SS5758: EDUCATIONAL PSYCHOLOGY

Effective Term
Semester B 2024/25

Part I Course Overview

Course Title
Educational Psychology

Subject Code
SS - Social and Behavioural Sciences
Course Number
5758

Academic Unit
Social and Behavioural Sciences (SS)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
P5, P6 - Postgraduate Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to provide students with an overview of educational psychology and its application in classroom teaching and learning. It covers general areas on developmental domains of children and adolescents, assessment of teaching and learning, and also learning support and differentiation for learners with diverse needs.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Evaluate the effectiveness of major theories and concepts in educational psychology in applying to classroom teaching and learning;	30	x	x	x
2	Analyze learners' individual differences in learning in terms of intelligence, thinking styles, gender, cultural and socioeconomic diversity;	25	x	x	x
3	Apply knowledge of motivation and learning to create productive learning environments for effective classroom teaching; and	25	x	x	x
4	Criticize the application of different theories and concepts to explain important educational practices/phenomena in local educational settings.	20	x	x	x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Provide students an overview of basic concepts, theories and issues in classroom teaching and learning.	1, 2, 3, 4	
2	Set texts and supplementary handouts	Provide students more comprehensive and in-depth materials of important pedagogical principles and practices of learning and instruction.	1, 2, 3, 4	

3	Case analysis and group presentation	Cases related to learning and behavioural problems of a learner will be provided to students. Individual student has to critically analyse two cases and suggest methods of educational treatment. Groups of students review topics in educational psychology and present their materials to all students in the classroom for further class discussion.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Essay writing	1, 2, 3, 4	50	Individual
2	Case analysis	1, 2, 3, 4	30	Individual
3	Group presentation	1, 2, 3, 4	20	Group

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Essay writing (50%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Evaluate the effectiveness of major theories and concepts in educational psychology; Analyze learners' individual differences in learning; Criticize the application of different theories and concepts to explain important educational practices/phenomena

Excellent

(A+, A, A-) These are papers which provide a well-organized, integrated review of the literature that speaks to the identified theory/concept/practice. The paper links empirical findings sensibly and creatively with actual classroom learning experiences. A sensible and critical assessment of the literature should also be evident. Demonstrating high abilities in critical and original thinking, plus a comprehensive review with in-depth analysis and good organization.

Good

(B+, B, B-) These are papers which provide a good overview of the literature on the chosen theory/concept/practice but without much organization and integration to produce a coherent scientific story about helping students in the classroom. There was some critical assessment of the literature but not enough "depth." Demonstrating significant abilities in critical and original thinking.

Fair

(C+, C, C-) These are papers which do not evidence going beyond the current learning materials and weak in apply or analyze the selected theory/concept/practice. Writing is generally descriptive and summative. Evaluation of the literature is minimal, if existing. Demonstrating moderate abilities in critical and original thinking but with little depth and weak organization.

Marginal

(D) These are papers which do not go beyond the current learning materials and do not apply or analyze the selected theory/concept/practice. The ideas are not presented coherently. The writing is generally poor, though comprehensible with effort. Demonstrating basic abilities with inadequate critical and original thinking.

Failure

(F) Fails to address the objectives of the assignment. Unable to demonstrate basic abilities in critical and original thinking at all.

Assessment Task

Case analysis (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Analyze learners' individual differences in learning; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of different theories and concepts to explain important educational practices/phenomena

Excellent

(A+, A, A-) Sensible, and clear analysis of the case and effective application of theories and practices with strong research evidence. Demonstrating high ability to integrate theory with practice.

Good

(B+, B, B-) Sensible and clear analysis of the case, and descriptive application of theories and practices with adequate research evidence. Demonstrating significant ability to integrate theory with practice.

Fair

(C+, C, C-) Sensible but sketchy analysis of the case, and "vague" application of theories and practice with some research evidence. Demonstrating moderate ability to integrate theory with practice.

Marginal

(D) Does not show sensitive search for appropriate information of the case analysis with limited research evidence. Demonstrating basic ability to integrate theory with practice.

Failure

(F) Assignment not completed. Unable to demonstrate basic abilities to integrate theory with practice at all.

Assessment Task

Group presentation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Evaluate the effectiveness of major theories and concepts in educational psychology; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of different theories and concepts to explain important educational practices/phenomena

Excellent

(A+, A, A-) Sensitive and clear explanation of the chosen variable of individual differences and effective instructional strategies in Hong Kong or international classrooms. Arouse active class participation. Demonstrating high abilities in both critical opinions and formulating logical and coherent arguments with extremely relevant research evidence.

Good

(B+, B, B-) Sensitive and clear explanation of the chosen variable of individual differences, and descriptive application of instructional strategies in HK or international classrooms. Maintain adequate interests in class presentation. Demonstrating

significant level of abilities in both critical opinions and formulating logical and coherent arguments with adequate research evidence.

