

SOSC 3550 (L1): Educational Psychology

Mondays & Wednesdays, 10:30 to 11:50 am HKT; Zoom/TBD

Instructor	Teaching Assistant
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Course description

Educational Psychology relates the fields of psychology and education with one another, examining the theories, research methods, and research findings on human development, learning, and instruction. Topics covered include cognitive, language, and literacy development; social, moral, and emotional development; effective teaching and learning strategies; individual differences in learning; assessment of learning; and educational issues currently relevant in the Hong Kong society. This course is appropriate for those who are interested in a career in teaching, but also for those who are interested in understanding how development occurs across the lifespan and becoming more efficient learners, both inside and outside of the classroom.

Intended learning outcomes (ILOs)

On completion of this course, you will be able to:

1. Gain insights into how researchers in psychology and education contribute to their respective fields
2. Understand recent research relevant to the field of educational psychology
3. Gain fundamental knowledge about how humans learn and develop over the lifetime
4. Analyze human learning and teaching with references to psychological concepts
5. Understand and discuss important current educational issues in the Hong Kong society

Lecture schedule

Date	Topic	Date	Topic
1 Feb	Introduction	3 Feb	EP Superstars: Piaget, Vygotsky
8 Feb	EP Superstars: Dewey, Montessori	10 Feb	Cognitive and language development
15 Feb	<i>Chinese New Year</i>	17 Feb	Cognitive impact of bilingualism
*22 Feb	Social, moral, & emotional development	24 Feb	Understanding and addressing bullying
*1 Mar	Cognitive theories of learning	3 Mar	Memory and meaning-making
8 Mar	Behavioral theories of learning	10 Mar	Reinforcement & punishment in education
15 Mar	Quiz 1	17 Mar	The effective lesson
22 Mar	Effective lesson evaluation activity	24 Mar	Motivating students to learn
29 Mar	Constructivist approaches to instruction	31 Mar	<i>Mid Term Break</i>
5 Apr	<i>Mid Term Break</i>	*7 Apr	Project peer evaluation activity
12 Apr	Standardized testing and assessments	14 Apr	Grouping and differentiation
19 Apr	Learners with exceptionalities	21 Apr	Teaching children with ASD (autism)
*26 Apr	Student diversity	28 Apr	Implementing multicultural education
*3 May	Video showing of <i>My Voice, My Life</i>	5 May	Quiz 2

Note: Course content is subject to change; any changes will be announced in class and on the course Canvas website.

**For a summary of the course assessments and their deadlines, please see pp. 2-3.*

Course communication platform

Announcements and dissemination of supplementary course materials will be made through the course Canvas website (<https://canvas.ust.hk/courses/35725>). You will be directed to read the course materials as necessary during the course.

Learning activities

1. **Lectures**

- Lectures lay the foundation of your learning. They cover the fundamental concepts, involving discussion, interactive activities, videos, and reviews of past research studies. For each topic, additional research articles and news reports that complement the lectures may be recommended, which can be accessed on the course website.
- Lectures provide information you will need to complete the course successfully. Past studies have shown that lecture attendance and participation facilitates learning and predicts course grades.

2. **Quizzes 1 and 2 (15% + 15%)**

- Quizzes assess your learning from the lectures, focusing on your basic conceptual understanding of the course material.
- Everything covered in the class lectures (including video content) may be tested in the quizzes.
- *Quiz 1 (March 15, in class; 15%)* covers the topics from February 1 to March 10 (please see p. 1).
- *Quiz 2 (May 5, in class; 15%)* covers the topics from March 17 to May 3 (please see p. 1).
- Do arrive at the quiz sessions on time. No additional time will be given to late students.
- Absentees will not be granted a make-up quiz, except in the case of critical medical conditions. Doctor's testimony must be provided on the day of the scheduled Quiz.
- Both quizzes will be administered via Canvas Quizzes. You must sign on to Canvas in order to access and complete each Quiz.
- More guidelines, including the format of the quizzes, will be disseminated in due course.

