



NEAR EAST UNIVERSITY - FACULTY OF EDUCATION								
		Department of English Language Teaching SYLLABUS 2014-2015 Spring Semester						
Course Code	Course Name	Classroom	Weekly Course Hours			Credits	ECTS	Weekly Time Schedule
EDS 102	Educational Psychology	12; 11	T	A	L	3	4	Thursday: 11:00-12:50 Friday:1:00-1:50
Prerequisite: EDS 101 - Introduction to Educational Science			3	0	0			
Language of instruction:		English	Course Type:		Compulsory	Year: First Year (Freshmen B)		Semester: Spring
Instructor: Ulviye SOYSEV E-mail: soysevulviye@hotmail.com			Office Hours: Tuesday:10:00-10:50; Thursday:10:00-10:50; Friday: 11:00-12:12:50  Office / Room No: S-H 120  Office / Room Phone: 22 36464 (255)					
Learning Outcomes		After the completion of this course, the student will be able to ► understand and analyse theories of moral, social, emotional, psychosexual, and cognitive development from birth until late adulthood. ► link theoretical claims to real life behaviours/issues and discuss the validity of these claims. ► understand the differences between different approaches to learning. ► link different approaches to learning to classroom teaching practices by analysing given examples and providing examples from his/her experiences. ► critically discuss research findings regarding different aspects of learning and learning theories. ► analyse human behaviours based on theories of cognitive, moral and social theories of development.						
Course Description		The relationship between education and psychology, definition of psychology of education and its functions, basic theories about learning and development, developmental characteristics of human (physical, cognitive, emotional, social and moral), theories of learning, implications of these theories for teaching, theories of intelligence and implications for classroom teaching.						
Course Objectives		Students are expected to develop a critical perspective towards theories of different types of development and learning. They are also expected to understand the implications of these theories for classroom teaching.						
Textbooks and/or References			1	Woolfolk, A. (2010). Educational psychology (11th Ed.). New Jersey, NJ: Pearson Education.				
			2	Youtube videos exemplifying children's behaviours (links available on the instructor's website).				
			3	Handouts to be distributed in class				
Course Content		Definition of educational psychology, theories of cognitive development (Piaget's theory of cognitive development, Vygotsky's psychosocial perspective), theories of social development/personality (Erik Ericson & Bronfenbrenner) theories of psychosexual development (Freud), theories of moral development (Kohlberg), theories of intelligence, approaches to learning (behaviourism, cognitivism & humanism)						
Methods and Techniques Used in the Course			Lectures, whole-class discussions, group discussions and individual projects					
WEEKLY OUTLINE								
Week	Date	Activities				Notes		Reference
1	16 Feb -20 Feb	Introduction to the course						
2	23 Feb -27 Feb	What is educational psychology? Attachment/Detachment				Lecture		1/3-20
3	2 Mar - 6 Mar	Cognitive Development - Nature vs. Nurture Cognitive Development - Piaget's Theory of Cognitive Development				Lecture/Whole class discussion		1/24-27 & 31-42, 48-49
4	9 Mar- 13 Mar	Cognitive Development - Vygotsky's Sociocultural Theory				Lecture/Whole class discussion		1/42-48, 50-51
5	16 Mar- 20Mar	Social Development - Bronfenbrenner's Perspective on Social Context				Lecture/Group Discussions		1/64-74
6	23 Mar - 27 Mar	Social Development - Play				Lecture/Whole class discussion		2 & 3
7	30 Mar - 3 Apr	Self-Concept and Identity: Erik Erikson's Theory of Social Development				Lecture/Whole class discussion		1/82-90
8	6 Apr - 10 Apr	Psychosexual Development: Freud's Theory of Personality & Gender differences				Quiz 1		
9	13 Apr - 17 Apr	MIDTERM EXAMS						
10	20 Apr - 24 Apr	Moral Development: Kohlberg's Theory of Moral Development				Lecture/Group Discussions		1/97-104
11	27 Apr - 30 Apr	Intelligence: IQ vs. Multiple Intelligences				Lecture/Whole class discussion Project Submission Deadline		1/110-120
12	4 May - 8 May	Behavioural Approach to Learning: Classical & Operant Conditioning				Lecture/Whole class discussion		1/196-218

		Conditioning & Bandura's Observational Learning		
13	11 May - 15 May	Cognitive Approaches to Learning: Information Processing Theory and its Implications	Lecture/Whole class discussion	1/232-262
14	18 May - 22 May	Humanistic Approaches to Learning: Free Schools & Maslow's Triangle of Needs	Lecture/Whole class discussion	2&3
15	25 May - 29 May	Social Cognitive Views of Learning: Inquiry & Problem Based Learning	Quiz II	1/310-334
16	1 June - 12 June	<b>FINAL EXAMS</b>		
<b>Attendance:</b> Minimum 70 %				
<b>Assessment Breakdown:</b>		<b>Type</b>		<b>Date</b>
		1	Quizzes	%
		2	Midterm Exam	10
		3	Final Exam	25
		4	Project	30
		5	Participation	25
		6		10
<b>Learning Programme</b>				
Educational Tool	Quantity	Student Workload Hours	Educational Tool	Quantity
Lectures	14	14*3=42	Preparation for Class Discussions	14
Project Preparation	1	1*30=30	Final Exam	1
Midterm Exam	1	1*2=2	Preparation for the Final Exam	1
Preparation for Midterm Exam	1	1*10=10	Quizzes	2
		Recommended ECTS Credit (131/ 30) : 4		131/30 = ~ 4