Course Outline

Part I

Programme Title	: All Full-time Undergraduate programmes
Programme QF Level	: 5
Course Title	: Basic Psychology for Educators: Useful Concepts from Educational and Positive Psychology
Course Code	: PSY2050
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Psychology is a scientific study of human behaviors, thoughts, and feelings. This introductory course provides basic knowledge of the major psychological perspectives in understanding human functioning. The relevance of educational psychology and positive psychology to daily life experience such as personal strength and psychological well-being will be highlighted. Attention will also be given to the appropriate application of psychological theories, especially in the educational setting, developmental research, and data drawn from the West within the Hong Kong context. This course will be of considerable applied value to educators and those in allied fields.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Describe the major concepts of psychological theories;

CILO$_2$ Identify and evaluate the merits and limitations of major psychological concepts and theories;

CILO$_3$ Explain the role and characteristics of scientific research in developing, testing and refining psychological theories and knowledge;

CILO$_4$ Apply and integrate psychological theories, concepts and knowledge related to educational psychology and positive psychology to explain human behavior in real life, especially in educational settings.

CILO$_5$ Reflect on personal experience by applying the concepts of positive psychology.

3.   Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
What is Psychology? (history, related disciplines and professions, relations between psychology and professional excellence in educational setting) Research Methods (Basic research ethics including issues on privacy and confidentiality)	CILO$_{1,3,4}$	Lecture, case study, online concept check
Social Psychology (conformity, obedience, bystander effect, social loafing, group polarization, attitude change, applying	CILO$_{1-5}$	Lecture, video, experiment, debate/online Moodle discussion forum

social psychology to understanding and preventing bullying in the school context)		
Childhood and Adolescence (Piaget's cognitive development, Erikson's psychosocial development, theories on moral development, child abuse)	CILO$_{1-5}$	Lecture, video, experiment, debate/online Moodle discussion forum
Cognition, Consciousness, & Memory (mental imagery, problem solving and decision making, creativity, language; information processing model, short-term and long-term memory, forgetting, states of consciousness, sleep pattern)	CILO$_{1-5}$	Lecture, video, experiment, memory test, online concept check
Learning (classical conditioning, operant conditioning, observational learning)	CILO$_{1-5}$	Lecture, video, experiment
Motivation and Personality (theories of motivation, e.g., drive theories and incentive theories, applying motivation theories in the classroom; personality theories, including trait, psychodynamic, behavioral and humanistic theories, personality inventories and projective tests)	CILO$_{1-5}$	Lecture, video, experiment
Biological Basis of Human Emotions and Behaviors (nervous systems and brain functions, emotional competence, emotional intelligence, self-awareness, social competence, emotional control and adaptation)	CILO$_{1-5}$	Lecture, video, experiment, E-learning (online learning package), online concept check
Health and Psychological Well-being (happiness, stress, child abuse, coping strategies, life satisfaction, self-determination, and psychological disorders)	CILO$_{1-5}$	Lecture, video, online Moodle discussion forum
Positive Relationship and Communication (unconditional positive regard, empathy, genuineness, altruism, gratitude, forgiveness, constructive feedback)	CILO$_{1-5}$	Lecture, video
Strength-based Perspective to Development (hope theory, optimism, and strength-based guidance programs)	CILO$_{1-5}$	E-learning (online learning package), lecture, video

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. End-of-term Quiz A multitude of **multiple-choice questions** will be designed to test students' understanding of basic terminology and elementary concepts, and their ability to integrate and apply these concepts to analyse hypothetical and/or real life examples.	40%	CILO$_{1-2,4-5}$
b. Individual Assignment (1,000-1,200 words) An essay is designed to assess students' competence in understanding and applying psychological concepts/principles to explain human behaviours in real life with relevance to education. Students will identify a past experience related to education and analyse the experience described. The concepts or principles applied should be based on the materials covered in this course (at least 1 concept/principle from Lectures 7 to 10, the other 1 to 2 concepts/principles can be from any lectures; see Annex for details). Critical discussion of the experience in relation to relevant psychological concepts/principles and implications of the experience in education should be made. This assignment helps students understand, apply, and critically discuss psychological concepts/principles in educational settings.	40%	CILO$_{1-5}$
c. Class Assignments Class exercises and activities will be assigned throughout the course to enhance students' applications of psychological theories in daily life. These exercises will form the basis of discussions during tutorials.	20%	CILO$_{1-5}$

5. Required Text(s)

Ciccarelli, S. K., & White, J. N. (2021). *Psychology, global edition* (6th ed.). Pearson Education Limited.

