Course code: CP404

Course title: Educational Psychology

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| 1. **Course Learning Outcomes: (CLO’s)** | |
| CLO-1 | Describe the theoretical models of educational Psychology. (C1) |
| CLO-2 | Demonstrate counseling skills required for effective learning and teaching in educational settings. (C2) |
| CLO-3 | Analyze theoretical perspective of learning in educational settings. (C4) |
| CLO-4 | Apply the knowledge of bloom’s taxonomy in test construction and implementation. (C3) |
| CLO-5 | Practice ethics in their educational settings and daily life. (A1) |

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| **Mapping the PLOs with CLO’s** | | | | | | |
|  | | CLO 1 | CLO 2 | CLO  3 | CLO 4 | CLO 5 |
| PLO-1 | **Psychology Knowledge:** Graduates will be able to comprehend the fundamental concepts of Clinical Psychology. An ability to describe the manifestation of psychological problems in cultural perspectives. |  |  |  |  |  |
| PLO-2 | **Problem Functional Analysis:** Graduates will be able to formulate and conceptualize the psychological problems according to Bio-Psych-Social and Spiritual Model. |  |  |  |  |  |
| PLO-3 | **Basic Clinical Skill Development**: An ability to identify the need specific psychological assessment tools, its demonstration and interpretation |  |  |  |  |  |
| PLO-4 | **Therapeutic Techniques and Implementation**: Graduates will be able to utilize the therapeutic skills and construct the intervention plan |  |  |  |  |  |
| PLO-5 | **Communication:** Demonstrate effective verbal and written skills. Able to communicate mindfully and respectfully to individuals and professionals of diverse ethnic, religious, and cultural backgrounds. An ability to communicate effectively, orally as well as in writing, on various social events held by the Psychologists’ community, including conferences, seminars, workshops etc |  |  |  |  |  |
| PLO-6 | **Case studies**: An ability to synthesized and integrate the assessment and intervention skills in managing clinical case, evaluating its progress and report professionally. |  |  |  |  |  |
| PLO-7 | **Ethical considerations**: Ensuring professional ethical principles and practices |  |  |  |  |  |
| PLO-8 | **Research:** An ability to articulate research methodologies, operationally define problems, its literature review and process to conduct research |  |  |  |  |  |
| PLO-9 | **Community Work**: Graduates will able to engage with different organizations to provide community services including recognition and bridging different of resources to fulfill the psychological needs of communities such marginalized population |  |  |  |  |  |
| PLO-10 | **Self-Analysis:**  Analyze their different professional roles as clinician, supervisor, supervisee, consultant, teacher and researcher. |  |  |  |  |  |
| PLO-11 | **Mental Health Awareness:** Graduates will be able to design Programs for prevention and promotion of mental health wellness and quality of life in general population. |  |  |  |  |  |
| PLO-12 | **Lifelong Learning**: Able to develop significant professional goal for life after being graduate. An ability to recognize the importance of psychology and its adaptability in their personal and professional lives. |  |  |  |  |  |

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| 1. **Assurance of Learning and Assessment Items:**   *Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / CLOs* | |
| **Assessment Item** | **Application/ Outcomes**  **PLO / CLO** |
| Assignment 1 | **PLO1/CLO1** |
| Assignment 2 | **PLO11/CLO2** |
| Quiz 1 | **PLO1/CLO1** |
| Quiz 2 | **PLO2/CLO3** |
| Quiz 3 | **PLO7/CLO5** |
| Presentation | **PLO3/CLO4** |
| Mid Term Exam | **CLO1,2,3,** |
| Final Exam | **CLO1,2,3,4,5** |

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| 1. **Assessment Structure and Grading Policy\*:** | | |
| **Assessment Item(s)** | **Weight (%)** | **When will be assessed** |
| Quiz | 20 | 2- 3 times of semester |
| Assignments | 10 | Thrice in a Semester |
| Presentation | 20 | Once in a semester |
| Class Participation | 10 | Throughout in semester |
| Final exam | 40 | One-time assessment |
| **Total** | **100** |  |
| **Notes – Norms and Important Class Policies:**  *(such as submission guidelines, academic honesty, make-up policy, code of conduct)*   * Attendance below 80% will result in Short-Attendance grade. The participant will not be allowed to sit in the final examination. * All assignment submission is subject to plagiarism check. Plagiarism score above 15% will render the submission void. | | |

