UNIVERSITY OF MANAGEMENT & TECHNOLOGY

SCHOOL OF SOCIAL SCIENCES & HUMANITIES

Department of Education

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| Program | P.hD Education |
| Course Title | **Psychological Dimensions of Education** |
| Course Code | ED 702 |
| Semester  | Fall 2021 |
| Credit Hours | 3 |
| Class Day and Time | Sunday 09:30 a.m. 12:30 p.m  |
| Duration | 15 weeks |
| Course Instructor  | Dr. Amna Yousaf. (Assistant Professor)  |
| Contact Details | Email: amna.yousaf@umt.edu.pk  |

**Introduction**

 This course is designed to help students relate the application of psychological principles to teaching, learning,assessment and the educational practices in classrooms. It will focus on the learner and the learning process, teacher’s characteristics, and classroom processes that increase student’s motivation. Student diversity and appropriate instructional strategies for students with special needs will also be introduced. The purpose of the course is to provide students with an understanding of the major historical and contemporarytheories of human development, learning and motivation and their educational implications. In doing so, this course is designed to build students’*professional knowledge base* (PKB) and *evidence-based professional practice* (EBPP).

**Learning Outcomes**

Accomplished scholars are expected to;

1. Identify the major theories of learning.Cognitive, psychosocial, and moral development during childhood and adolescence. (PKB)
2. State the basic principles underlying human development. Behavioral, cognitive, social cognitive, and constructivist theories of learning.
3. Describe ways that students differ in their approaches to learning. Complex cognitive processes, such as metacognition and self-regulation, concept learning and problem solving etc.
4. Articulate theories of motivation.
5. Explain the major categories of special education.
6. Illustrate different approaches to classroom and behavior management.
7. Identify aspects of classroom environment conducive to learning.How the foregoing theories, processes and ideas can be applied in educational settings such as schools
8. Identify strategies and resources to meet diverse student needs. Diversity (culture, learning differences, language, SES, etc.) as it impacts teaching strategies, students’

**Teaching Methodology**

This course will be taught using multiple strategies including:

* Reading and interactive teaching
* Discussion
* Projects and presentations
* Skill development exercises

**Assignments:**

In order to involve students through whole teaching learning process, they are supposed to perform different tasks including;

1. Critical review of a research papers
2. Book Review
3. Presentations

**Readings**

Alpay, E. (2003). The contribution of Vygotsky's theory to the contribution of our understanding of the relation between the social world and cognitive development. London: Imperial College.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52, 1-26.

Biehler, R. F. & Snowman, J. (2003). Psychology applied to teaching. (10th ed.). Boston: Houghton Mifflin.

Ormrod, J. E. (2004). Educational psychology: Developing learners (4th ed.). Columbus, OH: Merrill-Prentice Hall

Piaget, J. (1952). Origins of intelligence in children. New York: International Universities Press.

Piaget, J. (1970). The science of education and the psychology of the child. New York: Orion Press

Woolfolk,A., Walkup,V., &Huhes,M. (2016). Psychology in Education: Longman

Santrock, J. W. (2011). *Educational psychology*. (2nd ed.). New York: McGraw Hill.

Santrock, J. W. (2005). *Life-span development*. (10th ed.). Boston, MA: McGraw Hill.

Slavin, R. (2006). Educational psychology: Theory into practice (8th ed.). Boston: Allyn and Bacon.

**Calendar of Course contents to be covered during semester**

**1.**

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| **Session** | **Topics** |
| 1 | **Introduction** |
| 2 | Educational Psychology: A Foundation for Teaching |
| 3 | Theories of Development |
| 4 | Development During Childhood and Adolescence  |
| 5 | Student Diversity  |
| 6 | Behavioral Theories of Learning  |
| 7 | Information Processing and Cognitive Theories of Learning  |
| 8 | **Mid Term Exam**  |
| 9 | Student-Centered and Constructivist Approaches to Instruction |
| 10 | Accommodating Instruction to Meet Individual Needs |
| 11 | Motivating Students to Learn |
| 12 | Effective Learning Environments |
| 13 | Learners with Exceptionalities |
| 14 | Standardized Tests and Accountability  |
| 15 | **Final Term** |

* **Assignment Template**
Name of Your Group (e.g., Team Social Studies):

Members:
	1. The material/task and age group you plan to teach
		+ At statement of whether the information is declarative, procedural, and/or conditional
		+ Your rationale for whether the material/task needs to be learned to recognition, recall, or automaticity. (If you select automaticity, you must justify this decision.)
		+ Your explanation of where the material/task fits into Bloom’s hierarchy (you can choose more than one level)
	2. Teaching Activities
		+ The three behaviorist activities you have developed
		+ The three constructivist activities you have developed
		+ Integrate into this section an indication of whether any of these activities entails strategy instruction
		+ Describe any materials you will need to obtain or develop.
	3. Statement of how you have integrated the best practices/guidelines we covered in class, including
		+ Distributed practice
		+ Scaffolding of the students’ metacognition
		+ Dual coding
		+ Trying to ensure transfer
		+ Reflection of how you are conveying high expectation to students
* **Overall Guidance**
	1. Use your own words. Only in this way can I be sure that you understand the material.
	2. Be sure to demonstrate your mastery of the course content and the three FEAPS listed above (no need to specifically address them, however).
* **Format requirements**
	1. This paper must use APA style (one-inch margins, double spacing, 12-point font).
	2. Your writing should be of professional quality with a decided focus, strong paragraph construction, and good grammar and mechanics. Demonstrating these skills is an essential part of the assignment.

**Evaluation of participants’ performance:**

Relative grading as per policy of the UMT.

**University regulations:**

Policies related to excused absences, cheating/ plagiarism, withdrawal and other related issues can be found in Participants Handbooks located at:

<http://www.umt.edu.pk/offices/registrar/Participants/Handbook.html>. As student and faculty at the University of Management and technology, we are all responsible for adhering to these policies.

**Attendance, Participation and Late Assignments:**

All participants are expected to be regular and punctual. In case a participant is absent in six classes, she/ he will get an ‘F’. Overall, 80 percent attendance is compulsory.

Participation is an important part of this course. You must be an active learner because you will need to adapt what you are learning to your own teaching:

* Preparing for class by completing reading and writing assignments
* Remaining alert, attentive, and respectful during discussions and activities (e.g. reading irrelevant materials, text-messaging, or sleeping are not appropriate)
* Respecting others other’s opinions
* Avoiding offensive language
* Displaying a positive attitude

**Guidance-Counseling Services:**

Participants are free to discuss the progress of their course during scheduled counseling hours. These hours will be communicated after commencement of introductory session. However, participants are allowed to use other channels of communications like email, and telephone both land and cellular.

**Written submissions:**

To receive a grade, each submitted assignment must be typed in a twelve-point font size. At the top front page of each assignment, please identify the name of the course, assignment, date of submission and your name or the names of the each of the group members.

**Grammar and spelling:**

Grammar and spelling are as important as the mechanics of writing in all assignments. It is critical that spell check is used in all word-processed documents and that your work is edited for correctness. Grammar and spelling will be part of the evaluation of your assignments.

**Withdrawal:**

Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. However, if you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved or if you anticipate that the class meetings, assignments deadlines or abiding by the course policies will constitute an unacceptable hardship for you. In such case you should drop the class by the drop-add deadline.

**My Expectations:**

**“I am very optimistic that you will use your existing talent, skills, capabilities, thinking, intelligence, and creativity to tackle challenges, opportunities, tension, conflicts, and stress built-in the course”.**