

Introduction to Educational Psychology
Department of Psychology
The University of Hong Kong

First Semester, 2015-2016

Course Number	: PSYC2035	
Lecture Hours	: Friday 3:30 p.m. to 5:20 p.m.	
Lecture Hall	: CPD 2.58	
Instructor	: Dr. S. F. Lam	
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Conversation Hours	: Friday 11:00 a.m. to 12:00 noon or by appointment	
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Conversation Hours	: By appointment	By appointment
Pigeon Hole	: No.49	No.42

Course Description

This is a course for students who are interested in how psychological theories and results of psychological research are applied to learning and teaching. The topics include major developmental theories and their application to learning and instruction, learning theories from both behavioral and cognitive traditions, effective teaching methods and practices, learners' individual and group differences, achievement motivation, and assessment. Students will be involved in learning activities that require self-reflection and integration of daily life experience. They are encouraged to examine their own learning and education system in Hong Kong with what they learn in this course. They are expected to actively explore the practical implications and applications of psychological theories in education.

Learning Outcomes

1. You will know how psychological theories and results of psychological research are applied to learning and teaching.
2. You will understand the major developmental theories and their application to education.
3. You will appreciate learners' individual and group differences. You will learn various strategies that accommodate instruction to meet individual and group needs.
4. You will learn how major learning theories and the results of research are applied to teaching and learning. You will be encouraged to apply these theories to your own learning.
5. You will learn how various theories of motivation and the results of research are applied to learning and teaching. You are encouraged to apply these theories to your own learning.
6. You will know what constitute good teaching methods and practices. You will be encouraged to examine the local education system with your knowledge in effective teaching.
7. You will have basic understanding of the theories, practices, and research related to evaluation of student performance.
8. You will integrate what you learn with your personal experience and observation. You are encouraged to examine your own learning and the education system in Hong Kong with what you have learned in this course.

9. You will be involved in learning activities that require self-reflection and integration of daily life experience.
10. You will collaborate with your classmates in applying what you have learned from this course to an authentic teaching session.

Course Schedule

Part I: Overview

Week 1	Sept 4	Educational Psychology's Purposes and Methods
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Part II: Development and Students

Week 2	Sept 11	Theories of Development
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Week 3	Sept 18	Student Diversity
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Week 4	Sept 25	Exceptional Learners
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Part III: Learning and Motivation

Week 5	Oct 2	Behavioral and Social Views of Learning
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Week 6	Oct 9	Cognitive Theories of Learning
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Week 7	Oct 16	<i>Quiz 1 (Reading Week) Venue: CPD2.58 & CPD2.42</i>
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Week 8	Oct 23	Motivation
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Part IV: Teaching Methods and Practices

Week 9	Oct 30	Direct Instruction
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Week 10	Nov 6	Constructivist Approaches to Instruction
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Week 11	Nov 13	Instruction to Meet Individual Needs
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Week 12	Nov 20	Assessment
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Week 13	Nov 27	<i>Quiz 2, Venue: CPD2.58 & TBC</i>
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Required Textbook

Slavin, R. (2014). *Educational psychology: Theory and practice*. (10th ed.). Boston: Pearson.

Recommended Reference Book

Irby, B. J., Brown, G., Lara-Alecio, R., & Jackson, S. (Eds.), *The handbook of educational theories*. Charlotte, N.C.: Information Age Publication

Lam, S.-f. (Ed.), *Practical handbook of educational psychology*. Hong Kong: Division of Educational Psychology, The Hong Kong Psychological Society. [林瑞芳主編：《教育心理學實用手冊》（香港：香港心理學會教育心理學部，2004年）]。

Course Assignments

The assessment is entirely by coursework

The coursework consists of four components:

1) your contribution to class learning	10%
2) your individual project	30%
3) your teaching practicum	30%
4) your class quizzes	30%

1) Participation in class discussion and tutorials

Your attendance and participation reflect your commitment to the course. You are encouraged to contribute your ideas, questions, and personal experiences to the class and tutorials. What you get from this course is very much a function of what you put into it. Your contribution to class learning includes the assistance you render to your fellow-students, and your participation in discussion during tutorial and on the web. Before you go to your tutorial session, read the assigned reading and think clearly the topic of that week. Write down your position on the debate or your suggestions on teaching/learning strategies. Post them in the discussion corner of the course web page **24 hours before your tutorial session**. Please limit the length of your post to **150 words**. To login, first login HKU Portal, click My eLearning and then Moodle courses. From your Moodle courses, choose “PSYC2035 Introduction to Educational Psychology [Section 1A, 2015].” During the tutorial, the tutor will chair the debate or the discussion. If it is in a format of debate, participants will be randomly assigned to either affirmative or negative position.

