

KSTVET/TDS/ED/F01

EDUCATION AND TRAINING DEPARTMENT

DIPLOMA IN TECHNICAL TRAINER EDUCATION

ED 7203: EDUCATIONAL PSYCHOLOGY

COURSE OUTLINE (JANUARY 2023 INTAKE) - MAY – AUGUST 2023

TRAINER: MR. SAKWA

UNIT CODE: ED/CUR/TT/CR/16/Pro/A

DURATION OF UNIT: 44 hours

UNIT DESCRIPTION: This unit covers the competencies required to apply knowledge of educational psychology. It involves demonstrating mastery of: concepts of psychology, human growth and development, theories of psychology. It also entails applying knowledge of psychology in training.

LEARNING OUTCOMES:

1. Demonstrate knowledge of concepts of psychology
2. Demonstrate knowledge of human growth and development
3. Demonstrate knowledge of psychology theories
4. Apply knowledge of psychology in training
5. Apply knowledge of individual differences among learners

WEEK	TOPIC	CONTENT	LEARNING ACTIVITIES	HRS
1	Introduction to Educational Psychology	<ul style="list-style-type: none"> • Define terms • Outline the branches of Psychology • How Psychology or Educational Psychology is useful to a Trainer 		04
	Human Growth & Development	<ul style="list-style-type: none"> • Define terms • Mechanisms of heredity & 	Activity 1:	

		chromosomal disorders • Principles of Growth and development • Stages of growth & Development	Discuss the principles of growth and development	04
2	Aspects of growth and development: Physical, Emotional, Social and Moral development	• Factors that influence G & D aspects • How growth & development aspects influence learning • The perspectives of Adolescence (physical, emotional/social and cognitive) • Identifying changes experienced during adolescence • Explaining challenges and problems faced by adolescents • Developing ways of helping the adolescent cope with the challenges and problems during adolescence	Activity 2: -Identify key stages (milestones) of growth & development with respect to the aspects above • Discuss the factors that influence the development of the aspects above • Discuss how the various aspects influence/affect learning. • Explain how growth & development of these aspects may be enhanced.	04
3	Cognitive development	• Definition of the term cognitive development • cognition • Social Cultural Cognitive development theory by Vygotsky • Cognitive Development theory by Piaget	Activity 3: Examine the challenges/problems faced by adolescents and develop strategies of helping the adolescents cope with the challenges and problems during this critical stage of growth and development	04
	Intelligence	• Concept of intelligence (general intelligence, emotional intelligence) • How the differences in intelligence arise (nature/nurture) • Using knowledge of learner's intelligence in a learning setup • Catering for exceptional learners in the learning	Activity 4: (a) Explain the reasons why trainers need to know the intelligence level of learners. (b) What strategies can the TVET institutions use to accommodate learners with	04

		setup	different levels of mental – retardation or capacity.	
4	Personality and Learning	<ul style="list-style-type: none"> • Define terms • Personality traits • How personality affects learning • Types of defense mechanisms • Why learners may use defense mechanisms • Helping learners to avoid overusing defense mechanisms 	Activity 5: Discuss the reasons why learners may over use defense mechanisms and how they can be helped	04
5	Motivation	<ul style="list-style-type: none"> • Nature of motivation • Characteristics of motivated/un motivated learners • Motivating learners 		04
	Learning	<ul style="list-style-type: none"> • Definition of learning • Types of learning • Learning styles: Identifying and catering for different learner styles 		04
	Memory & Forgetting	<ul style="list-style-type: none"> • The process of memory • Why forgetting occurs • Ways of reducing forgetting among learners 	Activity 6: State reasons why forgetting occurs and how to reduce it.	04
6	Discipline & classroom management	<ul style="list-style-type: none"> • Guiding principles for discipline and classroom management • Common behaviour Problems 	Activity 7: a) Examine the common behaviour problems among learners in Kenyan educational institutions (b) What are the viable ways that TVET institutions may apply in dealing with indiscipline among learners?	04
7 - 11	GROUP PRESENTATIONS & EXAMS			

MODE OF ASSESSMENT

Individual Work = 30%

Group Work and presentation = 70%

FINAL EXAMS= 100%

Final mark (Average of CATS and Exam) = 100%

REFERENCES

1. Burns R. B. (1977): Child Development: A text for the Caring profession.
2. Lahey, B. (2003) Psychology An Introduction.
3. Licbort, R M. Poulos, R. W. Marmer, G.S. (1979) Development Psychology
4. Santrock, J. (2004) Educational Psychology
5. Durojaiye, M.D.A. (1976); A new introduction to educational psychology.
6. Sperling a. (Editor) Martin K. ((1982); psychology made simple.
7. Lazarus, R. S. (1979) The Psychology Development of the child
8. Baldwin, I. (1980) Theories of Child Development
9. Alison C. & Joane B.K. (1983) Childrens' Development through Adolescence
10. I. Derville (1966) The Use of Psychology I Teaching
11. Ingule, F, et al (1996) Introduction to Educational Psychology.
12. Any other relevant text
13. Internet – Credible website