeutic use of companion animals: Using animal-assisted therapy to support students with special educational needs. In M. -T. Hue (ed.), <i>School counselling in a Chinese context: Supporting students in need in Hong Kong</i> (pp.46-59). Routledge/Taylor & Francis Group.
7.	Hue, M.-T., & Kennedy, K. J. (2014). Creating culturally responsive environments: Ethnic minority teachers' constructs of cultural diversity in Hong Kong secondary schools. <i>Asia Pacific Journal of Education</i> , <i>34</i> (3), 273-287.

	<a href="https://doi.org/10.1080/02188791.2013.823379">https://doi.org/10.1080/02188791.2013.823379</a>
8.	Hui, A. N. N., He, M. J. W., Kuo, C. C., Tan, A. G., Lyu, Y. F., & Chan, L. K. (2018). Gaps and go in policy, practice, and research of gifted education in China, Hong Kong, Singapore, and Taiwan. In K. J. Kennedy & J. C. K. Lee (Eds.), <i>Routledge handbook on schools and schooling in Asia</i> (pp.555-569). Routledge.
9.	Jackson, L., & Panyan, M. V. (2002). <i>Positive behavioral support in the classroom: Principles and practices</i> . Paul H. Brookes Publishing Co.
10.	Kollmayer, M., Schober, B., & Spiel, C. (2018). Gender stereotypes in education: Development, consequences, and interventions. <i>European Journal of Developmental Psychology, 15</i> (4), 361-377. <a href="https://doi.org/10.1080/17405629.2016.1193483">https://doi.org/10.1080/17405629.2016.1193483</a>
11.	Lalley, J. P., & Gentile, J. R. (2009). Classroom assessment and grading to assure mastery. <i>Theory Into Practice, 48</i> (1), 28-35.
12.	Marsh, H. W. (2016). Cross-cultural generalizability of year in school effects: Negative effects of acceleration and positive effects of retention on academic self-concept. <i>Journal of Educational Psychology, 108</i> (2), 256-273. <a href="https://doi.org/10.1037/edu0000059">https://doi.org/10.1037/edu0000059</a>
13.	Mastropieri, M.A. (2010). <i>The inclusive classroom: Strategies for effective differentiated instruction</i> . Merrill.
14.	Peterson, C., & Seligman, M. E. P. (2014). <i>Character strengths and virtues: A handbook and classification</i> . American Psychological Association. (e-copy)
15.	Poon-McBrayer, K. F. (2012). Implementing the SENCo system in Hong Kong: An initial investigation. <i>British Journal of Special Education, 39</i> (2), 94-101. <a href="https://doi.org/10.1111/j.1467-8578.2012.00539.x">https://doi.org/10.1111/j.1467-8578.2012.00539.x</a>
16.	Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. <i>Education, 130</i> (2), 241-250.
17.	Sapron-Shevin, M. (2010). <i>Because we can change the world: A practical guide to building cooperative, inclusive classroom communities (2nd ed.)</i> . Corwin.
18.	Tilstone, C., & Layton, L. (2004). <i>Child development and teaching pupils with special educational needs</i> . RoutledgeFalmer.
19.	Tomlinson, C. A. (2008). <i>How to differentiate instruction in mixed-ability classrooms (2nd ed.)</i> . Association for Supervision and Curriculum Development.(e-copy)
20.	Wang, Y., McBride, C., Zhou, Y.-L., Malatesha, J. R., & Farver, J. A. M. (2018). Becoming literate in Chinese: A comparison of native - speaking and non - native - speaking children. <i>Journal of Research in Reading, 41</i> (3), 511-524. <a href="https://doi.org/10.1111/1467-9817.12122">https://doi.org/10.1111/1467-9817.12122</a>
21.	Wehmeyer, M. L. (Ed.) (2013). <i>The Oxford handbook of positive psychology and disability</i> . Oxford University Press.
22.	Wong, H.K., & Wong, R.T. (2009). <i>The First Days of School: How to be an effective teacher</i> . Harry K. Wong Publications.
23.	Wood, J.W. (2009). <i>Pathways to teaching series: Practical strategies for the inclusive classroom</i> . Merrill.