**GAU, Faculty of Humanities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Unit Title** | | Psychology of Education | | |
| **Course Unit Code** | | PSY 380 | | |
| **Type of Course Unit** | | Elective | | |
| **Level of Course Unit** | | Fourth year, Bachelor’s Degree | | |
| **National Credits** | | 3 | | |
| **Number of ECTS Credits Allocated** | | 6 ECTS | | |
| **Theoretical (hour/week)** | | 2 | | |
| **Practice (hour/week)** | | 1 | | |
| **Laboratory (hour/week)** | | - | | |
| **Year of Study** | | 3 | | |
| **Semester when the course unit is delivered** | | 8 | | |
| **Mode of Delivery** | | Face to Face, E-Learning activities | | |
| **Language of Instruction** | | English | | |
| **Prerequisites and co-requisites** | | Completion of PSY101, PSY102 | | |
| **Recommended Optional Programme Components** | | None | | |
| **Objectives of the Course:**  The course is organized around Learning, Instruction and Assessment teaching. Theoretical framework and findings of contemporary educational applications are dealt with. Cognition teaching and assessment are elaborated on. | | | | |
| . | | | | |
| **Learning Outcomes** | | |  | |
| When this course has been completed the student should | | | Assessment. | |
| 1 | Focus on strategies and strategy instruction. | | 1,2,3, | |
| 2 | Grasp the meaning of social interactional theories of learning | | 1,2,3 | |
| 3 | Application of current theories of cognition. | | 1,2 | |
| 4 | Exclusive coverage of student assessment. | | 1,2 | |
| 5 | Integration of issues of development and diversity. | | 1 | |
| 6 | Know Theories of cognitive development. | | 1,2,3 | |
| 7 | Behavioral perspective on learning is stressed | | 2,3 | |
| Assessment Methods: 1. Written Exam, 2. Assignment 3. Project/Report, 4.Presentation, 5 Lab. Work | | | | |
| **Course’s Contribution to Program** | | | | |
|  |  | | | CL |
| 1 | Ability to identify the current and historical core content of and what is known in psychology. | | | 4 |
| 2 | Differentiate the various areas of Psychology and identify what is known in each. | | | 3 |
| 3 | Ability to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. | | | 3 |
| 4 | Ability to apply psychological content and skills to career goals. | | | 4 |
| 5 | Ability to identify, and evaluate construct and critically analyze complex arguments. | | | 3 |
| 6 | Ability to apply basic research methods in psychology, with sensitivity to ethical principles. | | | 5 |
| 7 | Ability to identify the writing format of the American Psychological Association (APA). | | | 3 |
| 8 | Ability to understand the role of academic, professional, and personal integrity in maintaining a healthy community. | | | 4 |
| 9 | Ability to recognize and describe the ways in which diversity influences psychological processes. | | | 3 |
| 10 | Ability to distinguish important behavioral factors associated with personal and cultural diversity that enable intervention process in therapy. | | | 3 |
| 11 | Ability to demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context. | | | 3 |
| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Contents** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | **Overview of the course** | | | | | |  |
| 2 |  | Methods of educational research student motivation | | | | | |  |
| 3 |  | Motivation | | | | | |  |
| 4 |  | Representation of knowledge | | | | | |  |
| 5 |  | Memory Strategies | | | | | |  |
| 6 |  | Psychological theories of learning | | | | | |  |
| 7 |  | Social Interactional theories of learning | | | | | | Quiz |
| 8 |  |  | | | | | | Mid Term |
| 9 |  | Social Influences in the classroom | | | | | |  |
| 10 |  | Instructional Methods | | | | | |  |
| 11 |  | Intelligence and academic competence | | | | | |  |
| 12 |  | Assessment of competence | | | | | |  |
| 13 |  | Teacher designed assessments | | | | | |  |
| 14 |  | Stages in test preparations/ **Diverse learning** | | | | | | Quiz |
| 15 |  |  | | | | | | Final |
| **Recommended Sources** Educational Psychology Learning, Instuction, Assessment. | | | | | | | | |
| **Textbook:** **;**  Additional lecture notes will be provided | | | | | | | | |
| **Assessment** | | | | | | | | |
| Attendance | | | 10% |  | | | | |
| Laboratory | | | % |  | | | | |
| Midterm Exam (Written) | | | 30% |  | | | | |
| Quiz (Written) | | | 10% |  | | | | |
| Final Exam (Written) | | | 50% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload** | | | | | | | | |
| Activities | | | | | Number | Duration (hour) | Total Workload(hour) | |
| Course duration in class (including the Exam week) | | | | | 15 | 3 | 45 | |
| Labs and Tutorials | | | | |  |  |  | |
| Assignments | | | | | 3 | 8 | 24 | |
| Project/Presentation/Report Writing | | | | | 10 | 1 | 10 | |
| E-learning Activities | | | | |  |  |  | |
| Quizzes | | | | | 1 | 10 | 10 | |
| Midterm Examination | | | | | 1 | 14 | 14 | |
| Final Examination | | | | | 1 | 28 | 28 | |
| Self Study | | | | | 14 | 3 | 42 | |
| Total Workload | | | | | | | 173 | |
| Total Workload/30 (h) | | | | | | | 5.76 | |
| ECTS Credit of the Course | | | | | | | 6 | |