

COURSE SPECIFICATION DOCUMENT

Academic School/Department: Communications, Arts and Social Sciences

Programme: Psychology

FHEQ Level: 5

Course Title: Psychology of Education

Course Code: PSY 5430

Course Leader: Dr. Ira Konstantinou

Student Engagement Hours: 120

Lectures: 30

Seminar / Tutorials: 15

Independent / Guided Learning: 75

Semester: Spring

Credits: 12 UK CATS credits

6 ECTS credits

3 US credits

Course Description:

The aim of this course is to investigate the applications of psychology in educational settings. Students will have the opportunity to gain an understanding of the ways psychological theories and research have influenced our understanding of child learning and teaching. Furthermore, this course investigates the impact of certain psychosocial factors on children's educational development, including peer relations, the role of adults, teacher-pupil interactions and barriers to learning. This course provides a rich learning opportunity for students who want to study Educational Psychology on a postgraduate level or for students who wish to pursue a career in teaching.

Prerequisites:

PSY 4210

Aims and Objectives:

By investigating the applications of psychology in educational settings, students will have the opportunity to examine key developments in psychology and education, focusing both on child learning and the implications for practitioners. Students will have the chance to reflect on theories of psychology of learning and education, relating them to recent research in the field and also to their personal experiences.

Programme Outcomes:

5A.i, 5A.ii, 5B.iii, 5C.i, 5D.i, 5Dii

A detailed list of the programme outcomes is found in the Programme Specification. This is maintained by Registry and located at: <https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

Students should be able to:

- Demonstrate factual and conceptual knowledge of key developments in psychology and education and the implications for practitioners.
- Question the concepts and theories of the psychology of learning and education and interrogate the assumptions that underpin theory, practice and research.
- Demonstrate the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms.

Indicative Content:

Behaviourism and Social Learning
Cognitive Development and Learning: Jean Piaget
Sociocultural Aspects of Learning: Lev Vygotsky
Individual Differences and Learning Styles
Peer Relations and Friendships at School
Aggression in School
Teacher-Pupil Interactions
Gender Differences
Special Needs and Inclusion
Socio-emotional Barriers to Learning
Research in Psychology of Education

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board.

Teaching Methodology:

The course material will be covered in the following ways:

- I. Formal lectures
- II. Discussions of key ideas
- III. Recommended readings and websites
- IV. Films

Bibliography:

See syllabus for complete reading list

IndicativeText(s):

Jarvis M. (2005). *The Psychology of Effective Teaching and Learning*. Cheltenham, Nelson Thornes.

Miller, A. (2003). *Teachers, Parents and Classroom Behaviour: A Psychosocial Approach*. Buckingham: OU Press.

Norwich, B. (2000). *Education and Psychology in Interaction*. London: Routledge.

Ormrod, J.E. (2010). *Educational Psychology: Developing Learners* (7th ed.) Pearson Custom Publishing

Pellegrini, A., & Blatchford, P. (2000). *The Child at School: Interactions with Peers and Teachers*. London: Arnold.

Smith, P.K., Cowie, H., & Blades, M. (2011). *Understanding Children's Development* (5th ed). Oxford: Blackwell.

Journals

British Journal of Educational Psychology

School Psychology Review

British Journal of Special Educational Needs

