

## **COURSE SPECIFICATION DOCUMENT**

**NOTE:** ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

**Academic School/Department:** School of Communications, Arts and Social Sciences

**Programme:** Psychology

**FHEQ Level:** 5

**Course Title:** Psychology of Education

**Course Code:** PSY 5430

**Course Leader:** Dr Annita Ventouris

<b>Student Engagement Hours:</b>	120
Lectures:	30
Seminar / Tutorials:	15
Independent / Guided Learning:	75

**Semester:** Spring

**Credits:** 12 UK CATS credits  
6 ECTS credits  
3 US credits

### **Course Description:**

The aim of this course is to investigate the applications of psychology in educational settings. Students will have the opportunity to gain an understanding of the ways psychological theories and research have influenced our understanding of child learning and teaching. Furthermore, this course investigates the impact of certain psychosocial factors on children's educational development, including peer relations, the role of adults, teacher-pupil interactions and barriers to learning. This course provides a rich learning opportunity for students who want to study Educational Psychology on a postgraduate level or for students who wish to pursue a career in teaching.

### **Prerequisites:**

PSY 4210 Developmental Psychology

### **Aims and Objectives:**

By investigating the applications of psychology in educational settings, students will have the opportunity to examine key developments in psychology and education, focusing both on child learning and the implications for practitioners. Students will have the chance to reflect on theories of psychology of learning and education, relating them to recent research in the field and also to their personal experiences.

### **Programme Outcomes:**

5A.i, 5A.ii, 5B.iii, 5C.i, 5D.i, 5Dii

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at: <http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

### **Learning Outcomes:**

Students should be able to:

- Demonstrate factual and conceptual knowledge of key developments in psychology and education and the implications for practitioners.
- Question the concepts and theories of the psychology of learning and education and interrogate the assumptions that underpin theory, practice and research.
- Demonstrate the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms.

### **Indicative Content:**

Behaviourism and Social Learning  
Cognitive Development and Learning: Jean Piaget  
Sociocultural Aspects of Learning: Lev Vygotsky  
Individual Differences and Learning Styles  
Peer Relations and Friendships at School  
Aggression in School  
Teacher-Pupil Interactions  
Gender Differences  
Special Needs and Inclusion  
Socio-emotional Barriers to Learning  
Research in Psychology of Education

**Assessment:**

This course conforms to the Richmond University Standard Assessment Norms approved at Learning and Teaching Policy Committee found at:

<http://www.richmond.ac.uk/content/academic-affairs/academic-standing.aspx>.

**Teaching Methodology:**

The course material will be covered in the following ways:

- I. Formal lectures
- II. Discussions of key ideas
- III. Recommended readings and websites
- IV. Films

**Bibliography:**

See syllabus for complete reading list

***IndicativeText(s):***

Jarvis M. (2005). *The Psychology of Effective Teaching and Learning*. Cheltenham, Nelson Thornes.

Miller, A. (2003). *Teachers, Parents and Classroom Behaviour: A Psychosocial Approach*. Buckingham: OU Press.

Norwich, B. (2000). *Education and Psychology in Interaction*. London: Routledge.

Ormrod, J.E. (2010). *Educational Psychology: Developing Learners* (7<sup>th</sup> ed.) Pearson Custom Publishing

Pellegrini, A., & Blatchford, P. (2000). *The Child at School: Interactions with Peers and Teachers*. London: Arnold.

Smith, P.K., Cowie, H., & Blades, M. (2011). *Understanding Children's Development* (5<sup>th</sup> ed). Oxford: Blackwell.

***Journals***

British Journal of Educational Psychology

School Psychology Review

British Journal of Special Educational Needs

