



TED UNIVERSITY
FACULTY OF EDUCATION
ED 102 EDUCATIONAL PSYCHOLOGY
Spring 2022 Syllabus for Section 1

Course Information

Schedule: Tuesday: 11.00-12.50
Wednesday: 09.00-09.50
Location: G005

Instructor Information

Instructor: Dr. Merih UĞUREL KAMIŞLI
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Office hours: Tuesday: 13.00-15.00 & By Appointment (Please put ED102 in the subject of ALL email correspondence)

Catalog Description

Basic concepts of psychology and educational psychology. Research methods in educational psychology. Theories of development, areas of development, and development processes. Individual differences in development. Basic concepts related to learning. Factors affecting learning. Theories of learning as part of teaching-learning processes. Motivation in the learning process.

Course Description

The study of Educational Psychology involves both theory and practice. Focusing upon applying the principles of psychology and research to the practice of teaching, the ultimate goal is the understanding and improvement of instruction. This course focuses on the effective application of psychological concepts and principles in the learning and instructional processes; the development of teaching methods, knowledge, and skills; and perspectives that enhance learning environments.

Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Gain a basic understanding of Educational Psychology in terms of its definition, terminology, significance, and implications in education.
2. Acquire knowledge about the basic principles, theories, and approaches, and research findings regarding the theories of human development and learning.

3. Examine key conceptual frameworks of educational psychology and analyze their use in the classroom.
4. Identify various approaches to organizing the classroom and the effects of these approaches on the learning environment, classroom management, and motivation.
5. Describe and evaluate how personal experiences, abilities, and prior learning experiences affect student learning.

Course Materials

Online course management system: If you do not have one yet, please create an account at <http://moodle.tedu.edu.tr/> Please use Moodle actively for this class. All assignments must be submitted on Moodle. The Moodle site for this course is named **2021F_ED102_SEC01**.

Main Readings:

Moreno, R. (2010). *Educational psychology*. John Wiley & Sons, Inc.

Ormrod, J. E. (2014). *Educational psychology: Developing learners (8th Edition)*. Pearson.

Supplementary Readings:

- Bransford, J. D., Brown, A.L., & Cocking, R.R. (2000). Learning: From speculation to science. In *How people learn: Brain, mind, experience, and school* (Chapter 1, pp. 27). National Academy Press.
- Mayer, R. E. (2001). What good is educational psychology? The case of cognition and instruction. *Educational Psychologist*, 36(2), 83-88.
- Miller, G.A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences*, 7(3), 141-144.
- Nasir, N. S., Rosebery, A., Warren, B., & Lee, C. D. (2014). Learning as a cultural process: Achieving equity through diversity. In K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (Second ed., pp. 686-706). Cambridge University Press.
- Palincsar, A. S., & Herrenkohl, L. R. (1999). Designing collaborative contexts: Lessons from three research paradigms. In A.M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 151-178). Erlbaum.
- Skinner, B. F. (1954, Spring). The science of learning and the art of teaching. *Harvard Educational Review*, 86-97.
- Thorndike, E. L. (1910). The contribution of psychology to education. *Journal of Educational Psychology*, 1, 5-12.
- Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177.

Assignments

Total grade consists of scores from the following items:

1. **Student Reinforcements (20%):** (Reinforcements will start in the 4th week). Each week, students will present about the topic learned in the previous week –to reflect on their learning process in 25-30 mins. reinforcements. The reinforcements will be done in groups. The groups will be formed on the 2nd week. Reinforcements should be in one of the following formats and each member should fairly contribute to the teamwork.

- a. A short film (prepared by students),
- b. Hands-on classroom activities, and games
- c. Panels or discussion sessions
- d. A simulation of classroom teaching (applying the theories we learned),
- e. An article analysis and poster presentation of a research study on the topic learned.

2. Mid-Term Paper (30%): Theoretical Analysis Paper: You are required to write a theoretical analysis paper (2 pages including references) on one of the learning theories (Behavioral, Cognitive, and Sociocultural Theory) studied. In your paper, you will write about and analyze a learning experience using the learning perspectives you chose. The episode of learning might be your own learning experience or may include your observation of a learning process. Your analysis should provide evidence that the learning perspective is the most appropriate framework to describe the particular learning episode. You can benefit from the class discussions, our readings, and your own experiences to support your argument. A rubric and details of the assignment will be provided before the exam date.

3. Final Project (20%): Your final project will be at the end of the semester. Details and a rubric will be announced.

4. Final Exam (30%): A written final exam will be conducted comprising the topics covered. The final exam date will be announced by the university.

Quality of Work and Expectations

All written work (presentations included) submitted must:

- Be of professional quality, grammatically correct, and free or nearly free of spelling and punctuation errors.
- Be prepared on a computer, using 12-point font, double spacing, and a standard print style (e.g., Times New Roman).
- Include a cover page with an appropriate title, name, and date.
- Be submitted on time

Please do not forget to name the document as NAME_ED102_Assignment
(e.g. MerihKamisli_ED102_MidtermPaper)

Please note that all of your assignments must be formatted in compliance with the publication style guidelines spelled out in APA7 -American Psychological Association (2020). Publication manual of the American Psychological Association (7th Edition). Washington, DC: Author.

