

**NEAR EAST UNIVERSITY – FACULTY OF EDUCATION**



Department of English Language Teaching  
SYLLABUS  
2015-2016 Spring Semester



<b>Course Code</b> EDS 102	<b>Course Name</b> Educational Psychology	<b>Classroom</b> R10	<b>Weekly Course Hours</b> T A L 3 0 0	<b>Credits</b> 3	<b>ECTS</b> 4	<b>Weekly Time Schedule</b> Gr. 01: Monday 12:00 – 13: 50 Gr. 02: Thursday 12:00 – 13:50
<b>Prerequisite:</b> EDS 101 – Introduction to Educational Science						

<b>Language of instruction:</b> English	<b>Course Type:</b> Compulsory	<b>Year:</b> First Year (Freshmen)	<b>Semester:</b> Spring
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<b>Instructor:</b> Asst. Prof. Dr. Çiçe Çavuşoğlu E-mail: <a href="mailto:cise.cavusoglu@neu.edu.tr">cise.cavusoglu@neu.edu.tr</a> Web page: <a href="http://staff.neu.edu.tr/cise.cavusoglu">http://staff.neu.edu.tr/cise.cavusoglu</a>	Office Hours: Friday 13:00 – 15: 00 Office / Room No: 5 – H 112 Office / Room Phone: 0090 392 444 0638 - 334
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<b>Learning Outcomes</b>	After the completion of this course, the student will be able to <ul style="list-style-type: none"> <li>▶ understand and analyse theories of moral, social, emotional, psychosexual, and cognitive development from birth until late adulthood.</li> <li>▶ link theoretical claims to real life behaviours/issues and discuss the validity of these claims.</li> <li>▶ understand the differences between different approaches to learning.</li> <li>▶ link different approaches to learning to classroom teaching practices by analysing given examples and providing examples from his/her experiences.</li> <li>▶ critically discuss research findings regarding different aspects of learning and learning theories.</li> <li>▶ analyse human behaviours based on theories of cognitive, moral and social theories of development.</li> </ul>
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<b>Joy of Learning Outcomes</b>	By the end of the course, the student will: <ul style="list-style-type: none"> <li>▶ feel that they are active participants of the learning as well as the evaluation processes.</li> <li>▶ be able to link theoretical concepts to real life, everyday experiences.</li> </ul>
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<b>Course Description</b>	The relationship between education and psychology, definition of psychology of education and its functions, basic theories about learning and development, developmental characteristics of human (physical, cognitive, emotional, social and moral), theories of learning, implications of these theories for teaching, theories of intelligence and implications for classroom teaching.
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<b>Course Objectives</b>	Students are expected to develop a critical perspective towards theories of different types of development and learning. They are also expected to understand the implications of these theories for classroom teaching.
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<b>Textbooks and/or References</b>	<ol style="list-style-type: none"> <li>1. Woolfolk, A. (2010). <i>Educational psychology</i> (11<sup>th</sup> Ed.). New Jersey, NJ: Pearson Education.</li> <li>2. Online Lessons/videos (Links available on the task sheet).</li> <li>3. Handouts to be distributed in class</li> </ol>
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<b>Course Content</b>	Definition of educational psychology, theories of cognitive development (Piaget's theory of cognitive development, Vygotsky's psychosocial perspective), theories of social development/personality (Erik Ericson & Bronfenbrenner) theories of psychosexual development (Freud), theories of moral development (Kohlberg), theories of intelligence, approaches to learning (behaviourism, cognitivism & humanism)
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<b>Methods and Techniques Used in the Course</b>	Lectures, whole-class discussions, group discussions and individual projects
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**WEEKLY OUTLINE**

Week	Date	Activities	Notes	Reference
1	1Feb – 5 Feb	Introduction to the courses		
2	8 Feb – 12 Feb	What is educational psychology? Attachment/Detachment	Lecture	1/3-20 & 2 & 3
3	15 Feb – 19 Feb	Cognitive Development – Nature vs. Nurture Cognitive Development – Piaget's Theory of Cognitive Development	Whole class discussion	1/24-27 & 31-42, 48-49 2
4	22 Feb – 26 Feb	Cognitive Development – Vygotsky's Sociocultural Theory	Whole class discussion	1/42-48, 50-51 & 2
5	29 Feb – 4 March	Social Development – Bronfenbrenner's Perspective on Social Context Intelligence: IQ vs. Multiple Intelligences	Group Discussions	1/64-74 1/111-122 & 2
6	7 Mar – 11 Mar	Social Development – Play Self-Concept and Identity: Erik Erikson's Theory of Social Development	Whole class discussion	1/79-80, 82-90 2 & 3
7	14 Mar – 18 Mar	Review	Lecture & Quiz I	
8	21 Mar – 25 Mar	<b>Midterm Exams</b>		
9	28 Mar – 1 Apr	Psychosexual Development: Freud's Theory of Personality & Gender differences	Whole class discussion	3 & 2
10	4 Apr – 8 Apr	Moral Development: Kohlberg's Theory of Moral Development	Group Discussions	1/97-104 & 2
11	11 Apr – 15 Apr	Behavioural Approach to Learning: Classical & Operant Conditioning & Bandura's Observational Learning	Whole class discussion <b>Paper Submission Deadline</b>	1/196-218 & 2
12	18 Apr – 22 Apr	Cognitive Approaches to Learning: Information Processing Theory and its Implications	Whole class discussion	1/232-262 & 2
13	25 Apr – 29 Apr	Humanistic Approaches to Learning: Free Schools & Maslow's Triangle of Needs	Whole class discussion	2 & 3
14	2 May – 6 May	Social Cognitive Views of Learning: Inquiry & Problem Based Learning	Whole class discussion	1/310-334 & 2
15	9 May – 13 May	Review	Lecture & Quiz II	
16	16 May – 25 May	<b>Final Exams</b>		

**Attendance:** Minimum 70 %

Assessment Breakdown:	Type		Date	%	Reference
	1	Quizzes		10 (5 points each)	1, 2, 3
2	Pre-Lesson Tasks & Quiz questions	Throughout the term	15	2	
3	Midterm Exam	21 – 25 March 2016	25	1/3-90, 3	
4	Final Exam	16 – 23 May 2016	30	1, 2, 3	
5	Paper	15 <sup>th</sup> April 2016	10	TBA	
6	Participation	Throughout the term	10	-	

**Learning Programme**

Educational Tool	Quantity	Student Workload Hours	Educational Tool	Quantity	Student Workload Hours
Lectures	14	14*3=42	Pre-Lesson Tasks	14	14*2=28
Project Preparation	1	1*20=20	Final Exam	1	1*2=2
Midterm Exam	1	1*2=2	Preparation for the Final Exam	1	1*15=15
Preparation for Midterm Exam	1	1*10=10	Quizzes	2	2*1=2
			<b>Total</b>		<b>121</b>
		<b>Recommended ECTS Credit (Total Hours / 30) :</b>			121/30 = ~30