

## Educational Psychology

<b>Section A: Headline Information</b>	
<b>Module title</b>	Educational Psychology
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	7/8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr Susan Ní Chuileann
<b>Parent programme(s)</b>	BA (Honours) in Arts and Humanities
<b>Stage of parent programme</b>	2
<b>Semester (semester1/semester2 if applicable)</b>	2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, tutorials and web facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 1 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	Child Developmental Psychology
<b>Co-requisite module titles</b>	
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology.
<b>Maximum number of learners per module</b>	60
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2.33
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall, Tutorial Hall, Library, IT resources
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 10	4	1: 6				97: 62 hours Self-directed study and reading 35 hours assessment prep and writing			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				30%			70%	<b>100%</b>		

### Section B: Module Descriptor

#### Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

Educational Psychology is concerned with human maturation, school learning, teaching methods, guidance, and evaluation of aptitude and progress by standardized test.

The rationale for including educational psychology in this Programme is twofold. In the first instance understanding of ways educationalists observe, comprehend and respond to the rapid pace of classroom behaviour is vital for the learner pursuing a career pathway in psychology. In the second instance, the development of teaching styles and how to reflect on same is vital to the learner on an Arts and Humanities degree programme. The concept of what it is to be a child has changed dramatically across the centuries, and this plays out across the core disciplines of this Arts and Humanities Programmes. As such, the contribution of this module rests in its ability to encompass philosophers such as Plato, Locke (1632-1704), Dewey (1859-1952)

	and Russell (1872-1970), as well as theologians and historians and poets as it deepen the knowledge-base and enhance the skill set of the learner taking this module.
<b>Module Aims and Objectives</b>	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.
<b>Minimum Module Learning Outcomes</b>	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Describe and debate the assumptions of teacher expectations from the 1940s to present. (MIPLO 1, 6, 7)</li> <li>2. Discuss and evaluate the historical background of pupil motivation and Goal Theories. (MIPLO 2, 7, 8)</li> <li>3. Critically evaluate streaming at primary and post-primary level via philosophical and psychological viewpoints. (MIPLO 3, 5, 7, 8)</li> <li>4. List and describe features and causes of Specific Reading Disorders. (MIPLO 4, 7)</li> </ol>
<b>Information Provided to Learners about the Module</b>	College Prospectus specifies module name, stage and ECTS.  College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.  Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.  Diploma Supplement contains module name, code, stage and ECTS.
<b>Module Content, Organisation and Structure</b>	<p><b>What is Educational Psychology?</b></p> <ul style="list-style-type: none"> <li>• The Contribution of Psychology to Educational Practice</li> <li>• Educational Psychology and Other Branches of Psychology</li> <li>• Educational Psychology in Practice</li> </ul> <p><b>Learner Behaviours and Classroom Management</b></p> <ul style="list-style-type: none"> <li>• Research on Behaviour in Classrooms (Plato to Russell)</li> <li>• Teaching Rules and Procedures</li> <li>• Socialisation and the School</li> <li>• Discipline and the School</li> <li>• The Socioemotional Climate of the Classroom</li> </ul> <p><b>Factors Affecting Pupil Achievement</b></p> <ul style="list-style-type: none"> <li>• Teacher Expectations</li> <li>• Studies of Teacher Effectiveness</li> <li>• Models of School Learning</li> <li>• Pupils Background Characteristics</li> <li>• John Locke (1632-1704) and the child as a Tabula Rasa</li> </ul> <p><b>The Psychology of Motivation</b></p>