3. **Reading Response Papers 1, 2, and 3 (10% + 10% + 10%)**

- Reading response papers allow you to consider what you have learned from lecture and apply your knowledge when reading about educational psychology.
- For each reading response paper assignment, you will be asked to read a short article related to the topics covered in the course. Afterwards, you will post a 200 (minimum) to 250 (maximum) word response relating the article to the course on Canvas.
- Submissions for the papers are due at 12 noon HKT on the following dates: February 22 (RRP1), March 1 (RRP 2), April 26 (RRP 3). There is no grace period.
- Be sure to submit original work. Your papers will be subject to digital plagiarism detection through www.turnitin.com. Suspected cases may be reported to the school administration. A confirmed case will be subject to a penalty ranging from a reprimand to a failing grade.
- More guidelines, including the grading rubric, will be disseminated in due course.

4. **Individual Teaching Project (30%)**

- The individual teaching project allows you to further apply your understanding of the course material by creating an effective lesson on a topic of your own choosing. This project allows you to imagine yourselves as teachers and put the concepts you have learned thus far in the course to practice.
- The project will be divided into the following parts:
 - A recorded 5- to 10-minute PowerPoint presentation in which you present your finalized course outline with details of your lesson as well as the learning activity you will use to assess your students' understanding. (10%)
 - A paper (500 words maximum) that describes the lesson and assessment rationale in more detail. (20%)
- Please submit your recorded PowerPoint presentation and paper through the course website by the deadline: 5 pm HKT, 3 May. There is no grace period. Submissions received after 5 pm HKT will be subject to a heavy penalty, except in the case of critical medical conditions with a doctor's testimony which must be provided on the date the response paper is due.

- Be sure to submit original work. Your paper will be subject to digital plagiarism detection through www.turnitin.com. Suspected cases may be reported to the school administration. A confirmed case will be subject to a penalty ranging from a reprimand to a failing grade.
- More guidelines will be disseminated in due course.

5. Effective Lesson Evaluation Activity (5%)

- The effective lesson evaluation activity, held on March 22 in class, allows you to apply what you have learned thus far to evaluating a lesson together in class.
- In small groups, you will review a lesson plan, fill out a PowerPoint evaluating the lesson plan, and present your PowerPoint to the whole class.
- Participation is mandatory to receive full credit; the same score will be given to the small group.

6. Project Peer Evaluation Activity (5%)

- The project peer evaluation activity, held on April 7 in class, allows you to help one another on your individual teaching projects.
- You must complete and submit your individual teaching project outline draft beforehand on Canvas by *12 noon HKT, April 6*. Failure to do so will prevent you from receiving full credit.
- Participation is mandatory to receive full credit; the same score will be given to the evaluation teams.

Important dates & assessment scheme

Quiz 1 (15%)	March 15 (in class)
Quiz 2 (15%)	May 5 (in class)
Reading response papers (30%)	February 22, March 1, April 26
Individual teaching project outline draft	April 6
Individual teaching project (30%)	May 3
Effective lesson evaluation activity (5%)	March 22 (in class)
Project peer evaluation activity (5%)	April 7 (in class)

Textbook

Slavin, R.E. (2014). *Educational Psychology: Theory and Practice*. London, UK: Pearson Education Limited.

- Although the textbook is not required, one copy is held on reserve in the library (call no: TBD) for your reference. The articles for the reading response papers will be placed on Canvas in PDF form.

Academic integrity

The University is a community designed for scholarship, one in which academic integrity and honesty are critical values. As a student of UST, you are expected to understand and follow the Academic Honor Code: <http://ugadmin.ust.hk/integrity/honor.html>.

Course feedback

Your opinions are very much valued. Two course feedback sessions, one in the middle and the other (the standard university SFQ) at the end of the course, will be conducted. We also encourage you to speak with the teaching team directly about any concerns or questions you may have about the course.

Got more questions?

- Students can email either the instructor or the TA with their questions; we will always aim to respond within 24 hours.
- We will set up a “Virtual Office Hours” Discussion on Canvas. Here, you can post your questions and concerns for the course; as with email, we will aim to post a response within 24 hours. You can also reference questions other students have posted in the Discussion.
- When it is safe to do so, if you do prefer to come to our offices, please remember to wear a mask!