| Subject Details | Subject Title, code and credit hours | PSYC 304 Educational Psychology, 3KU (6AKTS) | |
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| | Department | Psychology | |
| | Program (bachelor's and master's degree) | Bachelor | |
| | Associated Term | 2024 fall | |
| | Instructor | Sevinj Maharramova | |
| | E-mail: | sevinjmaharramova.telimchi@gmail.com | |
| | Phone | - | |
| | Lecture room/Schedule | Nefchilar campus | |
| | Consultations | Make an appointment in a mail | |
| **Teaching language** | English | | |
| **Subject type (mandatory/elective)** | Mandatory | | |
| **Readings** | Required Textbook<br>1. K. Seifert and R. Sutton. Educational Psychology. Second edition. 2009<br>2. Woolfolk, A. (2018). Educational Psychology (13th Edition). Pearson<br>3. S. E. Wood, E.G. Wood and D. Boyd (2005). Mastering the world of psychology. USA; Pearson Education | | |
| **Teaching methods** | Lecture | + | |
| | Group discussions | + | |
| | Activities | + | |
| **Assessment and Grading** | Components | Deadlines | Percentage (%) |
| | Midterm exam | Week 8 | 30 |
| | Being active member of learning community | During semester | 5 |
| | Attendance | During semester | 5 |
| | Presentation/Group discussion | Each lecture has its group discussion and ppt | 20 |
| | Final exam | | 40 |
| **Course ouline** | **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.<br><br>This course provides a comprehensive overview of learning theories and their practical applications. | | |
| **Course aims** | As a result of teaching the subject, the student should possess the necessary knowledge about the following issues:<br><br>1. A general understanding of educational psychology.<br>2. Basic concepts related to learning and development.<br>3. Characteristics of children's development.<br>4. The ability to identify factors affecting learning, including the influence of family, school, teachers, and the social environment.<br>5. The ability to shape the teaching environment effectively.<br>6. The ability to choose appropriate responses in problematic situations.<br>7. Skills and habits in understanding learning theories and applying these theories in the educational environment | | |

| Learning Outcomes | At the end of the course students will be able to acquire the following: <ul><li>Mastery of fundamental principles and theories in educational psychology.</li><li>Ability to apply psychological theories to improve teaching practices and student learning.</li><li>Understanding fundamental principles and processes related to how individuals learn and grow.</li><li>Develop Expertise in Classroom Management: Gain in-depth knowledge and skills for creating and maintaining an organized and productive learning environment.</li><li>Build effective communication techniques to foster positive interactions and support student needs.</li></ul> |
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| Marking Criteria | **I. Activity** <ul><li>Demonstrate the ability to express a personal approach during question-and-answer sessions, which measures comprehension of the lesson in each discussion.</li></ul> **II. Group Presentation / Group Discussion** <ul><li>Effectively divide duties to achieve the group's common goal and fulfill individual responsibilities.</li><li>Apply active listening and empathy skills when disagreements arise during discussions.</li><li>Use positive communication methods to advance one's ideas during the discussion.</li><li>Adapt to team dynamics and contribute to achieving a successful outcome.</li><li>Avoid monotonous speech during the presentation.</li><li>Exhibit team spirit throughout the presentation.</li><li>Introduces an "energizer" to stimulate participants</li><li>Engage the audience using role-playing, practical demonstrations, equipment, video, and citation from international scientific studies.</li></ul> |
| Rules (educational policy and behavior) | **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.

| Week | Topics | Referance |
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| 1. | Getting to know students, discussing the syllabus and rule of the course given.<br>Introduction to educational psychology:<br>• Education and psychology relationships.<br>• Effective Teaching. | 1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 1 (s. 8-17)<br>2. A. Woolfolk, Educational Psychology, thirteenth edition. Pearson, 2016 (s. 29-56)<br><br>Handouts will be provided by the instructor. |
| 2. | Trends in Education<br><br>• Culture and diversity.<br>• Increased Diversity<br>• Increased Instructional Technology<br>• Accountability in Education<br>• Increased Professionalism of Teachers<br>• The role of educational psychology. | K. Seifert and R. Sutton. Educational Psychology. Second edition. 2009. Chapter 1 (p. 8-17)<br><br>Handouts will be provided by the instructor. |
| 3. | Perspectives about learning<br>• Behaviourism and behavioural learning theories<br>• Respondent Conditioning and learners<br>• Understanding how behavioural changes impact the learning process.<br>• Examining the principles of classical conditioning and its influence on learning.<br>• Implementing classical conditioning strategies to enhance teaching and learning outcomes in the educational setting.<br>• Group work | K. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 2 (p. 22-27) |
| 4. | Perspectives about learning.<br>• Operant conditioning and people's learning<br>• Examining the principles of operant conditioning and its influence on learning.<br>• Implementing operant conditioning strategies to enhance teaching and learning outcomes in the educational setting.<br>• Group work | K. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project (p. 28-32) |
| | Observational learning. | |

