

Identification	Subject	Educational Psychology, PSYC304, 3KU (6AKTS)
	Department	Psychology
	Program (Undergraduate, Graduate)	Bachelor
	Term	Fall Semester 2026
	Instructor	Sevinj Maharramova
	Email:	sevinjmaharramova.telimchi@gmail.com
	Phone	-
	Classroom/hours	Narimanov campus
	Consulting hours	Make an appointment in a mail
Prerequisites	-	
Language	English	
Compulsory/Elective	Mandatory	
Textbooks and course materials	1. Mishra, M., Lata, P., Vashistha, P., & Mishra, P. (2023). An introduction to educational psychology (1st ed.). AGPH Books. 2. Santrock, J. W. (2011). Educational psychology. McGraw-Hill Education. 3. Seifert, K., & Sutton, R. (2009). Educational psychology (2nd ed.). 4. Slavin, R. E. (2023). Educational psychology: Theory and practice (13th ed.). Pearson. 5. Wininger, S. R., Norman, A. D., & Tuckman, B. W. (2024). Educational psychology. SAGE Publications. 6. Wood, S. E., Wood, E. G., & Boyd, D. (2005). Mastering the world of psychology. Pearson Education. 7. Woolfolk, A. (2018). Educational psychology (13th ed.). Pearson. 8. United Aid for Azerbaijan (UAFA) & Georgetown University Center for Child and Human Development. (n.d.) (2019). Childhood Health, Education and Social Development (CHED) [Non-degree programme course materials]. Supported by BP.	
Course description	Educational Psychology sets out to provide the students to be aware of the challenges & possibilities of teaching. The students are taught an understanding of theories of learning and development and how these theories relate to educational environment. It aims not just the learning process of early childhood and adolescence but includes the social, emotional, and cognitive processes that are involved in learning throughout the entire lifespan. This course provides a comprehensive overview of learning theories and their practical applications.	
Course objectives	Introduce students to the fundamental principles, theories, and concepts of educational psychology. Examine how individuals learn, develop, and are motivated in educational settings. Explore cognitive, emotional, and social factors that influence learning and teaching. Develop students' ability to apply psychological theories to practical classroom situations. Promote critical thinking about educational research and its implications for teaching practice. Foster an understanding of diversity, inclusion, and ethical considerations in educational contexts. Prepare students for advanced study in psychology or related education fields.	

Learning Outcomes	Distinguish major behavioural, cognitive, social-learning, and constructivist explanations of learning and identify their implications for classroom practice. - Analyze classroom examples using principles of classical conditioning, operant conditioning, reinforcement, punishment, and observational learning. - Explain major stages and mechanisms of cognitive development and apply Piagetian concepts to age-appropriate educational examples. - Interpret basic memory processes and select evidence-informed learning strategies for encoding, retention, and retrieval. - Compare individual differences in learning, including learner diversity, learning needs, giftedness, and selected special educational needs. - Analyze factors that influence student motivation and propose appropriate strategies for supporting engagement in a classroom scenario. - Evaluate how family, socialization, community, communication, and classroom climate can influence learner development and behaviour. - Select appropriate classroom-management and conflict-resolution strategies for common educational situations and justify the selection. - Distinguish basic forms of classroom assessment and explain how assessment and grading decisions can support learning. - Use academic sources to develop and present a theory-based educational analysis while observing ethical, consent, confidentiality, and academic-integrity requirements.		
Teaching methods	Lecture		+
	Group discussions		+
	Activities		+
	Analysis of activities		+
	Other		+
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)
	Midterm exam	Week 8	30
	Activity		5
	Attendance		5
	Presentation III Group Presentations Group Work I: 4 points Group Work II: 6 points Group Work III: 10 points (Joint report- 3 points & practical work video: 7 points)	Group Work I & II: 26.12.2026 Group Work III: 05.12.2026	20
	Final exam	Week 16	40
	Total		100
Class Policy	I. Activity Demonstrate the ability to express a personal approach during question-and-answer sessions, which measures comprehension of the lesson in each discussion. II. Group Presentation Group Assignment I — Application of Classical Conditioning to Students' Motivation and Academic Achievement — 4 points		

Task: Find and read two scientific articles on factors influencing students' attitudes toward lessons, emotional responses, learning motivation, and academic achievement. Apply the findings to the school environment based on classical conditioning principles.

Presentation — 5 slides:

- **Slide 1:** Topic and names of group members.
- **Slides 2 and 4:** Article title, authors, link, main idea, and findings.
- **Slides 3 and 5:** Application of the selected idea.

Note: Articles must be independently selected by group members from reliable academic sources. Accurate application depends on a correct understanding of the theory. Assignments with an incorrect application section will not be assessed. Practical ideas must be supported by the scientific findings of the selected articles. Effectively divide duties to achieve the group's common goal and fulfill individual responsibilities.

Group Assignment II — Application of Operant Conditioning in Educational Settings — 6 points

Assessment: PPT — 4 points; short video or animation — 2 points.

