

General information	Subject Title, code and credit hours	PSYC645 Educational Psychology, 6 ETCS
	Department	Education
	Program (undergraduate, graduate)	Graduate
	Associated Term	Fall 2025
	Instructor	Aliyeva Gulshan Aliesker
	E-mail:	gulshen.kovser@gmail.com gulshan.aliyeva@khazar.org
	Lecture room/Schedule	Neftchilar campus
	Consultations	After classes
Language	English	
Course	Mandatory	
References and sources	<ul style="list-style-type: none"> ➤ Seifert, K., & Sutton, R. (1996). <i>Educational psychology</i>. ➤ Sternberg, R. J., & Williams, W. M. (2002). <i>Educational psychology. Boston, MA.</i> ➤ Santrock, J. W. (2011). <i>Educational psychology</i>. McGraw-Hill. ➤ Research Method in Psychology, The Open University of Hong Kong, 2012 https://saylordotorg.github.io/text_research-methods-in-psychology/ 	
Course description	<p>The syllabus reflects the materials of the standard course on the subject of “Educational Psychology”.</p> <p>The teaching of the subject reflects the two leading aspects of educational psychology - the mutual relations between the learner (pupil, student) and the educator (teachers, trainers, etc.), their individual psychological characteristics, and the foundations of learning. At the same time, during the course, students will also become familiar with the individual differences of students, acquire knowledge and skills related to the elimination of problems encountered during education. The characteristic features of the classroom environment, as well as the analysis of bullying cases recorded in the classrooms, will be examined.</p>	
Course objectives	<p>As a result of teaching the subject, the student should have the necessary knowledge about the following issues:</p> <ul style="list-style-type: none"> • be able to distinguish concepts related to educational psychology • be able to understand the services that educational psychology brings to education and teaching • explain the methods used in educational psychology • know the basic concepts related to the development of the individual of students • know the factors that affect the development of students • be able to establish a connection between developmental stages and learning at appropriate ages • know the impact of physical development on human life, as well as social relationships and, as a result, learning • study cognitive development and be able to apply the knowledge gained from cognitive approaches to the teaching profession • study sexual development in children and know the importance of 	

	sexual education <ul style="list-style-type: none"> • be able to distinguish between normal sexual behavior and problematic behavior in children and adolescents • be able to determine the influence of school, teacher and friends on personality development • have a deep understanding of the learning and teaching process • know about different types of learning and use these learning opportunities in lessons from time to time apply • be able to shape a learning environment • understand the importance of motivation in the learning process of students and use motivational techniques • acquire knowledge about classroom management • be able to choose the right response in problem situations 		
Learning outcomes	During the implementation of the above objectives, students: <ol style="list-style-type: none"> 1. Acquire theoretical knowledge about educational psychology; 2. Acquire knowledge about the mental development of students; 3. Understand individual differences between students in classes; 4. Learn the psychological foundations of the assessment process; 5. Learn the basics of the teaching process in classes, as well as interpersonal relationships. 		
Teaching methods	Lecture	+	
	Group discussion	+	
	Classroom activity	+	
	Case analyzing	+	
Assessment	Components	Dates (deadlines)	Percentage%
	Participation	Throughout semester	10
	Attendance	Throughout semester	10
	Group work	Throughout semester	15
	Mid-term exam	November	30
	Final exam	December	35
	Total		100
Rules (Teaching policy and behaviour)	Class participation and attendance grading criteria To be prepared to classes, be active during class, ask questions about the topic in discussions and make logical comments according to the topic. At this time, it is important to respect the opinions of other group members, not to divide their words, listen carefully, ask questions and make comments. 9-10 points: Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to class discussions. Offers analysis, synthesis, and evaluation of readings and class discussions; an example would be putting together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing class discussion: when providing analysis stays focused on the topic, responds in a very ethical and thoughtful way to other students' comments, contributes to the cooperative argument-building process, suggests alternative ways of approaching material and helps class analyze		