2) Individual project

You may choose from Option A, B, C, or D for your individual project. If none of these options engage your interest, you can come up with Option E. However, you should discuss this Option E with your tutor before you proceed. Quality is more important than quantity. Please limit the report of your individual project within **10 pages with double spacing (2,500 words)**. You are encouraged to seek advice from your tutor on your individual project. Your tutor is supposed to give you individual guidance and support. The due day is **Nov 2 (Mon)**. You should submit an e-copy of your project through Moodle to your tutor by **5:00 p.m. on that day**. Late submission is subject to deduction of marks.

Option A: Research project proposal

Pick a phenomenon in educational psychology that intrigues you and then formulate a research question about this phenomenon. Write a research project proposal to explain:

- Your research question (**what** is it?)
- The background (**why** is it significant?)
- Method (**how** would you go about to answer the question?)

If you are a third year student who is now working on your thesis, you are encouraged to pick other options. If you insist on writing a research project proposal, you must discuss with your tutor first. The topic must be substantially different from that of your thesis.

Option B: Research critique

Review 3-4 journal papers on an issue of educational psychology, e.g. Are boys and girls treated differently in classroom? Is cooperative learning effective? Are learning goals really better than performance goals? Does small class size help students learn better? Does inclusive education help students with special needs? Does reward really diminish

motivation? Can competition facilitate learning? These papers must be reports of empirical studies. Evaluate the validity of these studies and comment on how their findings can be integrated to answer the questions in concern.

Option C: Mentoring project

Reconnect with your secondary or primary school. Ask your old teacher(s) to refer a mentee to you. In this semester, befriend with this student and help him/her to make improvement in one of the following areas:

- Learning strategies
- Motivation
- Social and emotional development

You should have at least 4 times of interaction or contact with your mentee during the semester (Try to spread the meetings evenly across the semester. It reflects badly on your effort if you cram all the 4 meetings in the last two weeks before you submit your report). Write a report to evaluate the results of your intervention. Your intervention should be based on your knowledge about development, learning, and instruction. You may discuss the difficulties you encounter, the strategies you use, and the effectiveness of your intervention, etc. If you are a private tutor, work with children other than your tutees. Please do not work with your family members or relatives. You should obtain parental consent before you proceed (a sample of parental consent form is posted on the course webpage).

Option D: Educational issue

Identify an educational issue in Hong Kong or your home country and analyze it from the perspective of educational psychologist. Please be reminded that you must apply the psychological theories you have learned to the analysis of the issues. Sociological or political perspectives are not appropriate for this assignment. Here are some examples of interesting educational issues:

- Addiction to Internet among Students
- Admission to Direct Subsidized Schools (直資學校)
- Bullying in the Schools
- Charisma of Cram School Teachers (補習天王)
- Civic/Moral Education
- Discipline of Students
- Drug or Substance Abuse
- English as Teaching Medium
- Home-school Collaboration
- Inclusive Education (融合教育)
- Information Technology in Education
- National Education (國民教育)
- Liberal Studies (通識教育)
- Motivation of Band Three Students
- Parent Education
- Portfolio Assessment
- Preschool Education
- Project Learning (專題研習)
- Poverty and Education
- Reform in the Academic Structure of the Senior Secondary Education
- Sex Education for Secondary Students
- Students with Specific Learning Difficulties

3) Teaching Practicum

Form three small groups in your tutorial group. Each small group consists of 4 to 5 members and will work together as a teaching team in one of the three tutorials. Each teaching session lasts for **45 minutes** and should be related to the topics in Weeks 9 - 11. The duty of the teaching team is to teach these topics to their fellow students. To make the teaching more focused, you can identify a specific theme in these topics. Here are some examples:

A. Direct Instruction

- Good practices in direct instruction
- Direct instruction and student diversity
- The remedies for the limitations of direct instruction
- The use of direct instruction in Hong Kong schools

B. Constructivist Approaches to Instruction

- The comparison of teacher-centered and student-centered approaches
- Problem-based learning and its application in tertiary education in Hong Kong
- Cooperative learning and its feasibility in local education
- Project learning in Hong Kong secondary schools: Difficulties and solutions

C. Instruction to Meet Individual Needs

- Student diversity in Hong Kong classroom
- The pros and cons of heterogeneous and homogeneous grouping
- The teaching strategies for heterogeneous grouping
 - The different ways of between-class grouping in Hong Kong: Their merits and limitations
 - The pros and cons of heterogeneous and homogeneous grouping

Try your best to integrate what you learn from this course in your teaching practicum. The lesson plan does not need to be long. Without the appendices, it is about **10 pages (2,500 words)**. Here is the format of the lesson plan:

A. Topic (What do you want to teach to your fellow students?)

B. Instructional Objectives (What do you want your fellow students to achieve for this 45-minutes lesson?)

C. Learning Activities (What activities do you plan so that your fellow students can achieve the instructional objectives?)