Task: Find and read two scientific articles about the effects of rewards and punishment on student behaviour in educational settings. Based on the articles, compare the application, effectiveness, differences, and ethical risks of the four types of operant conditioning. Include the article links, brief summaries, and main findings in Slides 2–5.

Presentation — 5 slides:

- **Slide 1:** Topic and names of group members.
- **Slide 2:** Application of positive reinforcement.
- **Slide 3:** Application of negative reinforcement.
- **Slide 4:** Application of positive punishment.
- **Slide 5:** Application of negative punishment.

Each application slide must explain how the relevant approach affects students' participation, discipline, behavioural problems, or healthy competition.

Video: Demonstrate the practical application of one example through a short video or animation.

Note: The articles must be selected independently by group members. If the application section is inconsistent with the theory, that section will not be assessed.

Deadline for Group Assignment I & II: 26.12.2026.

Group Assignment III — Application of Piaget's Theory of Cognitive Development

Practical Task: Assess the child's age-appropriate cognitive abilities through experimental activities and present the results in a video.

Requirements:

- Activities may be conducted with 1–4 children.
- Each group member must individually conduct 3–4 activities.
- Select 2–4 activities for each cognitive ability.
- Provide a comfortable and safe environment for the child.

- Place only the materials required for the current activity on the table.
- The final video must be 6–10 minutes long.
- Obtain prior consent from the child’s parent or legal guardian and indicate the child’s age.
- Upload the videos to the class YouTube channel as “**Unlisted**” and share the links with the instructor for assessment.

The report must include:

- A brief explanation of the activities selected to assess Piagetian cognitive abilities;
- the division of responsibilities among group members and the activities completed by each member;
- links to the books, scientific articles, websites, and other resources used to select and prepare the activities.

The report must be printed, placed in a folder, and submitted to the instructor.

Deadline for Group Assignment III: 5 December 2026.

Rules of Group discussion

Apply active listening and empathy skills when disagreements arise during discussions.

Use positive communication methods to advance one's ideas during the discussion.

Adapt to team dynamics and contribute to achieving a successful outcome.

Avoid monotonous speech during the presentation.

Exhibit team spirit throughout the presentation.

Introduces an "energizer" to stimulate participants

Engage the audience using role-playing, practical demonstrations, equipment, video, and citation from international scientific studies.

Attendance Policy and Criteria for Being Late for a Lesson:

- A student who arrives late to class will be permitted to enter the auditorium, but their tardiness will be noted. They are expected to sit quietly, listen to the lesson, and join in discussions without causing any disruption.
- It is important for students to attend all classes. If a student is unable to attend due to a valid reason (such as illness or family issues), they must report the matter to the faculty dean. Students who miss more than 25% of the total subject matter hours will not be allowed to take the exam.
- Attends every lesson; 1 point is deducted for every 2 lessons missed.

Criteria for Practical Work:

- Students must identify projects for individual presentation and present them to the group, focusing on innovation and topic-based research.
- Students will be actively involved in questionnaire and questioning methodologies to self-assess and gain insights into new teaching and learning skills for each subject.

Criteria for Assessing Activity:

- Disruptive behavior in the classroom, use of unethical language, inappropriate and unauthorized discussions, use of cell phones, hearing aids, radios, and engagement in activities unrelated to the course (such as reading, writing, taking pictures, etc.) are considered factors affecting activity.
- Active participation in discussions is required.

	Use of Artificial Intelligence (AI) Generative AI may be used as a supporting resource when students are planning group presentations, improving the clarity of written work, developing search keywords, or organizing ideas. Its use should remain secondary to the student's own academic work. In Group Assignments I and II, students are expected to select and read the required scientific articles themselves and to make their own connections between research findings and educational psychology concepts such as classical and operant conditioning. AI may assist with organization or language, but it should not produce the theoretical application or replace the student's interpretation of the articles. All sources, article titles, authors, links, and research findings must be checked against the original academic publication. For Group Assignment III, which involves practical activities with children based on Piaget's theory, all observations and reported outcomes must come from the actual activity conducted by the students. AI-generated child responses, invented observations, simulated results, or fabricated practical evidence are not acceptable. AI may be used after the activity to help organize the written report or improve language, but it cannot substitute for the real practical work. Students are responsible for understanding every part of the work they submit and should be able to explain their theoretical choices, research findings, and practical decisions when asked. AI tools are not permitted during the midterm exam, final exam, or any in-class assessment unless the instructor gives explicit permission. Note: Lecture slides are not shared with students; however, an expanded text-based version of each presentation is provided in PDF format.
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Tentative Schedule

Week	Date/Day (tentative)	Topics	Textbook/Assignments
1	16.09.2026	Getting to know students, discussing the syllabus and rule of the course given. Introduction to educational psychology: Education and psychology relationships. Effective Teaching.	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 1 (p. 8-17) 2. A. Woolfolk, Educational Psychology, thirteenth edition. Pearson, 2016 (p. 29-56) 3. M. Mishra, P. Lata, P. Vashistha, P. Mishra. An introduction to educational psychology (first edition). AGPH books 2023. (p. 1-14)

