

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2024/25**

Part I Course Overview

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| Course Title: | <u>Special Topics in Psychology of Education</u> |
| Course Code: | <u>SS5763</u> |
| Course Duration: | <u>One semester</u> |
| Credit Units: | <u>3</u> |
| Level: | <u>P5</u> |
| Medium of Instruction: | <u>English</u> |
| Medium of Assessment: | <u>English</u> |
| Prerequisites: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Precursors: <i>(Course Code and Title)</i> | <u>SS5758 Educational Psychology</u> |
| Equivalent Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Exclusive Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |

Part II Course Details

1. Abstract

This course aims at (i) sensitizing students to the impacts of personal and environmental factors on teaching and learning in the educational settings; and (ii) developing students' critical mind on some contemporary controversies in psychology of education that are pivotal to 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. | Describe and explain how individual characteristics and environmental factors affect student performance and teacher behaviours in schools; | 50% | | ✓ | ✓ |
| 2. | Evaluate usefulness of selected models as well as hypotheses generated from the models in explaining student and teacher behaviour in classroom and school effectiveness; and | 30% | ✓ | ✓ | |
| 3. | Apply knowledge learnt from studying controversial issues in educational psychology to create productive learning environments for effective classroom teaching and learning. | 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. Learning and Teaching Activities (LTAs)

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

| LTA | Brief Description | CILO No. | | | Hours/week (if applicable) |
|----------------------------------|--|----------|---|---|-------------------------------|
| | | 1 | 2 | 3 | |
| Lectures | Contemporary issues in psychology of education that are controversial will be selected. Key concepts will be explained. Emphasis will be put on integration between theory and practice and applications of theories in a critical manner. | ✓ | ✓ | ✓ | |
| Readings from books and journals | There will be materials selected from books and journals on each topic as a supplement. It can provide a broader, a more comprehensive, and a more in-depth view on the selected issue. | ✓ | ✓ | ✓ | |
| Group presentation | Groups of students will be required to conduct a thorough and critical review on some controversial topics in educational psychology. Each group will 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 | | |
| Continuous Assessment: ____% | | | | | |
| Essay writing | ✓ | ✓ | ✓ | 50% | Individual |
| Group presentation | ✓ | ✓ | ✓ | 20% | Group |
| Review or critique of articles/books | ✓ | ✓ | ✓ | 30% | 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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Adequate (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------------------|--|---|--|--|--|---|
| 1. Essay writing (50%) | Each student will be required to write an essay of 2000 words on a selected controversial issue in educational psychology | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. | Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature. |
| 2. Group presentation (20%) | Students will be divided into several groups. Each group will be responsible for conducting a thorough and critical review on a controversial issue in educational psychology and presenting their materials and viewpoints in class to facilitate further class discussions | Clear description of how knowledge in educational psychology is related to the selected/assigned issue and personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences and such integration is illustrated with clear theoretical explanation and concrete examples. Apart from it, creative insight and/or deep meaning | Clear description of how knowledge in educational psychology is related to their own personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences; however, such integration is general but not adequately specific in both theoretical and practical terms. | Knowledge in educational psychology is addressed and linked to student's own personal experiences but the linkage is general and superficial. Attempts are shown to integrate concepts and theories of educational psychology with student's own knowledge and personal experiences but such integration is either too general or not specific enough. | The content of presentation is not focusing on a proper issue, knowledge is poorly integrated, and/or presentation of content is disorganized. | The presentation is poorly done |

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| | | is generated and presented effectively to audience. | | | | |
| 3. Review or critique of articles/books (30%) | Students will be required to submit a 3,000-word review or critique on the articles and books related to the controversial issue addressed in the group presentation. | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. | Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature. |

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|-----------------------------|--|--|---|---|---|
| 1. Essay writing (50%) | Each student will be required to write an essay of 2000 words on a selected controversial issue in educational psychology | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. | Adequate understanding of the subject matter so that the student can develop solutions to simple problems from the cited materials. | Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature. |
| 2. Group presentation (20%) | Students will be divided into several groups. Each group will be responsible for conducting a thorough and critical review on a controversial issue in educational psychology and presenting their materials and viewpoints in class to facilitate further class discussions | Clear description of how knowledge in educational psychology is related to the selected/assigned issue and personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences and such integration is illustrated with clear theoretical | Clear description of how knowledge in educational psychology is related to their own personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences; however, such integration is general but not adequately specific | Some basic knowledge relating to educational psychology is demonstrated. Some linkage to student's own personal experiences is shown but the linkage is general and superficial. Attempts are shown to integrate concepts and theories of educational | The presentation is poorly done |

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| | | explanation and concrete examples. Apart from it, creative insight and/or deep meaning is generated and presented effectively to audience. | in both theoretical and practical terms. | psychology with student's own knowledge and personal experiences but such integration is either too general or not specific enough. | |
| 3. Review or critique of articles/books (30%) | Students will be required to submit a 3,000-word review or critique on the articles and books related to the controversial issue addressed in the group presentation. | Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. | | Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature. |

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.)

The content areas may vary from year to year, depending on students' need and staff expertise in a particular year. They will be selected according to the major themes/debates currently existing in the field of educational psychology.

Topics to be covered may include: academic dishonesty; academic help seeking; academic procrastination; parental academic involvement; parental academic socialization; family educational environment; teacher expectations; teachers' emotion; peer acceptance and rejection; schooling and cognitive development; learning environments; school effectiveness

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.)

There is no textbook for this course. Readings will be selected from journals, text books and the following edited books:

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| 1. | Chang, E. (Ed.). (2016). <i>Taking sides: Clashing views in educational psychology</i> (8 th ed.). OH, US: McGraw Hill. |
| 2. | Buskirk-Cohen. (Ed.). (2020). <i>Taking sides: Clashing views in lifespan development</i> (7 th ed.). Boston, MA: McGraw Hill. |
| 3. | Slife, G. (Ed.). (2015). <i>Taking sides: Clashing views on psychological issues</i> (19 th ed.). Boston, MA: McGraw Hill. |

2.2 Additional Readings

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

Articles related to the selected topics from the following journals:

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| 1. | Educational Psychology Review. ISSN: 1040-726X |
| 2. | Review of Educational Research. ISSN: 0034-6543 |
| 3. | Educational Psychology Review. ISSN: 1747-938X |
| 4. | School Psychology Review. ISSN: 0279-6015 |
| 5. | Personality & Social Psychology Review. ISSN: 1088-8683 |
| 6. | Oxford Review of Education. ISSN: 0305-4985 |
| 7. | Review of General Psychology. ISSN 1089-2680 |
| 8. | Developmental Review. ISSN: 0273-2297 |
| 9. | Educational Research Review ISSN:1747-938X |