D. Evaluation (Have the instructional objectives been achieved? What would you change if you were given a chance to redo the instruction?)

E. Appendices (powerpoint files, teaching materials, worksheets, etc.)

Please let your tutor know the topic of your lesson by **Oct 19 (Monday)**. You are encouraged to consult your tutor early on. Once again, your tutor is supposed to give guidance and support to your group. The lesson plan is due by **5:00 p.m. Dec 11 (Friday)**.

4) Class Quizzes

There will be one in-class quiz in the reading week and one at the end of the semester. The quiz will consist of MCQs and essay questions. The MCQs constitutes about 10% of the total course marks.

A softcopy is required for all written assignments. The softcopy will be checked for plagiarism against a database of articles, books, webpages, and essays submitted by students at HKU and other universities. No credit will be given for an assignment that contains plagiarized materials. Further penalties will also be applied. These penalties include a zero mark for participation in course tutorials and a zero mark for the course. Plagiarism may also be reported to the Faculty with a view to disciplinary action.

Weekly Readings

Week 1 (Sept 4) Educational Psychology's Purposes and Methods

Assigned Reading:

Chapter 1: Educational psychology: A foundation for teaching.

Optional Reading:

Lam, S.-f. (2006). Educational psychology in Hong Kong. In S. R. Jimerson, T. D. Oakland, & P. T. Farrell (Eds.), *The Handbook of International School Psychology* (pp.147-157). Thousand Oaks: Sage.

Lam, S.-f. (2014). The preparation of educational psychologists in Hong Kong. *International Journal of School and Educational Psychology*, 2, 179-184

Week 2 (Sept 11) Theories of Development

Assigned Reading:

Chapter 2: Cognitive, language, and literacy development.

Chapter 3: Social, moral, and emotional development

Optional Reading:

Education Commission. (2000). *Learning for life, Learning through life: Reform proposals for education system in Hong Kong*. Hong Kong: Government Printer.

Read Chapter 2 "Summary" (pp.3-26) or the Executive Summary published in September 2001 (http://www.e-c.edu.hk/eng/reform/index_e.html).

Week 3 (Sept 18) Student Diversity

Assigned Reading:

Chapter 4: Student diversity

Optional Reading:

Cappella, E., Frazier, S. L., Atkins, M. S., Schoenwald, S. K., Glisson, C. (2008). Enhancing schools' capacity to support children in poverty: An ecological model of school-based mental health services. *Administration and Policy in Mental Health Services Research*, 35, 395-409.

Week 4 (Sept 25) Exceptional Learners

Assigned Reading:

Chapter 12: Learners with exceptionalities

Lam, S.-f., & Cheng, R. W.-y. (2007). Special education in Hong Kong. In C. Reynolds & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education* (3rd ed.) (pp. 1055-1057). New York: John Wiley & Sons.

Optional Reading:

Poon-McBrayer, K. F. (2004). To integrate or not to integrate: Systemic dilemmas in Hong Kong. *Journal of Special Education*, 37, 249-256.

Education Manpower Bureau (2004). *Whole school approach: Principles and strategies for assessment for students with special educational needs in ordinary schools*. Hong Kong: Government Printer. (http://cd.edb.gov.hk/la_03/eng/assessment_e1.pdf)

Education Manpower Bureau (2004). *Whole school approach: Principles and strategies for setting homework for students with special educational needs in ordinary schools*. Hong Kong: Government Printer. (http://cd.edb.gov.hk/la_03/eng/home_e1.pdf)

Week 5 (Oct 2) Behavioral and Social Views of Learning

Assigned Reading:

Chapter 6: Behavioral theories of learning.

Optional Reading:

Bryant, L. C., Vincent, R. Shaqlaih, A., & Moss, G. (2013). Behaviorism and behavioral learning theory. In B. J. Irby, G. Brown, R. Lara-Alecio & S. Jackson (Eds.), *The handbook of educational theories* (pp. 91-104). Charlotte, N.C.: Information Age Publication

Week 6 (Oct 9) Cognitive Theories of Learning

Assigned Reading:

Chapter 5: Information processing and cognitive theories of learning.

