AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING
AND ENTREPRENEURIAL DEVELOPMENT
FACULTY OF EDUCATION AND COMMUNICATION SCIENCES
DEPARTMENT OF INTERDISCIPLINARY STUDIES

COURSE OUTLINE
Course Code: **EDC 241**
Course Title: **PSYCHOLOGY OF HUMAN DEVELOPMENT AND LEARNING**
Number of Credit hours: **3**

COURSE DESCRIPTION
This course is designed to expose students to the state-of-the art concepts and issues in educational psychology and the psychology of human development and learning. It exposes students to some basic concepts, principles and theories of human development and their practical implications for teaching and learning. It also equips students with knowledge in classical and contemporary theories of learning, and the principles and practices that inform effective teaching and learning. These issues will be carefully discussed and systematically related to everyday classroom teaching and learning situations. The goal is to help students build a knowledge foundation in teaching (as professional teachers and instructors) and learning (as students and lifelong learners). The course will further help students become effective facilitators/teachers and instructors as well as help seasoned teachers and instructors make informed professional decisions in schools and educational settings.

LEARNING OUTCOMES/COURSE OBJECTIVES
By the end of the course, the student will be able to:
- demonstrate significant understanding of the current issues in educational psychology and psychology of human development and learning through collaborative and engaged class discussions and reflective practices.
- demonstrate understanding of how children develop and learn in diverse contexts and apply this knowledge in his/her teaching.
- apply the knowledge and skills gained to facilitate and manage teaching and learning
- create conducive learning environment for learners with diversity in learning styles to ensure inclusivity in learning.

COURSE CONTENT:
1. **MEANING, NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY**
   - History of educational psychology
   - Effective teaching
   - Relevance of educational psychology to the classroom/educational settings

2. **HUMAN GROWTH AND DEVELOPMENT**
   - The concept of growth, development and maturation
   - Issues and principles of human development

- Prenatal and post-natal development
- Educational implications of human growth and development

3. THEORIES OF HUMAN DEVELOPMENT
- Psychodynamic theories
  - Psychosexual theory (Sigmund Freud)
  - Psychosocial theory (Erik Erikson)
- Ecological theory (Urie Bronfenbrenner)
- Cognitive theories (Jean Piaget and Lev Vygotsky)
- Educational implications of the theories discussed

4. LEARNING THEORIES
- Definition and features of learning
- Behavioural approach to learning
- Social cognitive approach to learning
- Cognitive information processing approach to learning
- Constructivism
- Educational implications of the learning theories

5. MOTIVATION AND CLASSROOM MANAGEMENT

COURSE DELIVERY MODE/FORMS OF INSTRUCTION:
- Blended teaching/learning: face-to-face/in-person interactions and online/remote learning
- Class presentations/discussions/interactive learning
- Independent study using e-learning opportunities (online)

MODE OF ASSESSMENT:
- Assignment/Project/Quizzes— 40 marks
- End of Semester Examination— 60 marks

EVALUATION AND GRADING:
A student's final grade will be based on progressive continuous assessment (attendance, participation, quizzes, tests, class presentations/exercises, assignments, teamwork) = 20%; Mid-semester examination = 20% and End-of-Semester Examination = 60% (TOTAL=100%)

Grading:

A	= 80 – 100	C	= 60 – 64
B+	= 75 – 79	D+	= 55 – 59
B	= 70 – 74	D	= 50 – 54
C+	= 65 – 69	E	= 0 – 49

RECOMMENDED READING LIST:
Conger, R., & Donnellan, M. (2007). An interactionist perspective on the socioeconomic context of human development. *Annual Review of Psychology, 58,* 175–199.

Feldman, R. S. (2011). *Understanding Psychology* (10th ed.). New York: McGraw-Hill.

Crowl, T. K. et al., (1997). *Educational Psychology: Windows on teaching.* Chicago Brown and Benchmark.

Eliot, S. N. et al., (2000). *Educational Psychology. Effective teaching, effective learning.*

Orlando, L. (2012). Piaget and Vygotsky: Many resemblances, and a crucial difference. *New*

Ideas in Psychology, 30, 281–295.

Owusus-Banahene, N. O. (2008). *Educational psychology: The science of learning* (3rd edition). Kumasi, Narco Publishers.

Santrock, J. W. (2011). *Educational psychology* (5th edition)*.* Boston, McGraw-Hill.

Seifert, K. & Sutton, R. (2009). *Educational psychology: A global text* (2nd edition). Jacobs Foundation, Zurich, Switzerland

Fania, T. & Ghaemib, F. (2011). Implications of Vygotsky's Zone of Proximal Development (ZPD) in Teacher Education: ZPTD and Self-scaffolding. *Procedia - Social and Behavioral Sciences,* 29, 1549 – 1554.