Fair

(C+, C, C-) Sensitive but sketchy explanation of the chosen variable of individual differences, and "vague" application of instructional strategies in HK or international classrooms. Maintain only a minimal level of interests in class. Demonstrating moderate level of abilities in both critical opinions and formulating logical and coherent arguments with some research evidence.

Marginal

(D) Does not show sensitive search for appropriate information of the chosen variable of individual differences, or inappropriate application of instructional strategies in HK or international classrooms. Difficult in maintaining the attention and interests of the class. Demonstrating basic abilities in both critical opinions and formulating logical and coherent arguments with little research evidence.

Failure

(F) Assignment not completed. Unable to demonstrate basic abilities in critical opinions and formulating logical and coherent arguments.

Assessment Task

Essay writing (50%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Evaluate the effectiveness of major theories and concepts in educational psychology; Analyze learners' individual differences in learning; Criticize the application of different theories and concepts to explain important educational practices/phenomena

Excellent

(A+, A, A-) These are papers which provide a well-organized, integrated review of the literature that speaks to the identified theory/concept/practice. The paper links empirical findings sensibly and creatively with actual classroom learning experiences. A sensible and critical assessment of the literature should also be evident. Demonstrating high abilities in critical and original thinking, plus a comprehensive review with in-depth analysis and good organization.

Good

(B+, B) These are papers which provide a good overview of the literature on the chosen theory/concept/practice but without much organization and integration to produce a coherent scientific story about helping students in the classroom. There was some critical assessment of the literature but not enough "depth." Demonstrating significant abilities in critical and original thinking.

Marginal

(B-, C+, C) These are papers which do not go beyond the current learning materials and do not apply or analyze the selected theory/concept/practice. Evaluation of the literature is minimal, if existing. The ideas are not presented coherently. The writing is generally poor, though comprehensible with effort. Demonstrating basic abilities with inadequate critical and original thinking.

Failure

(F) Fails to address the objectives of the assignment. Unable to demonstrate basic abilities in critical and original thinking at all.

Assessment Task

Case analysis (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Analyze learners' individual differences in learning; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of different theories and concepts to explain important educational practices/phenomena

Excellent

(A+, A, A-) Sensible, and clear analysis of the case and effective application of theories and practices with strong research evidence. Demonstrating high ability to integrate theory with practice.

Good

(B+, B) Sensible and clear analysis of the case, and descriptive application of theories and practices with adequate research evidence. Demonstrating significant ability to integrate theory with practice.

Marginal

(B-, C+, C) Does not show sensitive search for appropriate information of the case analysis with limited research evidence. A "vague" application of theories and practice Demonstrating basic ability to integrate theory with practice.

Failure

(F) Assignment not completed. Unable to demonstrate basic abilities to integrate theory with practice at all.

Assessment Task

Group presentation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Evaluate the effectiveness of major theories and concepts in educational psychology; Apply knowledge of motivation and learning to create productive learning environment; Criticize the application of different theories and concepts to explain important educational practices/phenomena

Excellent

(A+, A, A-) Sensitive and clear explanation of the chosen variable of individual differences and effective instructional strategies in Hong Kong or international classrooms. Arouse active class participation. Demonstrating high abilities in both critical opinions and formulating logical and coherent arguments with extremely relevant research evidence.

Good

(B+, B) Sensitive and clear explanation of the chosen variable of individual differences, and descriptive application of instructional strategies in HK or international classrooms. Maintain adequate interests in class presentation. Demonstrating significant level of abilities in both critical opinions and formulating logical and coherent arguments with adequate research evidence.

Marginal

(B-, C+, C) Does not show sensitive search for appropriate information of the chosen variable of individual differences, or inappropriate application of instructional strategies in HK or international classrooms. A "vague" application of theories and practice. Difficult in maintaining the attention and interests of the class. Demonstrating basic abilities in both critical opinions and formulating logical and coherent arguments with little research evidence.

Failure

(F) Assignment not completed. Unable to demonstrate basic abilities in critical opinions and formulating logical and coherent arguments.

Part III Other Information

Keyword Syllabus

Learner Characteristics; Individual Variations; Learners with Exceptionalities; Different approaches to Learning and Instruction; Motivation and Affect in Teaching and Learning; Instructional Strategies; Creating an Effective Learning Environments.

Reading List

Compulsory Readings

	Title
1	Slavin R. E. (2009). Educational psychology: Theory and practices (9th ed.). Upper Saddle River, NJ: Pearson/Merrill.
2	Woolfolk, A. E. (2010). Educational psychology (11th ed.). Upper Saddle River, NJ: Pearson Education.

