

Educational Psychology

7.1 Module Overview									
Module Number		Module Title	Educational Psychology						
Stage of Principal Programme			2	Semester	2	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module		Approx. proportion of total (hours)		
Contact Hours									
In person face-to-face					✓		24		
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:					✓		101		
<ul style="list-style-type: none"> independent reading, engagement with VLE, research and preparation of assessments 									
Total							125		

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area
	Staff - Learner Ratio X:Y
	1:120

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?		If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Describe and debate the assumptions of teacher expectations from the 1940s to present.	3, 8
2. Discuss and evaluate the historical background of pupil motivation and Goal Theories.	2, 8

3. Critically evaluate streaming at primary and post-primary level via philosophical and psychological viewpoints.	2
4. List and describe features and causes of Specific Reading Disorders.	2, 8

7.3 Indicative Module Content, Organisation and Structure

The aim of this module is to demonstrate the contribution of psychology to educational practice. The objective is to introduce the learner to research on classroom behaviour and management, pupil-teacher relationships, pupil motivation, learner readiness, individual differences and difficulties pupils may experience such as reading and writing disorders.

Below is the indicative module organisation and structure:

What is Educational Psychology?

- The Contribution of Psychology to Educational Practice
- Educational Psychology and Other Branches of Psychology
- Educational Psychology in Practice

Learner Behaviours and Classroom Management

- Research on Behaviour in Classrooms (Plato to Russell)
- Teaching Rules and Procedures
- Socialisation and the School
- Discipline and the School
- The Socioemotional Climate of the Classroom

Factors Affecting Pupil Achievement

- Teacher Expectations
- Studies of Teacher Effectiveness
- Models of School Learning
- Pupils Background Characteristics
- John Locke (1632-1704) and the child as a Tabula Rasa

The Psychology of Motivation

- Motivation and its Historical Background
- Achievement Motivation
- Expectancy X Value Theory
- Goal Theory
- Motivating the Child in the Classroom
- Literature across the last decades on learner motivation, from Dickens to Educating Rita.

Individual Differences and Learner Readiness

- Child Diversity and how to cater for this
- Children with Additional Learning Needs
- Streaming at Primary and Post-Primary Level
- Catering for Gifted Children
- Film and Media depictions of individual differences across the years

Reading and Writing Difficulties

- History of Reading Problems
- Features of Specific Reading Disorders
- Causes of Specific Reading Disorders
- Diagnosing Specific Reading Disorders
- Further Research Findings on Reading and Writing Problems in Ireland Today

Psychological and Educational Assessment

- Educational Assessment Tools
- Screening, Selection and Placement
- Monitoring Learner Progress
- Monitoring Learner Difficulties
- Evaluating a School Programme
- Assessment and Accountability

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures and tutorials. The lecturer uses research-informed theories, analysis and critique in delivering the content. Tutorials provide an opportunity for learners to engage in discussion and develop their critical thinking and research skills. Groupwork in tutorials provides opportunity to apply psychological theories and research to real-world scenarios.

Assessments for this module consist of journal critique (50%) and academic poster (50%).

Journal Critique: The journal critique will help develop learners research, academic writing and referencing skills. Learners are encouraged to think critically about psychological research in educational psychology as they evaluate, compare and contrast different theories, and consider the implications of research findings to real-world scenarios. (MIMLOs 2, 3, 4).

Academic Poster: The academic poster gives learners an opportunity to showcase their knowledge and understanding of key theories and research in educational psychology. Learners present their work in academic poster format, utilizing their digital literacy and creative skills. (MIMLOs 1, 2, 3, 4)

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2-4	Journal Critique	50%
1-4	Academic Poster	50%

7.8 Sample Assessment Materials

Continuous Assessment 1: Journal Critique

The aim of this assignment is to present an evaluation of a journal article of your choosing that reports research within one of the key areas of educational psychology.

Learners must give consideration to the following four points:

- 1) Outline any limitations of the research
- 2) Consider the implications of the findings within society
- 3) Provide alternative explanations for the findings of the research
- 4) Provide evidence that may counter the findings of the research

Must use relevant psychological theories and research, cited regularly throughout.

Must adhere to APA7 referencing style throughout and include a reference list.

Continuous Assessment 2: Academic Poster

This module will ask the learner to present an Academic Poster on one of the following subjects:

- Supporting learners with a Specific Learning Disorder
- How to adopt a behavioural strategy to improve disruptive behaviour
- Culture and diversity in the classroom
- Motivating learners

Must include the following sections

- Title
- Introduction/Definitions
- Research
- Areas for Future Research
- Conclusion
- Illustrations (e.g., chart/figure/table)
- Reference list
- **Must use APA7 referencing style.**

Marking:

40% for Appearance:

- Well organised and easy to follow (10%)
- Engaging (10%)
- Clear, neat and legible- not too text heavy (10%)
- Appropriate use of illustrations (charts, tables, and figures) (10%)

60% for Content

- Used headings and used academic writing style (10%)
- Clearly explained topic – easy to understand (10%)
- Presented relevant psychological theories and research (10%)
- Well considered areas for future research and conclusion (10%)
- Displayed critical thinking (10%)
- Adhered to APA 7 referencing style and included reference list (10%)

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.

Good, T. L., & Brophy, J. E. (2007). *Looking in Classrooms*, (10th ed.). Longman.

Krumov, K (2013). *Cross-Cultural Psychology: Why Culture Matters*. Information Age Publishing.

Magnusson, E & Marecek J. (2012). *Gender and Culture in Psychology: Theories and Practices*. Cambridge University Press.

Perepa, P. (2019). *Autism, Ethnicity and Culture : Working with Children and Families From Minority Communities*. Jessica Kingsley Publishers.

Salili, F (2008). *Culture, Motivation and Learning: A Multicultural Perspective*. Information Age Publishing.

Zimmerman, B. J., & Schunk, D. H. (2003). *Educational Psychology: A Century of Contributions*. L. Erlbaum Associates.

Other Reading:

Articles as provided by the Lecturer on Moodle

Clips on Moodle

www.howtobecomeabetterperson.com

Tracy Foster www.educatetheheart.com narrated by Alain de Botton