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| 5. | • Social Learning Theory:<br>• Understanding the fundamental concepts of social learning theory.<br>• Observational Learning: Examining how individuals learn by observing others.<br>• Broken Window Theory: Exploring how environmental cues influence behavior.<br>• Rhythm 0 Experiment: Analyzing the impact of passive observation on behavior and ethical considerations.<br>• Types of Misconduct in Education: Identifying and addressing various forms of abuse within the educational setting.<br>• 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)<br><br>2. Internet based materials<br><br>Handouts will be provided by the instructor. |
| 6. | Constructivism. Psychological constructivism.<br>• The Piagetian perspective about cognitive development.<br>• Understanding the foundational principles of constructivist theory.<br>• 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)<br>Handouts will be provided by the instructor. |
| 7. | Teaching and Learning Models:<br>• Bloom's Taxonomy: A comprehensive framework for classifying educational goals and assessing learning outcomes across cognitive levels.<br>• 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)<br><br>Handouts will be provided by the instructor. |
| 8. | **Midterm exam** | |
| 9. | Brain and Cognitive Development, Atkinson-Shiffrin Model of Memory<br><br>• Understanding Cognitive Development: Insights into how brain development impacts cognitive processes and learning.<br>• Effective Learning Strategies: Approaches and techniques to enhance learning based on cognitive development principles.<br>• 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)<br><br>Handouts will be provided by the instructor. |
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| 10. | Student development and student diversity<br>  • Developmental milestones.<br>  • Developmental Stages and Age Periods<br>  • Learners diversity.<br>  • Individual styles of learning and thinking.<br>  • Multiple intelligences. Gifted and talented students. | 1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text. Project. Chapter 3-4 (s. 41-80)<br>Handouts will be provided by the instructor. |
| 11. | The self, the impact of socialization and and community.<br>  • Moral development theories.<br>  • The impact of family models and parenting styles on children development.<br>  • Family-school partnernship | 1. Woolfolk, A. (2018). Educational Psychology (98-139)<br><br>2. 2.FAMILY - SCHOOL PARTNERSHIPS FRAMEWORK A guide for schools and families. Australian Government, department of Education, Employment and Workplace Relations (s. 4-14)<br>Handouts will be provided by the instructor. |
| 12. | Students with special educational needs.<br>  • Learning disabilities<br>  • Attention deficit hyperactivity disorder.<br>  • Intellectual disabilities.<br>  • Behavioral disorders<br>  • Physical disabilities and sensory impairments. | 1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 5 (p.83-102)<br>2. Internet-based materials<br>3. UAFA & CHED materials<br>Handouts will be provided by the instructor. |
| 13. | Student motivation, teaching and learning environment<br>  • Learning and motivation.<br>  • Types of motivation<br>  • The nature of classroom communication<br>  • Effective verbal communication<br>  • Effective nonverbal communication | 1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project Chapter 6 (p. 154-173)<br><br>2. Woolfolk, A. (2018). Educational Psychology (469-509) |
| 14. | Teaching and Assessing.<br>  • Classroom assessment<br>  • Grading<br>  • International standardized testing. | 1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 11-12, s. 240-292<br>2. Woolfolk, A. (2018). Educational Psychology (594-630) |
| 15. | Classroom management and the learning environment<br>  • Strategies and techniques for organizing and maintaining an orderly, productive learning atmosphere. | 1. Seifert, Sutton. (2009). Educational Psychology. Zurich: Global Text Project. Chapter 7 (p. 134-151) |

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| | • Designing the Physical Environment of the Classroom<br>• Creating a supportive, engaging, and inclusive setting that enhances student learning and development<br>• Peer mediation for conflict resolution | 2. NSW department of education and communities - Peer Mediation Program for Primary Schools<br><br>Handouts will be provided by the instructor. |
| 16. | **Final exam** | |