**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| --- | --- |
| Course Code | **ED-334** |
| Course Title | **Educational Psychology** |
| Resource Person(s) | Dr Aqila Rafique |
| Semester | F 2023 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil |
| Counselling Hours |  |

**Chairperson Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course is an introduction to educational psychology that covers the basic concepts, theories, and principles of human development, learning, motivation, individual differences, intelligence, and assessment. Additionally, it relates how these concepts are applied to classroom teaching. The main focus of the educational psychology course is to help Student Teachers develop their understanding of human behaviour and mental processes within an education context. The content of the course will help Student Teachers understand psychological concepts, encourage them to examine their own learning, and show them how to apply these concepts as teachers. The course focuses on acquainting them with concepts such as learning, memory, intelligence, and motivation, in order to align their teaching with the psychological needs of students. Student Teachers will review a variety of techniques designed to help students grow as efficient learners.

**Course Learning Outcomes (CLOs)**

After the successful completion of this course, graduates shall be able to:

CLO 1: Develop an understanding of the nature, scope and methods of educational psychology. C2

CLO 2: Describe different schools of thought and explain theories of Human Development.C2

CLO 3: Define learning and explain different theories of learning and their application in the classroom C2

CLO 4: Categorize individual differences based on physical, intellectual, emotional, and socio-cultural differences.C3

CLO 5: Analyze the concept and theories of motivation, Intelligence and Personality.C4

CLO 6: Analyze the impact of educational psychology on the processes of teaching and learning while facing different human behaviours. C4

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CLO’s/**  **PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** | **CLO 6** |
| **PLO 1: Subject matter knowledge** | **✔** | **✔** |  |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  | **✔** |  |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  |  |  |  |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  | **✔** | **✔** |  |  |
| **PLO 5: Students’ Assessment-** |  |  |  | **✔** | **✔** |  |
| **PLO 6**: **Learning Environment** |  |  | **✔** |  |  | **✔** |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |  |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  |  | **✔** | **✔** |

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

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| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations | 20% |
| Final Exam | 30% |
| Total | 100% |

**Recommended Text Books:**

Woolfolk, A. E. (2012). *Educational psychology (12th ​ edition*). Boston, MA: Allyn and Bacon.

**Recommended Reference Books:**

Aggarwal, J. C. (2004). *Psychology of Learning & Development*. Shipra Publishers.

Mangal, S. K. (2004). *Educational Psychology.* Tandon Publications.

Santrock, J. W. (2010). *Educational Psychology.* Irwin Professional Publishers.

Henson, K., & Eller, B. (2012). *Educational psychology (2nd ​ edition*). Kendall Hunt Publishing Co.

**Internet Resources**

**A basic introduction to child development theories,**

* http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/LRRView/7401/documents/theories\_outline .pdf John Opfer,

**Theories of Cognitive Development**,

* <http://faculty.psy.ohiostate.edu/opfer/lab/courses/845_files/845Theories.pdf>

**Lev Vygotsky’s Social Development Theory,**

* http://www.kstate.edu/musiceducation/eportfolio/cexum/images/Images
* http://www.icpd.org/development\_theory/SocialDevTheory.htm

**Personality Theories,**

* http://webspace.ship.edu/cgboer/perscontents.html Learning Theories,
* http://otec.uoregon.edu/learning\_theory.htm Learning Styles,
* http://otec.uoregon.edu/learning\_styles.htm Theories of Learning,
* http://www.brookes.ac.uk/services/ocsld/archive/theories.html Learning Theories and

**Transfer of Learning,**

* http://otec.uoregon.edu/learning\_theory.htm Learning theory (Education),
* <http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Learning_theory_(education).html>

**Learning Theory Resources-A Collection,**

* <http://www.nova.edu/~burmeist/learning_theory.html>

**Theories of Intelligence,**

* http://otec.uoregon.edu/intelligence.htm Testing,

**Motivation and Learning,**

* http://arrts.gtcni.org.uk/gtcni/bitstream/2428/4624/1/Testing,%

**Course Calendar**

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| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction**  **Definitions of Important Terms**  **Discussions** | Outline | Discussion  Lecture  Assignment | 1 |
| 2. | 1. **Psychology---Meaning, nature and scope** 2. **Educational Psychology\_\_Meaning, Nature and Scope** | Ch.1 & Ch.2 (Mangal) | Lecture  Discussion | 1 |
| 3. | **Teachers, Teaching and Educational Psychology** | Ch.1 (Anita Woolfolk) | Lecture  Discussion | 1 |
| 4. | 1. **Methods of Studying Behaviour** 2. **Heredity and Environment** | Ch.3 & Ch.4 (Mangal) | Lecture  Discussion |  |
| 5. | **Human Growth and Development**   * Principles of growth and development * Types or Domains of growth and development | Ch.5 (Mangal) | Lecture  Assignment  Quiz |  |
| 6. | **Cognitive Development and Language**   * A definition of Development * Piaget’s Theory of Cognitive Development | Ch.2 (Anita Woolfolk) | Lecture  Discussion | 2 |
| 7. | **Cognitive Development and Language**   * Implications of Piaget’s Theory for Teachers * Vygotsky’s Sociocultural Perspective * Development of Language | Ch.2 (Anita Woolfolk) | Lecture  Discussion  Assignment | 2 |
| 8. | **Mid Exam** | All Chapters |  |  |
| 9. | **Personal, Social and Emotional Development**   * Erikson’s work on Psychosocial Development * Kohlberg’s Theory of Moral Development * Emotions, Aggression, | Ch. 3 (Anita Woolfolk) | Lecture  Discussion | 2 |
| 10. | **Social, Cognitive and Constructivist Views of Learning** | Ch. 9 (Anita Woolfolk) | Presentation  Lecture | 3 |
| 11. | **Learning**   * Concepts, Definitions, Nature, Domains * Factors influencing Learning | Ch15 & Ch.16 (Mangal) | Presentation  Lecture | 3 |
| 12. | **Theories of Learning**   1. Behavioral Views of Learning 2. Cognitive Views of Learning | Ch. 6 & Ch. 7 (Anita Woolfolk) | Presentation  Lecture  Quiz | 3, 6 |
| 13. | **Motivation in Teaching and Learning** | Ch. 10 (Anita Woolfolk) | Presentation  Lecture | 5, 6 |
| 14. | 1. **Concept of Personality\_\_\_ concept and Theories** 2. **Intelligence\_\_ concept and Theories** | Ch22 & Ch.31 (Mangal) | Presentation | 3, 4, 5 |
| 15 | **Behavioral Problems**   * Memory * Attention * Attitude and Aptitude * Guidance and Counselling * Individual Differences and exceptional Children * Adjustment and Frustrations | Multiple Readings | Presentations | 4, 6 |
| 16 | **Final Exams** |  | Topics |  |

**Mapping of CLOs to Direct Assessments**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Assignments | | Presentation | Mid Exam | Final Exam |
| 1 | ✔ |  | ✔ |  | | ✔ |  |
| 2 | ✔ |  |  |  | | ✔ |  |
| 3 |  | ✔ |  |  | |  |  |
| 4 |  | ✔ | ✔ |  | |  | ✔ |
| 5 |  |  |  | ✔ | |  | ✔ |
| 6 |  |  |  | ✔ | |  | ✔ |