2	23.09.2026	Trends in Education Culture and diversity. Increased Diversity Increased Instructional Technology Accountability in Education Increased Professionalism of Teachers The role of educational psychology.	K. Seifert and R. Sutton. Educational Psychology. Second edition. 2009. Chapter 1 (p. 8-17)
3	30.09.2026	Perspectives about learning Behaviourism and behavioural learning theories Respondent Conditioning and learners Understanding how behavioural changes impact the learning process. Examining the principles of classical conditioning and its influence on learning. Implementing classical conditioning strategies to enhance teaching and learning outcomes in the educational setting. Group work	K. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 2 (p. 22-27)
4	07.11.2026	Perspectives about learning. Operant conditioning and people's learning Examining the principles of operant conditioning and its influence on learning. Implementing operant conditioning strategies to enhance teaching and learning outcomes in the educational setting. Group work	K. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project (p. 28-32)
5	14.11.2026	Observational learning. Social Learning Theory: Understanding the fundamental concepts of social learning theory. Observational Learning: Examining how individuals learn by observing others. Broken Window Theory: Exploring how environmental cues influence behavior. Rhythm 0 Experiment: Analyzing the impact of passive observation on behavior and ethical considerations. Types of Misconduct in Education: Identifying and addressing various forms of abuse within the educational setting. Principles of Reinforcement and Punishment: Understanding how reinforcement and punishment influence behavior and learning.	1.K. Seifert and R. Sutton. Educational Psychology. Second edition. 2009 (p. 32-34) 2. Internet based materials

6	21.11.2026	Constructivism. Psychological constructivism. The Piagetian perspective about cognitive development. Understanding the foundational principles of constructivist theory. Examining Jean Piaget's theories on how cognitive development unfolds through stages and its implications for learning	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project (p. 34-37)
7	28.11.2026	Teaching and Learning Models: Bloom's Taxonomy: A comprehensive framework for classifying educational goals and assessing learning outcomes across cognitive levels. Bruner's Discovery Learning: An exploration of Jerome Bruner's model emphasizing the role of exploration and inquiry in the learning process.	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text. Project. Chapter 3 (s. 35-37)
8	04.11.2026	Midterm exam	
9	11.11.2026	Brain and Cognitive Development, Atkinson-Shiffrin Model of Memory Understanding Cognitive Development: Insights into how brain development impacts cognitive processes and learning. Effective Learning Strategies: Approaches and techniques to enhance learning based on cognitive development principles. An examination of the multi-store model of memory, detailing the processes of encoding, storage, and retrieval across sensory, short-term, and long-term memory systems.	S.E.Wood, E.G. Wood and D. Boyd (2005). Mastering the world of psychology.USA, Pearson Education (s. 170-173, 188-189)
10	18.11.2026	Student development and student diversity Developmental milestones. Developmental Stages and Age Periods Learners diversity. Individual styles of learning and thinking. Multiple intelligences. Gifted and talented students.	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text. Project. Chapter 3-4 (s. 41-80)
11	25.11.2026	The self, the impact of socialization and and community. Moral development theories. The impact of family models and parenting styles on children development. Family-school partnership	1. Woolfolk, A. (2018). Educational Psychology (98-139) 2. Family - school partnerships framework A guide for schools and families. Australian Government, department of Education, Employment and Workplace Relations (s. 4-14)
12	02.12.2026	Students with special educational needs. Learning disabilities Attention deficit hyperactivity disorder. Intellectual disabilities.	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 5 (p.83-102)

		Behavioral disorders Physical disabilities and sensory impairments.	2. UAFA United Aid for Azerbaijan (UAFA) & Georgetown University Center for Child and Human Development. (n.d.) (2019). <i>Childhood Health, Education and Social Development (CHED)</i> [Non-degree programme course materials]. Supported by BP.
13	09.12.2026	Student motivation, teaching and learning environment Learning and motivation. Types of motivation The nature of classroom communication Effective verbal communication Effective nonverbal communication	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project Chapter 6 (p. 154-173) 2. Woolfolk, A. (2018). Educational Psychology (469-509)
14	16.12.2026	Teaching and Assessing. Classroom assessment Grading International standardized testing.	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 11-12, s. 240-292 2. Woolfolk, A. (2018). Educational Psychology (594-630)
15	23.12.2026	Classroom management and the learning environment Strategies and techniques for organizing and maintaining an orderly, productive learning atmosphere. Designing the Physical Environment of the Classroom Creating a supportive, engaging, and inclusive setting that enhances student learning and development Peer mediation for conflict resolution	1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 7 (p. 134-151) 2. NSW department of education and communities - Peer Mediation Program for Primary Schools
16		Final exam	