	<p>which approaches are appropriate to the local context. Demonstrates ongoing very active involvement.</p> <p>7-8 points: Good preparation is demonstrated: knows reading facts very well, has thought through implications of them. Offers interpretations and analysis of readings class discussions (more than just facts) to class. Contributes well to discussion in an ongoing way: provides the responses to other students' points, analyses own points, questions others in an ethical and constructive way, offers and supports suggestions that may be counter to the majority's opinion. Demonstrates consistent ongoing involvement.</p> <p>5-6 points: Demonstrates adequate level of preparation: knows basic reading & class discussion facts, but doesn't show evidence of trying to interpret or analyze them. The information provided is straightforward (e.g. from reading or lecture). Demonstrates moderate degree of contribution without being called on.</p> <p>1-4 points: Present, not disruptive.</p> <p>zero points: Absent most of the time or presence is disruptive (late for classes most of the time, leave the classroom for more than once during the class, uses phones and other devices for other than class related purposes, breaks agreed class participation related rules).</p> <p>Group work and presentation Presentations should be consistent with interactive learning methods and should be research-based. During the presentation, details such as conveying information, the content of the presentation, the organization of the presentation, capturing the audience, referring to recent literature will be taken into consideration. Presentations can be presented as group work.</p> <p>Grading Criteria for presentation and group work: Organization- 5 point if: The presentation is appropriate for the topic and audience. The information is presented in a logical sequence. References are included. Content- 5 point if: Introduction is attention-getting, lays out the problem very well, and establishes a framework for the rest of the presentation. Presentation contains accurate information. Material included is relevant to the overall purpose of the presentation. There is an obvious conclusion summarizing the research. Whole presentation - 5 point if: Presenters maintain appropriate eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Presenter uses a clear, audible voice. Good language skills and pronunciation are used. Visual aids are well prepared, informative, effective, and not distracting. Length of presentation is within the assigned time limits. Information was well communicated.</p>
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Rules: 1. Each lesson requires a creative approach and activity. 2. During the lesson, it is forbidden to disrupt the lesson process, make unethical actions, conduct inappropriate and unauthorized discussions, use a mobile phone, listening device and radio, and engage in other activities not related to that lesson. 3. Attendance. 4. Participation of students in all classes is important. If the student is unable to attend classes due to certain reasons (illness, family situation, etc.), then he should inform the dean of the faculty about this. A student who does not attend more than 25% of the total hours of study in the subject is not allowed to take the exam. 5. Lateness to class and other class violations.			
Tentative schedule			
Week	Date	Topics to be covered	Textbook
1.	18.09.2025	Introduction to educational psychology. Research methods applied in educational psychology	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 1.
2.	25.09.2025	Cognitive development. Appropriate age periods, developmental theories, Piaget and Vygotsky's theories	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 2.
3.	09.10.2025	Social environment in the educational process. Socio-emotional development. Family, peers and school environment	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 3.
4.	16.10.2025	Individual differences in the learning process. Differences in gender, ethnicity, religion, cultural factors	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 5.
5.	23.10.2025	Learning difficulties in the educational process. -- Students with physical disabilities. -Specially gifted students	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 6.
6.	30.10.2025	Assimilation of knowledge in the educational process. Psychological foundations of attention, memory processes	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 8.
Mid-term exam			
7.	06.11.2025	Cognitive processes: Problem situation solving, cause-and-effect relationship, decision-making (inductive, deductive), problem-based and project-	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 9.

		based learning	
8.	13.11.2025	Teaching models in the educational process. Teacher based; Student (learner) based model	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 12.
9.	20.11.2025	Analysis of the problem of motivation in the educational process. Internal and external motivation factor; Sociocultural context	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 12.
10.	27.12.2025	Classroom management. Fundamentals of creating a positive environment.	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 13.
11.	04.12.2025	Bullying cases in the educational process. Study of the problem of bullying	Santrock, J. W. (2011). <i>Educational psychology</i> . McGraw-Hill. Chapter 14.
12.	11.12.2025	Reflection class. Group work presentation	
13.	18.12.2025	Group work presentation	
15.	25.12.2025	Group project work grading category and criteria	
Final exam			