

|                   |                                                                                             |                                    |            |
|-------------------|---------------------------------------------------------------------------------------------|------------------------------------|------------|
| Department        | International College of Liberal Arts                                                       |                                    |            |
| Semester          | Fall 2025                                                                                   | Year Offered (Odd/Even/Every Year) | Every Year |
| Course Number     | PSYC340                                                                                     |                                    |            |
| Course Title      | Applied Educational Psychology                                                              |                                    |            |
| Prerequisites     | PSYC220 Educational Psychology OR PSYC230 Psychology of Learning and Educational Motivation |                                    |            |
| Course Instructor | TSUDA Ayano                                                                                 | Year Available (Grade Level)       | 3          |
| 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                                                              | This course provides an introduction to theory and research pertaining to the interdisciplinary study of Educational Psychology. It focuses on cognitive-psychological and social psychological foundations of human learning, as well as on the design of learning environments. This course will introduce you to some key topics and key players in this area. The main objective of this course is that students learn to critically analyze and discuss articles and establish a theoretical background in this area so they can apply it to their own research interests. Class activities will follow a discussion format, where students will be asked to lead discussions of assigned readings throughout the semester. Students are expected to contribute to a discussion of the main issues concerning each topic.                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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                                                                  | <p>Upon completion of the course, students will be equipped to:</p> <ul style="list-style-type: none"> <li>·Gain knowledge of the broad literature on cognition and learning.</li> <li>·Understand various theoretical perspectives and how they can be applied.</li> <li>·Critique several theories, verbally and in written form.</li> <li>·Identify and discuss specific issues related to research in learning sciences through understanding ethical and moral perspectives/concepts.</li> <li>·Participate in class discussions designed to facilitate critical thinking about, and evaluation of, class lectures, readings, and activities.</li> <li>·Plan, present, and lead one activity/discussion pertaining to a specific topic to actively and comprehensively present their ideas.</li> <li>·Encourage, and acknowledges the work of other group members through group discussions.</li> <li>·Convey an understanding of research/educational implications through successful completion of written assignments by applying critical thinking skills and recognizing ethical issues when presented in complex forms.</li> <li>·Present research ideas accurately, scientifically and comprehensively.</li> </ul> |

|                     |                 |
|---------------------|-----------------|
| iCLA Diploma Policy | DP1/DP2/DP3/DP4 |
|---------------------|-----------------|

## 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                                          | Problem-Based Learning/Discussion, Debate/Group Work/Presentation                                                                                                                                                                                                                                                                                                                    |                                                                 |         |                                                             |         |
| More details/supplemental information on Active Learning Methods | Not applicable                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |         |                                                             |         |
| Use of ICT                                                       | Google form, google classroom, AI tools, (e.g. ChatGPT)                                                                                                                                                                                                                                                                                                                              |                                                                 |         |                                                             |         |
| Contents of class preparation and review                         | <ul style="list-style-type: none"> <li>Students are expected to read the assigned materials before each class.</li> <li>Students must contribute to in-class discussions, and attend each class except in the case of illness, official closures, religious holidays or extenuating circumstances.</li> <li>Review all class content post-lecture to prepare effectively.</li> </ul> | Hours expected to be spent preparing for class (hours per week) | 4 hours | Hours expected to be spent on class review (hours per week) | 4 hours |
| Feedback Methods                                                 | 1. Constructive feedback and feedforward on assignments<br>2. Preparation of presentations in class for feedback. Activity/discussion facilitation will also involve feedback before the assigned date<br>3. Additional feedback or guidance provided during individual meetings with the instructor upon request                                                                    |                                                                 |         |                                                             |         |