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| 1. **Weekly Sessions Plan:** | | | | |
| Week | Course Contents | CLO | Bloom's Taxonomy Level | Reference Chapter(s) |
| 1 | Orientation of the Course  Education, learning  Knowledge and skills  Education and Training  Stakeholders of Education (Teacher, Learner and Institution) | CLO1 | C1 | Alexander, A. WINNE, H.P*.* (2006). *Handbook of Educational Psychology*. Behavioral Sciences, Education  Seifert, K.  & Sutton, R. (2009). *Educational Psychology*. Jacobs Foundation, Zurich, Switzerland |
| 2 | Nature and Scope of Educational Psychology  Need of educational Psychology  Emergence of Educational Psychology  History of Educational Psychology | CLO1 | C2 | Alexander, A. WINNE, H.P*.* (2006). *Handbook of Educational Psychology*. Behavioral Sciences, Education  Seifert, K.  & Sutton, R. (2009). *Educational Psychology*. Jacobs Foundation, Zurich, Switzerland |
| 3 | Blooms Taxonomy | CLO1 | C1 | Benjamin S. Bloom. (1956). *TAXONOMY OF EDUCATIONAL OBJECTIVES*. The Classification of Educational Goals*.* United States of America |
| 4 | Applications of Bloom’s Taxonomy  Principles and objectives of educational psychology | CLO3 | C4 | Benjamin S. Bloom. (1956). *TAXONOMY OF EDUCATIONAL OBJECTIVES*. The Classification of Educational Goals*.* United States of America |
| 5 | Learner and Learning process | CLO1 | C1 | Davis, J. & Nickmans. (2007), *UNDERSTANDING DEVELOPMENT AND LEARNING.* Oxford University*.* p. 147 |
| 6 | Learning styles  Elements and principles of learning  Mastery Goals and Performance Goals  Short Term vs Long Term Goals | CLO1 | C1 | Davis, J. & Nickmans. (2007), *UNDERSTANDING DEVELOPMENT AND LEARNING.* Oxford University*.* p. 147 |
| 7 | Factors affecting Learning (growth, Development, Personality) | CLO1 | C1 | Alexander, A. WINNE, H.P*.* (2006). *Handbook of Educational Psychology*. Behavioral Sciences, Education  Seifert, K.  & Sutton, R. (2009). *Educational Psychology*. Jacobs Foundation, Zurich, Switzerland |
| 8 | Applicability of Learning Theories in classroom. | CLO3 | C4 | Seifert, K.  & Sutton, R. (2009). *Educational Psychology*. Jacobs Foundation, Zurich, Switzerland |
| 9 | **MID TERM EXAMS** | | | |
| 10 | Issues\Problems in learning  Culture Diversity  Learning difficulties and disabilities   Children with special needs & gifted learners  Cognitive Styles  Supporting Students who are Gifted and Talented | CLO3 | C4 | Seifert, K.  & Sutton, R. (2009). *Educational Psychology*. Jacobs Foundation, Zurich, Switzerland |
| 11 | Accommodating diversity in practice  Gender Differences  Language differences  Cultural Differences  Personality, Attitude and Beliefs | CLO5 | A1 | Mangal, S.K. (2014). Essentials of Educational Psychology. PHI Learning Pvt. Ltd, New Delhi, pp.  16-636. |
| 12 | Difference between School Psychology and Educational Psychology.  Curriculum Planning | CLO3 | C4 | Kevin & Schwartz, Neil & Bartel, Anna. (2022). Educational Psychology: Learning and Instruction. 10.1007/978-3-030-26248-8\_67-1. |
| 13 | Teaching and learning processes | CLO2 | C2 | Rajagopalan, I. (2019). *Concept of Teaching*. International Journal of Education  Robert J. Walker. (2008). *Characteristics of an Effective Teacher.* educational HORIZONs |
| 14 | Assessment and Evaluation | CLO4 | C3 | Tomas, Y. & Caluyua,Y. (2020). *Assessment and evaluation in education*. |
| 15 | Classroom Management and the Learning Environment | CLO3 | C4 | Qassimi & Noureddine. (2021). *Classroom management*. |
| 16 | Exam | CLO1,2,3,5 |  |  |