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| General information | Subject, code and credits | EDU645 Educational Psychology, 6AKTS | |
| | Department | Education | |
| | Program | Graduate | |
| | Academic semester | Spring, 2022 | |
| | Instructor | Aydan Khasmammadzade | |
| | E-mail: | khasmammadzade@gmail.com | |
| | Phone number: | 0504611122 | |
| | Room | | |
| | After class consultations: | After class sessions (around 10-15 minutes) | |
| Prerequisite | - | | |
| Language of instruction | English | | |
| Mandatory/ Elective | Mandatory | | |
| Textbooks and course materials | <p>Main literature:</p> <ul style="list-style-type: none"> - Seifert, K. and Sutton, R. (2009). Educational Psychology (2nd ed.) - Jimerson, S. R., Oakland, T. D. and Farrel, P.T. (2006). The Handbook of International School Psychology. - Corno, L and Anderman, E. M. (2015). Handbook of Educational Psychology - American Psychiatric Association. (2013) Diagnostic and statistical manual of mental disorders, DSM-V | | |
| Course description | <p>The course is looking at educational process from different points of view found in the psychological literature. The topics cover behavior, cognition, the unconscious, intelligence level and its variations, the study of how people learn, including teaching methods, instructional processes, and individual differences in learning. Will be discussed the issues around distinct theories in the study of educational psychology. 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. New methods will be reached to students as the help tool for future investigations in this field.</p> | | |
| Course objectives | <p>The main purpose of the course to explain educational process as the complex of the psychological phenomenon. At the same time biological, psychological and social sides of the teacher and student will be compared as the key parts on the way to explain the education as the main complex part of society. As the additional point of course aim there should be noted, that the course tries to develop the students as future scientists (the main aim is practically show how to use personality tests on people)</p> | | |
| Learning outcomes | <p>By the end of the semester, students will be able:</p> <ol style="list-style-type: none"> 1. To understand and differentiate the main theories of the educational process 2. To know education as accumulation of main psychological processes 3. To analyze and use methods of educational psychology 4. To differentiate the psychological problems (abnormalities) from the common psychological point <p>To use newest methods in the field of psychology.</p> | | |
| Teaching method | Lectures | | + |
| | Group discussion | | + |
| | Practical exercises | | + |
| | Case study analysis | | + |
| Evaluation | Components | Date/deadline | Percentage (%) |

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| Midterm exam | | 30 (6 open ended questions) |
| Activity | | 5 (the level of student involvement in classwork) |

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| Tests | | 10 (questions, which studied during class) |
| Presentation/ group discussion | 1 month since the project will be announced. | 10 (will be based on used literature and ability to answer to group questions) |
| Final exam | | 40 (open questions) |
| Attendance | 7 absence is the limit | 5 (participance of the student in class) |
| Total | | 100 |

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| Rules (teaching policy and behavior) | <p>Attendance and criteria for being late for a lesson:</p> <ul style="list-style-type: none"> • It is important for students to attend all classes. If a student is unable to attend classes for a valid reason (illness, family status, etc.), he / she must report the matter to the faculty dean. Students who do not take more than 25% of the total subject mat-ter hours are not allowed to take the exam. <p>Criteria for practical issues:</p> <ul style="list-style-type: none"> • Identifying projects for individual presentation and presenting them to the group with presentations based on innovation, and topic-based research. • Students will be actively involved in the questionnaire and questioning methodology so that they can self-assess and gain insight into each sub-ject's new teaching and learning skills. <p>Criteria for assessing activity:</p> <ul style="list-style-type: none"> • Disrupting the classroom and using unethical phrases during class, engage in inap-propriate and unauthorized discussions, use cell phones, hearing aids and radio, and engage in other activities not related to the course (reading, writing, taking pictures, etc.). is regarded as a factor affecting activity • Active participation in discussions. |
| Schedule (can be changed) | |

| Week | Planned sched- | Topics | Literature |
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| 1. | 17.02.22 | Introduction to educational psychology. The learning process. Teachers' perspectives on learning. Major theories and models of learning. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Sutton. The Handbook of International School Psychology |
| 2. | 24.02.22 | Student development. Why development matters. Physical development during the school. Cognitive development: the theory of Jean Piaget. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Sutton. The Handbook of International School Psychology |
| 3. | 03.03.22 | Social development: relationships, personal motives, and morality. Moral development: forming a sense of rights and responsibilities. Understanding "the typical student" versus understanding students | Educational Psychology, Second Edition (2009). Kelvin Seifert and Sutton. The Handbook of International School Psychology |
| 4. | 07.03.22 | Student diversity. Individual styles of learning and thinking. Multiple intelligences. Gift-ed and talented students. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Sutton. The Handbook of International School Psychology |
| 5. | 14.03.22 | Gender differences in the classroom. Differences in cultural expectations and styles. Accommodating diversity in practice. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Sutton. |

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| 6. | 21.03.22 | Students with special educational needs. Three people on the margins. Growing support for people with disabilities: legislation and its effects. Responsibilities of teachers for students with disabilities. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Sutton. The Handbook of International School Psychology |
| 7. | 28.03.22 | Categories of disabilities—and their ambiguities. Learning disabilities Attention deficit hyperactivity disorder. Intellectual disabilities. Behavioral disorders Physical disabilities and sensory impairments. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Rosemary Sutton |
| 8. | 04.04.22 | Midterm exam. | |
| 9 | 11.04.22 | Student motivation. Motivation as behavior. Motives as goals. Motives as interests. Motivation as self-efficacy. Motivation as self-termination | Educational Psychology, Second Edition (2009). Kelvin Seifert and Rosemary Sutton |

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| 10. | 18.04.22 | Classroom management and the learning environment. Responding to student misbehavior. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Rosemary Sutton |
| 11. | 25.04.22 | The nature of classroom communication. Effective verbal communication. Effective nonverbal communication. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Rosemary Sutton |
| 12. | 02.05.22 | Facilitating complex thinking. Critical thinking. Creative thinking. Problem-solving. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Rosemary Sutton |
| 13. | 09.05.22 | Student-centered models of learning. Inquiry learning. Cooperative learning. Examples of cooperative and collaborative learning. | Educational Psychology, Second Edition (2009). Kelvin Seifert and Rosemary Sutton |
| 14. | 16.05.22 | Selecting general learning goals. Formulating learning objectives. The Work of Educational Psychologists in a Digitally | Handbook of Educational Psychology (2015) Edited by Corno and Aderman |
| 15. | 23.05.22 | Teacher-made assessment strategies. Basic concepts. Selecting appropriate assessment techniques I: high quality assessments | The Handbook of International School Psychology |
| 16. | 30.05.22 | Action research: studying yourself and your students. Quiz | Educational Psychology, Second Edition (2009). Kelvin Seifert and Sutton. |
| | | Final exam | |