Additional Readings

	Title
1	Aelterman N., Vansteenkiste M., Haerens L., Soenens B., Fontaine, J. R. J, & Reeve, J. (2019). Toward an integrative and fine-grained insight in motivating and demotivating teaching styles: The merits of a circumplex approach. Journal of Educational Psychology, 111(3), 497-521. https://doi/org/10.1037/edu0000293
2	Al-Kadri, H. M., Al-moamary M. S., Roberts, C., Van der Vleuten, C. P. M. (2012). Exploring assessment factors contributing to students' study strategies: Literature review. Medical Teacher, 34(s1), S42-S50. https://doi.org/10.3109/0142159X.2012.656756
3	Belvel P. S. (2010). Rethinking classroom management: Strategies for prevention, intervention, and problem solving (2nd ed.). Corwin.
4	Bohanon H., Fenning P., Carney, K. L., Minnis-Kim, M. J., Anderson-Harriss S., & et al. (2006). Schoolwide application of positive behavior support in an urban high school: A case study. Journal of Positive Behavior Interventions, 8(3), 131-145.
5	Egan, K., & Gajdamaschko N. (2003). Some cognitive tools of literacy. In A. Kozulin B. Gindis V. S. Ageyev & S. M. Miller (Eds.), Vygotsky's educational theory in cultural context (pp. 83-98). Cambridge University Press.
6	Fung, S.-C. (2017). Therapeutic use of companion animals: Using animal-assisted therapy to support students with special educational needs. In M. -T. Hue (ed.), School counselling in a Chinese context: Supporting students in need in Hong Kong (pp.46-59). Routledge/Taylor & Francis Group.
7	Hue, M.-T., & Kennedy, K. J. (2014). Creating culturally responsive environments: Ethnic minority teachers' constructs of cultural diversity in Hong Kong secondary schools. Asia Pacific Journal of Education, 34(3), 273-287. https://doi.org/10.1080/02188791.2013.823379
8	Hui, A. N. N., He, M. J. W., Kuo C. C., Tan, A. G., Lyu Y. F., & Chan, L. K. (2018). Gaps and go in policy, practice, and research of gifted education in China, Hong Kong, Singapore, and Taiwan. In K. J. Kennedy & J. C. K. Lee (Eds.), Routledge handbook on schools and schooling in Asia (pp.555-569). Routledge.
9	Jackson, L., & Panyan M. V. (2002). Positive behavioral support in the classroom: Principles and practices. Paul H. Brookes Publishing Co.
10	Kollmayer M., Schober, B., & Spiel, C. (2018). Gender stereotypes in education: Development, consequences, and interventions. European Journal of Developmental Psychology, 15(4), 361-377. https://doi.org/10.1080/17405629.2016.1193483
11	Lalley J. P., & Gentile, J. R. (2009). Classroom assessment and grading to assure mastery. Theory Into Practice, 48(1), 28-35.
12	Marsh, H. W. (2016). Cross-cultural generalizability of year in school effects: Negative effects of acceleration and positive effects of retention on academic self-concept. Journal of Educational Psychology, 108(2), 256-273. https://doi.org/10.1037/edu0000059
13	Mastropieri, M.A. (2010). The inclusive classroom: Strategies for effective differentiated instruction. Merrill.
14	Peterson, C., & Seligman, M. E. P. (2014). Character strengths and virtues: A handbook and classification. American Psychological Association. (e-copy)
15	Poon-McBrayer, K. F. (2012). Implementing the SENCo system in Hong Kong: An initial investigation. British Journal of Special Education 39(2) 94-101. https://doi.org/10.1111/j.1467-8578.2012.00539.x

16	Powell, K. C., & Kalina C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. Education, 130(2), 241-250.
17	Sapron-Shevin M. (2010). Because we can change the world: A practical guide to building cooperative, inclusive classroom communities (2nd ed.). Corwin.
18	Tilstone C., & Layton, L. (2004). Child development and teaching pupils with special educational needs. RoutledgeFalmer.
19	Tomlinson, C. A. (2008). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Association for Supervision and Curriculum Development.(e-copy)
20	Wang, Y., McBride, C., Zhou, Y.-L., Malatesha J. R., & Farver J. A. M. (2018). Becoming literate in Chinese: A comparison of native‐speaking and non‐native‐speaking children. Journal of Research in Reading, 41(3), 511-524. https://doi.org/10.1111/1467-9817.12122
21	Wehmeyer M. L. (Ed.) (2013). The Oxford handbook of positive psychology and disability. Oxford University Press.
22	Wong, H.K., & Wong, R.T. (2009). The First Days of School: How to be an effective teacher. Harry K. Wong Publications.
23	Wood, J.W. (2009). Pathways to teaching series: Practical strategies for the inclusive classroom. Merrill.