Optional Reading:

Paciotti, K. (2013). Cognitivism: Ways of knowing. In B. J. Irby, G. Brown, R. Lara-Alecio & S. Jackson (Eds.), *The handbook of educational theories* (pp. 105-113). Charlotte, N.C.: Information Age Publication

Week 7 (Oct 16) Quiz 1 (Reading Week)

Venue: CPD2.58 & CPD2.42

Week 8 (Oct 23) Motivation

Assigned Reading:

Chapter 10: Motivating students to learn

Optional Reading:

Lam, S.-f., Pak, T. S., & Ma, W. Y. K. (2007) Motivating Instructional Contexts Inventory. In P. R. Zelick (Ed.), *Issues in the Psychology of Motivation* (pp. 119-136). Huppauge, NJ: Nova Science.

Week 9 (Oct 30) Direct Instruction

Assigned Reading:

Chapter 7: The effective lesson. (pp. 182 - 215)

Optional Reading:

Zhang, L.-F. (2005). Does teaching for a balanced use of thinking styles enhance students' achievement? *Personality and Individual Differences*, 38, 1135-1147.

Curriculum Development Council (2001). *Learning to learn: Life-long learning and whole-person development*. Hong Kong: Government Printer.

Executive Summary (http://cd1.edb.hkedcity.net/cd/EN/Content_2908/e00/summary.pdf)

Week 10 (Nov 6) Constructivist Approaches to Instruction

Assigned Reading:

1. Chapter 8: Student-centered and constructivist approaches to instruction

2. Checkley, K. (1997). Problem-based learning: The search for solutions to life's messy problems. *Curriculum Update*, 1-3, 6-8.

Optional Reading:

Narayan, R., Rodriguez, C., Araujo, J., Shaqlaih, Al, & Moss, G. (2013). Constructivism: Constructivist learning theory. In B. J. Irby, G. Brown, R. Lara-Alecio & S. Jackson (Eds.), *The handbook of educational theories* (pp. 169-183). Charlotte, N.C.: Information Age Publication

Lam, S.-f. (2004). Cooperative learning. In S. F. Lam (Ed.), *Practical handbook of educational psychology* (pp.41 - 54). Hong Kong: Division of Educational Psychology, The Hong Kong Psychological Society. [林瑞芳：〈協作學習〉，林瑞芳主編：《教育心理學實用手冊》，頁41 – 54，（香港：香港心理學會教育心理學部，2004年）。]

Week 11 (Nov 13) Instruction to Meet Individual Needs

Assigned Reading:

Chapter 9: Grouping, differentiation, and technology

Optional Reading:

Lam, S.-f., & Chow, S. Y. (2004). Strategies for student diversity. In S. F. Lam (Ed.), *Practical handbook of educational psychology*. Hong Kong: Division of Educational Psychology, The Hong Kong Psychological Society. [林瑞芳，周瑞儀：（2004）〈處理學生個別差異的對策〉，林瑞芳主編：《教育心理學實用手冊》，頁 83-92，（香港：香港心理學會教育心理學部，2004年）。]

Bartolo, et al. (2007) *Responding to student diversity: Teacher's handbook*. Malta: University of Malta.

Week 12 (Nov 20) Assessment

Assigned Reading:

Chapter 13: Assessing student learning

Optional Reading:

Lam, S.-f., Yim, P.-s., Law, J., S.-f., & Cheung, R. W.-y. (2004). The effects of competition on achievement motivation in Chinese classrooms. *British Journal of Educational Psychology*, 74, 281-296.

Week 13 (Nov 27) Quiz 2

Venue: CPD 2.58 & TBC

Tutorial Schedule

<i>Tutorial</i>	<i>Date</i>	<i>Topic</i>
1	Sept 14 (Week 3)	Theories of Development Debate: The education reform in Hong Kong has considered the developmental needs of children and adolescents.
2	Sept 21 (Week 4)	Student Diversity Debate: To a large extent, talents are well recognized and developed in the education system of Hong Kong.
3	Sept 28 (Weeks 5)	Exceptional Learners Debate: Hong Kong should implement inclusive education.
4	Oct 5 (Week 6)	Behavioral and Social Views of Learning Suggestions: From behavioral theories of learning, what teaching strategies would you suggest to primary school teachers in Hong Kong?
5	Oct 12 (Weeks 7 & 8)	Cognitive Theories of Learning Suggestions: From the perspective of cognitive theories of learning, what study strategies would you suggest to your fellow-students?
6	Oct 26 (Week 9)	Motivation Debate: Educators should promote learning goals instead of performance goals in Hong Kong.
7	Nov 2 (Week 10)	Teaching Practicum
8	Nov 9 (Week 11)	Teaching Practicum
9	Nov 16 (Week 12)	Teaching Practicum