	<ul style="list-style-type: none"> <li>• Motivation and its Historical Background</li> <li>• Achievement Motivation</li> <li>• Expectancy X Value Theory</li> <li>• Goal Theory</li> <li>• Motivating the Child in the Classroom</li> <li>• Literature across the last decades on learner motivation, from Dickens to Educating Rita.</li> </ul> <p><b>Individual Differences and Learner Readiness</b></p> <ul style="list-style-type: none"> <li>• Child Diversity and how to cater for this</li> <li>• Children with Additional Learning Needs</li> <li>• Streaming at Primary and Post-Primary Level</li> <li>• Catering for Gifted Children</li> <li>• Film and Media depictions of individual differences across the years</li> </ul> <p><b>Reading and Writing Difficulties</b></p> <ul style="list-style-type: none"> <li>• History of Reading Problems</li> <li>• Features of Specific Reading Disorders</li> <li>• Causes of Specific Reading Disorders</li> <li>• Diagnosing Specific Reading Disorders</li> <li>• Further Research Findings on Reading and Writing Problems in Ireland Today</li> </ul> <p><b>Psychological and Educational Assessment</b></p> <ul style="list-style-type: none"> <li>• Educational Assessment Tools</li> <li>• Screening, Selection and Placement</li> <li>• Monitoring Learner Progress</li> <li>• Monitoring Learner Difficulties</li> <li>• Evaluating a School Programme</li> <li>• Assessment and Accountability</li> </ul>
<p><b>Module Teaching and Learning Strategy</b></p>	<p>This module will be delivered in a two-hour lecture for twelve weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Consequently, given the depth of knowledge to be covered in this module, small group teaching is also required. To this effect, tutorials lasting one hour across eight of the twelve weeks will be conducted.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
<p><b>Work-Based Learning and Practice-Placement</b></p>	<p>N/A</p>
<p><b>E-Learning</b></p>	<p>Learners will be invited to comment on short Film clips posted on Moodle such as <i>How to Become a Better Person</i>, exploring the values and virtues important in education, narrated by the Philosopher, Alain de Botton) or the animated poem <i>Educate the Heart</i> narrated by the Poet Shane Koyzcan. This poem examines the roles of compassion, kindness and fairness in schools.</p>

<b>Specifications for Module Staffing Requirements</b>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p>1 exam worth 70% Summative (MIMLO 2 3 and 4)</p> <p>1 discussion board worth 30% Formative (MIMLO 1, 3)</p>
<b>Sample Assessment Materials</b>	<p><b>Example Exam Questions (70%)</b></p> <ol style="list-style-type: none"> <li>1. Using the Rosenthal- Jacobson study, describe (30%) and evaluate (40%)the potential effects of the Pygmalion effect on a child with low self-esteem.</li> <li>2. Using the film “The Choir (2014)” with the example of the demanding choirmaster and his rebellious but gifted learner, discuss pupil motivation (40%) and your understanding of same (30%).</li> <li>3. Streaming children (10%) in the last two years of primary school (20%) is an excellent concept: Discuss (40%).</li> <li>4. Describe the characteristics of attentional dyslexia (20%) and discuss its possible causes (50%).</li> </ol> <p><b>Contributing to a Moodle Discussion Board (30%)</b></p> <p>Give your educated opinion on the clip shown (5%)</p> <p>What theory in educational or child developmental psychology does it relate to best? (20%)</p> <p>Would the concept (s) outlined in this clip work in a classroom setting today? (5%)</p>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b></p> <p>Bandura, A., <i>Social Learning Theory</i> (N.J.: Prentice Hall, 1977)</p> <p>Good, Thomas L, and Jere E. Brophy, <i>Looking in Classrooms</i> (New York: Longman, 2000)</p> <p>Zimmerman, B. J., and D. H. Schunk, <i>Educational Psychology: A Century of Contributions</i> (N.J: L. Erlbaum Associates, 2003)</p> <p><b>Other Reading:</b></p> <p>Articles as provided by the Lecturer on Moodle</p> <p><b>Essential Viewing:</b></p> <p>The Choir (2014) a DVD provided in class by the lecturer</p> <p><b>Clips on Moodle</b></p> <p><a href="http://www.howtobecomeabetterperson.com">www.howtobecomeabetterperson.com</a> Tracy Foster</p> <p><a href="http://www.educatetheheart.com">www.educatetheheart.com</a> narrated by Alain de Botton</p>
<b>Module Physical Resource Requirements</b>	<p>Lecture Hall and tutorial room with PowerPoint, DVD and internet access.</p>

