

SOSC 3550 (L1): Educational Psychology

Tuesdays & Thursdays, 4:30 to 5:50 pm HKT; CYTG009B/Zoom*

*The format of the course will follow University guidelines. Consistent with the other SOSC Psychology courses offered, this course will not be recorded.

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 (Thurs)	Date	Topic (Tues)
2 Sept	Introduction	7 Sept	EP Superstars: Piaget, Vygotsky
9 Sept	EP Superstars: Dewey, Montessori	14 Sept	Cognitive and language development
16 Sept	Cognitive impact of bilingualism	*21 Sept	Social, moral, & emotional development
23 Sept	Understanding and addressing bullying	*28 Sept	Cognitive theories of learning
30 Sept	Memory and meaning-making	5 Oct	Behavioral theories of learning
7 Oct	Reinforcement & punishment in education	12 Oct	Quiz 1
14 Oct	<i>Chung Yeung Festival</i>	19 Oct	The effective lesson
21 Oct	Effective lesson evaluation activity	26 Oct	Motivating students to learn + guest!
28 Oct	Constructivist approaches to instruction	*2 Nov	Project peer evaluation activity
4 Nov	Standardized testing and assessments	9 Nov	Grouping and differentiation
11 Nov	Learners with exceptionalities	16 Nov	Teaching children with ASD (autism)
*18 Nov	Student diversity	23 Nov	Implementing multicultural education
*25 Nov	Education in Hong Kong	30 Nov	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/38208>). 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 facilitate learning and predict 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 (October 12, in class)* covers the topics from September 2 to October 7.
- *Quiz 2 (November 30, in class)* covers the topics from October 19 to November 25.
- 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: September 21 (RRP1), September 28 (RRP 2), November 18 (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 finalized course outline (1 page of text maximum) providing the details of the lesson. (5%)
 - An outline of a learning activity (1 page of text maximum) that assesses students' understanding of the lesson. (5%)
 - A paper (500 words maximum) that describes the lesson and assessment rationale in more detail. (20%)
- Please submit your finalized course outline, learning activity outline, and paper through the course website by the deadline: 5 pm HKT, November 25. 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 October 21 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 PPT evaluating the lesson plan, and present your PPT 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 November 2 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, November 1 (Monday). 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%)	October 12 (in class)
Quiz 2 (15%)	November 30 (in class)
Reading response papers (30%)	September 21, September 28, November 18
Individual teaching project outline draft	November 1
Individual teaching project (30%)	November 25
Effective lesson evaluation activity (5%)	October 21 (in class)
Project peer evaluation activity (5%)	November 2 (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.