

**MODULE SPECIFICATION FORM**

Module Title: <b>Educational Psychology</b>	Level: 6	Credit Value: 20
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Module code: PSY608	Cost Centre: GAPS	JACS3 code: C800
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Trimester(s) in which to be offered: 1 or 2	With effect from: September 2014
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<b>Office use only:</b> To be completed by AQSU:	Date approved: February 2014 Date revised: - Version no: 1
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Existing/New Existing	Title of module being replaced (if any):
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Originating Academic Department: Psychology	Module Leader: Phill de Prez
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Module duration (total hours): 200 Scheduled learning & teaching hours: 48 Independent study hours: 152	Status: core/option/elective Option (identify programme where appropriate):
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Programme(s) in which to be offered: BSc (Hons) Psychology BA (Hons) Education (Counselling and Psychology)	Pre-requisites per programme (between levels): None
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<b>Module Aims:</b>  To acquaint students with the main areas of the discipline of Educational Psychology
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**Intended Learning Outcomes:**

At the end of this module, students should be able to:

- 1 Critically discuss the role of Educational Psychological theory and research in education practice (KS1, KS5, KS6,)
- 2 Demonstrate a knowledge and understanding of students from a wide range of cognitive abilities (KS3, KS7, KS9)
- 3 Critically evaluate research into the learning styles of students with special educational needs (KS4, KS10)

**Key skills for employability**

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

**Assessment:**

1. An essay on a specified topic e.g. the contrasting approaches of differing schools of psychology to one of the key concepts covered by this module.
2. Practical Report. e.g. learning styles of undergraduates

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Essay	50%		2,000
2	3	Report	50%		2,000

**Learning and Teaching Strategies:**

A variety of teaching and learning strategies will be adopted in this module including lectures, tutorials, case studies, directed and self-directed learning.

**Syllabus outline:**

- Psychological models and methods of assessment in educational settings
- Cognitive aspects of learning
- Personality and motivational factors
- Learning styles and strategies
- Evaluation of classroom processes
- Teacher effectiveness
- Organisational factors
- Inclusive education
- Gender difference in education
- The development of learning and behavioural differences
- Psychological interventions with students with special educational needs
- Educational strategies relating to ethnic groups

**Bibliography:****Essential reading:**

Moreno, R. (2010). *Educational psychology*. London, UK: Wiley.

Donaldson, M. (1986). *Children's minds*. London, UK: Fontana Press.

**Other indicative reading:**

Hastings, N., & Schwieso, J. (1987). *New directions in educational psychology: Behaviour and motivation in the classroom*. Lewes, UK: Falmer Press.

Lee, V. (1990). *Children's learning in school*. London: Hodder and Stoughton.

Singston, A., Curran, P., & Labram, A. (1996). *Psychology in practice*. London, UK: Davis Fulton.

Wood, D. J. (1988). *How children learn and think*. Oxford, UK: Basil Blackwell.

**Journals:**

*British Journal of Educational Psychology*

*Journal of Education for Teaching*

*Educational Psychology*