

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSYC220		
Course Title	Educational Psychology		
Prerequisites	PSYC100 Introduction to Psychology		
Course Instructor	TSUDA Ayano	Year Available (Grade Level)	2
Subject Area	Psychology	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	The goal of this course is to understand the theories related to development, motivation, memory, and cognitive processes in learning and to study how to integrate this knowledge into teaching practices. Through a series of lectures, exercises, and discussions in class, students will be encouraged to consider various important issues about student and teacher roles, and what happens in the classroom and beyond. The course aims to understand how teacher-student relationships and each child's disposition and developmental rate can affect their learning process and their ability to adapt to their learning environments. We will also discuss educational psychology for learners with developmental disabilities.
Class plan based on course evaluation from previous academic year	The syllabus is subject to annual review and revision to incorporate insights and feedback from the previous year's course evaluations.
Course related to the instructor's practical experience (Summary of experience)	Not applicable
Learning Goals	Upon completion of the course, students will be equipped to: ·Demonstrate a comprehensive understanding of various theories of learning and educational psychology, applying critical thinking to analyze and evaluate these theories. ·Critically scrutinize learning of psychological theories, assessing their implications and discussing in groups their significance in real-world contexts. ·Examine the influence of memory, cognition and behavior on education and career paths, recognizing their importance in daily life through in-class activities and discussions. ·Develop a deep understanding of assessment including its development, objectives, and use in educational settings. ·Master clear and concise written and oral communication of relevant theories related to the development, motivation, memory, and cognitive processes in learning.

iCLA Diploma Policy	DP1/DP2/DP3
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## iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Discussion, Debate/Group Work				
More details/supplemental information on Active Learning Methods	Not applicable				
Use of ICT	Google form, google classroom				
Contents of class preparation and review	<ul style="list-style-type: none"> <li>Students must complete the recommended readings provided by instructors.</li> <li>Exams, and in-class written assignments will draw from lecture slides and class material.</li> <li>Attendance is crucial, and taking notes and engaging in class activities are key parts of preparation for exams.</li> <li>Review all class content post-lecture to prepare effectively.</li> </ul>	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	1. Constructive feedback and feedforward on assignments 2. Post-exam reviews discussing correct answers and exam performance 3. Additional feedback or guidance provided during individual meetings with the instructor upon request				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Class participation and In-class Assignments	40%	
Final exam	60%	

Required Textbook(s)	Lecture notes
Other Reading Materials/URL	<ul style="list-style-type: none"> <li>Woolfolk, A., &amp; Usher, E. L. (2023). Educational psychology. Pearson.</li> <li>Matheson, D. (Ed.). (2014). An Introduction to the Study of Education (4th ed.). Routledge. <a href="https://doi.org/10.4324/9780203105450">https://doi.org/10.4324/9780203105450</a></li> </ul>
Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. All plagiarized text on your assignment will not be graded and this will very likely lead to failing. The repeated act of plagiarism will be reported to the University which may apply additional penalties. Students are expected to abide by academic integrity and honesty, and any cheating during exams or other assessments will be considered a serious offense and will result in a zero for the assessment. Cheating includes, but is not limited to, sharing answers with other students, using unauthorized materials, and taking actions that disrupt the integrity of the exams.
Other Additional Notes (Outline crucial policies and info not mentioned above)	Not applicable

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Week 1: Introduction (1) Course and Assessment Overview
Class 2	(2) Introduction to Educational Psychology
Class 3	Week 2: Development I (1) Development of the Human Body
Class 4	(2) Nature vs. Nurture
Class 5	Week 3: Development II (1) Piaget's Cognitive Development Theory
Class 6	(2) Criticisms of Piaget's Theory
Class 7	Week 4: Motivation (1) Types of Motivation (2) Attribution
Class 8	(3) Goals (4) Self-efficacy
Class 9	Week 5: Memory (1) Types of Memory (2) Short-term Memory
Class 10	(3) Working Memory (4) Long-term Memory
Class 11	Week 6: Cognition and Intelligence (1) Metacognition
Class 12	(2) Intelligence
Class 13	Week 7: Social Development (1) Prosocial Behavior

Class 14	(2) Theory of Mind (3) Morality
Class 15	Week 8: Identity (1) Erikson's Stages of Development
Class 16	(2) Levinson's Theory of Adulthood Development
Class 17	Week 9: Relationships (1) Classroom Environment
Class 18	(2) Student - Teacher Relationships (3) Student - Student Relationships
Class 19	Week 10: Developmental Disorders (1) Types of Developmental Disorders
Class 20	(2) Support for Persons with Developmental Disabilities
Class 21	Week 11: Assessment (1) Assessment Objectives
Class 22	(2) Forms of Assessment
Class 23	Week 12: Role of Technology in Education (1) Role of Technology in the Classroom
Class 24	(2) 'Flipped Classroom'
Class 25	Week 13: Educational System (1) Early Childhood Education
Class 26	(2) Compulsory School Education (3) Further and Higher Education
Class 27	Week 14: Lifelong Learning (1) What is Lifelong Learning?

Class 28	(2) Value of Lifelong Learning
Class 29	Week 15: Inequalities in Education (1) Race and Social Class (2) Strategies for Addressing Inequality
Class 30	(3) Exam Revision