- *Ayşe Ilıcak Kütüphanesi B Blok Barcode no: 30025283 Self no: BF76.7 .P83 2020*
- *APA7 Resources will be also shared via Moodle Course folder.*

Course Policies

I. Professionalism

Includes regular attendance in class, timely completion of assignments/readings, and active participation in all activities and discussions.

II. Plagiarism / Academic Dishonesty

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

- a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.
- b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who has plagiarized your work since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly! For all rules and requirements of APA citations, please consult the 6th edition of the Publication Manual of the American Psychological Association.*
- c. Read the academic honesty policy from the following link <https://student.tedu.edu.tr/en/student/principles-of-academic-integrity>, understand, and comply to agree with all rules and regulations of academic honesty.

Turnitin Similarity Report	0-5% (excellent)	6-10% (good)	11-15% (bad)	More than 16%
Reduction	0 point	1 point	2 points	Plagiarism policy of TEDU will be applied

III. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones, or programmable calculators. And please keep your eyes on your own work.

IV. Attendance

Due to the amount of content and rapid pace of the course, attendance is mandatory. Attendance and intense participation are crucial for the success of everyone involved. Course participants are expected to attend the course in a timely manner and for the full time period of the class. **In case of an absence due to the medical circumstances, medical note should be provided within one week of the absence.** The TEDU policy concerning attendance will be followed strictly.

Percentage scores	Grade points	Grades
100-%90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB

74-70	2.00	CC
69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
0	0.00	FX

V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point-reduction per day for late work, and the assignment **will not be accepted after three days late.**

VI. Extra Credit

There is no rewriting or extra credit offered in this course.

VII. Class Participation

Class participation is an integral part of this course. Classes may involve watching videos, reading, questioning, discussions/debates, reflection, demonstrating, poster presentations, hands-on work, group work, collaborating, educational games, problem-solving, library/web research projects, class presentations, and written assignments.

VIII. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the course discussions.

IX. Announcements

All announcements will be made on the Moodle site for this course. It is your responsibility to keep your e-mail address operative at all times. Check your e-mails regularly in order to stay informed.

Tentative Course Schedule

Week / Dates	Topic	Readings / DUE
Week 1 14-18 Feb.	<ul style="list-style-type: none"> Introduction: Overview of the Course Basics: APA & E-library 	Bransford et al. (2000)
Week 2 21-25 Feb.	<ul style="list-style-type: none"> Educational Psych. in Teaching and Learning. Current Perspectives in Educational Psych. Moreno Ch.1 	Mayer (2001) <ul style="list-style-type: none"> Groups for the reinforcements
Week 3 28-04 March	<ul style="list-style-type: none"> Cognitive Development Theories Piaget's Theory of Cognitive Development 	Nasir et al. (2014)
Week 4 07-11 March	<ul style="list-style-type: none"> Vygotsky's Socio-cultural Theory Moreno Ch.3 –Ch.6 	Student Prs. G.1
Week 5 14-18 March	<ul style="list-style-type: none"> Personal and Social Development Freud's Psychoanalytic Theory Moreno Ch.4 	Student Prs. G.2 Choose your topic for the Theoretical Analysis Paper
Week 6 21-25 March	<ul style="list-style-type: none"> Personal and Social Development Erikson's Psychosocial Theory Moreno Ch.4 Continued 	Student Prs. G.3 Kohlberg (2008)
Week 7 28-01 April	<ul style="list-style-type: none"> Moral Development Piaget- Kohlberg-Gilligan Moreno Ch.4 Continued 	Student Prs. G.4
Week 8 04-08 April	<ul style="list-style-type: none"> Behaviorist Views of Learning Moreno Ch.5 	Student Prs. G.5 Choose your topic for the Poster Presentation
Week 9 11-15 April	<ul style="list-style-type: none"> MIDTERM PAPER 	Theoretical Analysis Paper MIDTERM
Week 10 18-22 April	<ul style="list-style-type: none"> Social Learning Model & Self-Regulation Moreno Ch.8 	Student Prs. G.6
Week 11 25-29 April	<ul style="list-style-type: none"> Information Processing Model Moreno Ch.6 	Student Prs. G.7

Week 12 02-06 May	RAMADAN HOLIDAY	
Week 13 09-13 May	<ul style="list-style-type: none"> Humanistic Approach to Learning Moreno Ch. 9 	Student Prs. G.8
Week 14 16-20 May	<ul style="list-style-type: none"> Theories of Motivation-Motivation in Learning and Teaching Moreno Ch. 9 	Student Prs. G9
Week 15 23-27 May	<ul style="list-style-type: none"> Final Project 	Final Project
Week 16 30- 10 June	FINAL EXAM WEEK	

*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.