| Grading Criteria                   |                 |                                                                                               |
|------------------------------------|-----------------|-----------------------------------------------------------------------------------------------|
| Grading Methods                    | Grading Weights | Grading Content                                                                               |
| Thought Papers                     | 40%             | Two thought papers will be assigned, each worth 20%                                           |
| Activity/Discussion Facilitation   | 20%             | Students are expected to lead an activity/discussion based on the readings assigned each week |
| Mock-Conference Presentation       | 20%             | Students present one of their thought papers                                                  |
| Class Participation and Discussion | 20%             |                                                                                               |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Required Textbook(s)        | Lecture notes<br>Reading materials assigned for each week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Other Reading Materials/URL | <ul style="list-style-type: none"> <li>Schunk, D.H., &amp; Greene, J.A. (Eds.). (2017). Handbook of Self-Regulation of Learning and Performance (2nd ed.). Routledge. <a href="https://doi.org/10.4324/9781315697048">https://doi.org/10.4324/9781315697048</a></li> <li>Sawyer, R. Keith (ed.) (2022). The Cambridge Handbook of the Learning Sciences. Cambridge University Press.</li> <li>Schutz, P.A., &amp; Muis, K.R. (Eds.). (2023). Handbook of Educational Psychology (4th ed.). Routledge. <a href="https://doi.org/10.4324/9780429433726">https://doi.org/10.4324/9780429433726</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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Other Additional Notes<br>(Outline crucial policies and info not mentioned above) | Attendance is mandatory. Students are expected to read the assigned material before each class, contribute to in-class discussions, and attend each class except in the case of illness, official closures, religious holidays or extenuating circumstances. Students who miss more than two classes without appropriate documentation for their absence will be penalized 5% toward their final grade. Late course requirements will be penalized 10% per day, with entries submitted after the specified times above considered one day late. Explanations for late submissions involving technology problems are not acceptable. Ensure your papers are backed-up and ready for submission before they are due, and allow yourself sufficient time to confirm your paper was uploaded and/or utilize campus computers to avoid personal computing difficulties. Deadline extensions and presentation date changes may be considered if a prior notice of absence and/or appropriate formal documentation regarding excusable absences is provided. Possible excusable absences include illness (e.g., physician note, hospital record), funerals (e.g., travel receipts, obituary), religious observances, and extenuating circumstances. Revised deadlines must be within one week of the original deadline. Presentation dates may be exchanged between students in case of scheduling difficulties. |

(NOTE 2) Class schedule is subject to change

| Class Schedule |                                                                                                                            |
|----------------|----------------------------------------------------------------------------------------------------------------------------|
| Class Number   | Content                                                                                                                    |
| Class 1        | I: Foundations of Learning Sciences<br>Week 1: Introduction<br>(1) Course and Assessment Overview                          |
| Class 2        | (2) Introduction to Learning Sciences                                                                                      |
| Class 3        | Week 2: Learning Together<br>(1) Collaboration<br>(2) Problem-based Learning                                               |
| Class 4        | (3) Computer-supported Collaborative Learning                                                                              |
| Class 5        | Week 3: Teaching and Learning with Technology<br>(1) Pros and Cons of Learning with Technology                             |
| Class 6        | (2) Learning through Games                                                                                                 |
| Class 7        | Week 4: (mis)Understandings of Science<br>(1) Problems and Solutions of (mis)Understandings of Science                     |
| Class 8        | (2) (mis)Understandings of Science Examples from Real-World Issues<br>(3) Thought Papers assigned (due Week 9 and Week 13) |
| Class 9        | II: Emotions<br>Week 5: Achievement Emotions I<br>(1) Theoretical Overview                                                 |
| Class 10       | (2) Activity Emotions                                                                                                      |

|          |                                                                                                             |
|----------|-------------------------------------------------------------------------------------------------------------|
| Class 11 | Week 6: Achievement Emotions II<br>(1) Epistemic Emotions                                                   |
| Class 12 | (2) Social Emotions                                                                                         |
| Class 13 | Week 7: Measuring Emotions<br>(1) Methodologies for Measuring Emotions                                      |
| Class 14 | (2) Difficulties in Measuring Emotions                                                                      |
| Class 15 | Week 8: Emotion Regulation<br>(1) What is Emotion Regulation?                                               |
| Class 16 | (2) Emotion Regulatory Strategies                                                                           |
| Class 17 | II: Self-Regulated Learning<br>Week 9: Self-Regulated Learning<br>(1) What is Self-Regulated Learning?      |
| Class 18 | (2) Different models of SRL                                                                                 |
| Class 19 | Week 10: Co-Regulation of Learning<br>(1) Self-Regulated Learning vs. Co-Regulated Learning                 |
| Class 20 | (2) Socially Shared Regulation of Learning                                                                  |
| Class 21 | Week 11: Technology and Self-Regulated Learning<br>(1) Fostering Self-Regulation with Advanced Technologies |
| Class 22 | (2) Role of Self-Regulated Learning in Digital Games                                                        |
| Class 23 | Week 12: Measuring Self-Regulated Learning<br>(1) Self-reports<br>(2) Think-Aloud Protocols                 |
| Class 24 | (3) Trace Data<br>(4) Data Mining                                                                           |

|          |                                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Class 25 | III: Assessments in Learning Sciences<br>Week 13: Learning Sciences Perspective of Educational Assessment<br>(1) Conceptual Framework of Assessment |
| Class 26 | (2) Assessment Development<br>(3) Evidence-Centered Design of Assessment                                                                            |
| Class 27 | Week 14: Dynamic Assessment<br>(1) Scaffolding                                                                                                      |
| Class 28 | (2) Advances in the Science of Assessment                                                                                                           |
| Class 29 | Week 15: Conference Preparation<br>(1) Preparing for Mock-Conference Presentation                                                                   |
| Class 30 | (2) Mock-Conference Presentation                                                                                                                    |