**UNIVERSITY OF SARGODHA**

**DEPARTMENT OF EDUCATION**

COURSE OUTLINE (BEd – honor) Semester V Fall 2020

Course Title: Educational Psychology

Course Code: EDU-305

Credit Hours: 3(3-0)

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DESCRIPTION AND OBJECTIVES

The purpose of this course is to develop learner’s insight. Its unique approach helps student teachers to understand different psychological concepts by encouraging them to examine their own learning and then showing them how to apply these concepts as teachers. This course concentrates on core concepts and principles. It gives readers an in-depth understanding of the central ideas of educational psychology.

INTENDED LEARNING OUTCOMES

By the end of the course students should be able to:

* describe in detail the multidisciplinary nature of educational psychology
* familiarize students with basic theories derived from various discipline which are related to education
* develop critical thinking about and appreciation of education psychology as multidisciplinary subject
* familiarize with the concept of test development

COURSE CONTENTS

**Unit 1 Introduction to psychology**

1.1. Schools of thoughts

1.2. Structuralism

1.3. Functionalism

1.4. Behaviorism

1.5. Nature and function of educational Psychology

1.6. Four-way teaching agenda of educational psychology

**Unit 2 Fundamentals of Human Development**

2.1. Overview of Growth and Development

2.2. General nature of growth and Development

2.3. Factors influencing Child Development

**Unit 3 Learning**

3.1. Definition of learning

3.2. Learning theories

3.3. Learning Process

**Unit 4 Information Processing**

4.1. What is Memory?

4.2. Parts of memory

4.3. What is forgetting?

4.4. Methods to improve memory

**Unit 5 Intelligence**

5.1. Concept of intelligence

5.2. Theories of intelligence

5.3. Individual difference

5.4. Intelligence Testing

**Unit 6 Measurement and evaluation in educational Psychology**

6.1. Test

6.2. Characteristics of Test

6.3. Reliability

6.4. Validity

6.5. Items Analysis

COURSE SCHEDULE

|  |  |
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| **Week** | **Topics and Readings** |
| 1 | **Unit 1 Introduction to psychology**  1.1. Schools of thoughts  1.2. Structuralism |
| 2 | **Unit 1 Introduction to psychology**  1.3. Functionalism  1.4. Behaviorism |
| 3 | **Unit 1 Introduction to psychology**  1.5. Nature and function of educational Psychology  1.6. Four-way teaching agenda of educational psychology |
| 4 | **Unit 2 Fundamentals of Human Development**  2.1. Overview of Growth and Development  2.2. General nature of growth and Development |
| 5 | **Unit 2 Fundamentals of Human Development**  2.3. Factors influencing Child Development |
| 6 | **Unit 3 Learning**  3.1. Definition of learning  3.2. Learning theories |
| 7 | **Unit 3 Learning**  3.3. Learning Process |
| **8** | **Mid Term Exam** |
| 9 | **Unit 4 Information Processing**  4.1. What is Memory?  4.2. Parts of memory |
| 10 | **Unit 4 Information Processing**  4.3. What is forgetting?  4.4. Methods to improve memory |
| 11 | **Unit 5 Intelligence**  5.1. Concept of intelligence  5.2. Theories of intelligence |
| 12 | **Unit 5 Intelligence**  5.3. Individual difference  5.4. Intelligence Testing |
| 13 | **Unit 6 Measurement and evaluation in educational Psychology**  6.1. Test  6.2. Characteristics of Test |
| 14 | **Unit 6 Measurement and evaluation in educational Psychology**  6.3. Reliability  6.4. Validity |
| 15 | **Unit 6 Measurement and evaluation in educational Psychology**  6.5. Items Analysis |
| **16** | **Final Term Exam** |

ASSESSMENT CRITERIA

MidTerm Exam 30%

Sessional Marks 20%

MidTerm Exam 50%

READINGS

Recommended Books

Ormrod, Jeane, (2010) *Educational Psychology: Developing Learners:* Pearson

Santrock, John W., (2001) *Educational Psychology*, USA. Mc-Graw- Hill Anita Woolfolk; Educational Psychology, USA.