

**Girne American University, Faculty of Education**  
**Educational Psychology – EDU102**  
**Spring 2012**

<b>Course Unit Title</b>	Educational Psychology
<b>Course Unit Code</b>	EDU102
<b>Type of Course Unit</b>	Compulsory
<b>Level of Course Unit</b>	1 <sup>st</sup> Year Undergraduate
<b>Number of ECTS Credits Allocated</b>	6 ECTS
<b>Theoretical (hour/week)</b>	3
<b>Practice (hour/week)</b>	-
<b>Laboratory (hour/week)</b>	-
<b>Year of Study</b>	1
<b>Semester when the course unit is delivered</b>	2 – Spring
<b>Name of Lecturer (s)</b>	Salise Koçak
<b>Mode of Delivery</b>	Face to Face
<b>Language of Instruction</b>	English
<b>Prerequisites and co-requisites</b>	-
<b>Recommended Optional Programme Components</b>	-
<b>Work Placement(s)</b>	None
<b>Objectives of the Course</b>	<p>To understand the psychological aspects involved in learning and teaching as well as indicating the basic theories of learning. In addition, understanding the impact of different fields on education such as culture and society of the individual.</p> <p>To understand the practical outcomes of learning and mechanisms in teaching and other occupational interests in addition to understanding how learning and teaching process determine education.</p>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explain in detail cultural and social impact on education</li> <li>2. Identify different views of learning (behavioural and cognitive for example)</li> <li>3. Acquire an approach to shape, modify or later alter human behaviour in respect with learning and teaching mechanisms.</li> <li>4. Building effective communication skills required for educational practice</li> <li>5. Building team work and understanding dynamics of cooperation in education</li> <li>6. Developing skills of understanding theories of psychology as applicable to education</li> <li>7. Understanding difference in education (learning difficulties) and how to identify and deal with such differences</li> </ol>
<b>Course Contents</b>	<ul style="list-style-type: none"> <li>- Role of educational psychology</li> <li>- Cognitive development</li> <li>- Personal, social and moral development</li> <li>- Behavioural views of learning</li> <li>- Influence of culture on socialisation</li> <li>- Motivation in learning</li> </ul>

		<ul style="list-style-type: none"> <li>- Learner differences and learner needs</li> <li>- Creating and maintaining positive learning environments</li> </ul>	
<b>Weekly Detailed Course Contents</b>	<b>WEEKS</b>	<b>TOPICS</b>	
		<b>Theoretical Courses</b>	<b>Application</b>
	1	Introduction- what is educational psychology?	
	2	Understanding concepts of development	<i>In class activity 1</i>
	3	Cognitive development – Piaget’s theory of cognitive development	<i>Homework</i>
	4	Cognitive development – application to education	<i>Quiz 1</i>
	5	Learning theories: classical and operant conditioning	
	6	Mid-Term	
	7	Labelling in education	Homework
	8	Learner differences I (learning disabilities)	<i>In-class activity 2</i>
	9	Learner differences II (culture and community)	<i>Quiz 2</i>
	10	Motivation in learning and teaching	<i>In-class activity 3</i>
	11	Complex cognitive processes	<i>Quiz 3</i>
	12	Movie viewing - In class discussion	
13	Revision and review	<i>In class activity 4</i>	
14	Final Exam		
<b>Textbook / Material / Recommended Readings</b>	Materials and required reading will be posted and followed via internet: <a href="http://Elearning.gau.edu.tr">Elearning.gau.edu.tr</a>		
<b>ASSESSMENT</b>			
<b>Semester (Year) Interior Activities</b>	<b>Number</b>	<b>Semester (year) Note the% Contribution to</b>	
<b>In-class activities</b>	<b>5</b>	<b>10</b>	
<b>Quiz</b>	<b>3</b>	<b>15</b>	
<b>Mid-Term</b>	<b>1</b>	<b>25</b>	
<b>Final</b>	<b>1</b>	<b>50</b>	
<b>TOTAL</b>		<b>100</b>	
<b>Semester (year) Grades of Domestic Contribution Activities</b>		<b>50</b>	
<b>Semester (year) of the Final Exam grade Contribution</b>		<b>50</b>	
	<b>TOTAL</b>	<b>100</b>	

<b>Course Learning, Teaching and Assessment Activities in the Framework Calculation of the workload</b>			
<b>Activities</b>	<b>Number</b>	<b>Duration (hour)</b>	<b>Total Workload(hour)</b>
Hours per week (theoretical)	14	3	42
Hours per week (Application)	7	3	21
The preparation of research report	0	0	8
Internet and library research.	2	5	20
Preparing reports and presentations of homework.	2	7	24
Quiz	3	18	8
Preparation for quiz	6		
Supervision			
a) Midterm Examination	1	1	19
b)Self-study for exam	1	18	
Final Exam			
a) Exam	1	1	23
b) Test for individual studies	1	22	
<b>TOTAL WORKLOAD (hour)=165</b>			
<b>AKTS CREDIT COURSE = Total Work Load(hour)/(30 hours/AKTS)= 165/30 = 5,5≅6</b>			

### Contribution of Learning Outcomes to Programme Outcomes

<b>Learn ing Outco mes</b>	<b>Programme Outcomes</b>																
	<b>P O 1</b>	<b>P O 2</b>	<b>P O 3</b>	<b>P O 4</b>	<b>P O 5</b>	<b>P O 6</b>	<b>P O 7</b>	<b>P O 8</b>	<b>P O 9</b>	<b>P O 10</b>	<b>P O 11</b>	<b>P O 12</b>	<b>P O 13</b>	<b>P O 14</b>	<b>P O 15</b>	<b>P O 16</b>	<b>P O 17</b>
<b>LO1</b>	0	4	0	0	0	2	3	5	0	0	0	0	0	0	5	0	0
<b>LO2</b>	0	2	0	0	0	2	2	3	0	0	0	0	0	0	4	0	0
<b>LO3</b>	0	0	0	0	0	1	0	2	0	0	0	0	0	0	2	1	0
<b>LO4</b>	0	0	0	0	0	0	2	5	0	0	0	0	0	0	3	3	0
<b>LO5</b>	0	5	0	0	0	1	5	5	0	0	0	0	0	2	5	5	0
<b>LO6</b>	0	3	0	0	0	0	5	5	0	0	0	0	0	0	4	5	0
<b>LO7</b>	0	0	0	0	0	0	3	5	0	0	0	0	0	0	5	5	0

**Contribution Level: 1 Very Low    2 Low    3 Medium    4 High    5 Very High**