6. **Recommended Readings**

   Coolican, H. (2019). *Research methods and statistics in psychology*. Routledge.

   Duchesne, S., & McMaugh, A. (2018). *Educational psychology: For learning and teaching* (6th ed.). Cengage Learning.

   Education Bureau (2022). *Guidelines on Teachers' Professional Conduct*. The Government of the Hong Kong Special Administrative Region of the People's Republic of China.
   https://www.edb.gov.hk/en/teacher/guidelines_tpc/index.html

   Feldman, R. S. (2019). *Essentials of understanding psychology* (13th ed.). McGraw-Hill.

   Gazzaniga, M. S., Heatherton, T. F., & Halpern, D. F. (2018). *Psychological science* (6th ed.). W. W. Norton.

   Kalat, J. W. (2017). *Introduction to psychology* (11th ed). Wadsworth/Cengage Learning.

   King, L. A. (2017). *The science of psychology: An appreciative view* (4th ed.). McGraw-Hill.

   Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness.* The Guilford Press.
   https://doi.org/10.1521/978.14625/28806

   Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Pearson.

   Stephen, J. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life* (2nd ed.) [electronic book also available]. Wiley.

   Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Cengage.

7. **Related Web Resources**

   American Psychological Association
   http://www.apa.org/
   American Psychological Society
   http://www.psychologicalscience.org/
   Australian Psychological Society
   http://www.psychology.org.au/
   British Psychological Society
   http://www.bps.org.uk/
   Chinese Positive Psychology: Future Directions
   http://www.drpaulwong.com/chinese-positive-psychology-future-directions/
   Hong Kong Psychological Society
   http://www.hkps.org.hk/en/
   Ongoing Renewal of the School Curriculum, Education Bureau, Hong Kong
   https://www.edb.gov.hk/en/curriculum-development/renewal/guides.html
   Positive Psychology Center
   http://www.positivepsychology.org/

Positive Psychology UK

http://positivepsychology.org.uk/

8. **Related Journals**

Journals

American Psychologist

Annual Review of Psychology

Child Development

Developmental Psychology

Journal of Abnormal Psychology

Journal of Educational Psychology

Journal of Happiness Studies

Journal of Personality and Social Psychology

Personality and Social Psychology Review

Psychological Bulletin

Psychological Inquiry

Psychological Review

Psychological Science

The Journal of Positive Psychology

Journal Articles

Chen, J., & Wei, H. (2013). School violence, social support and psychological health among Taiwanese junior high school students. *Child Abuse and Neglect*, *37*(4), 252-262. https://doi.org/10.1016/j.chiabu.2013.01.001

Fischer, P., Krueger, J. I., Greitemeyer, T., Vogrincic, C., Kastenmüller, A., Frey, D., Heene, M., Wicher, M., & Kainbacher, M. (2011). The bystander-effect: A meta-analytic review on bystander intervention in dangerous and non-dangerous emergencies. *Psychological Bulletin, 137*(4), 517–537. https://doi.org/10.1037/a0023304

Leung, A. N. M., Wong, N., & Farver, J. M. (2018). Cyberbullying in Hong Kong Chinese students: Life satisfaction, and the moderating role of friendship qualities on cyberbullying victimization and perpetration. *Personality and Individual Differences*, *133*, 7-12. https://doi.org/10.1016/j.paid.2017.07.016

Salehyan, M., Mousatabatabaee, S., & Rajabpour, M. (2013). Psychological Disorders in Students: A Comparison of Failed and Normal Students. *Procedia - Social and Behavioral Sciences*, *84*, 637-639. https://doi.org/10.1016/j.sbspro.2013.06.617

Seifert, T. (2010) Understanding student motivation. *Educational Research*, *46*(2), 137-149. https://doi.org/10.1080/0013188042000222421

Sumrall, W., Sumrall, R., Doss, D. A. (2016) A review of memory theory. *International Journal of Humanities and Social Science*, *6*(5), 23-30.

https://www.ijhssnet.com/journals/Vol_6_No_5_May_2016/3.pdf

Telzer, E., Fuligni A., Lieberman, M. & Galván, A. (2013). The effects of poor quality sleep on brain function and risk taking in adolescence. *NeuroImage*, *71*, 275-283. https://doi.org/10.1016/j.neuroimage.2013.01.025

Wang, L., Zhu, L., & Wang, Z. (2017). Parental mind-mindedness but not false-belief understanding predicts Hong Kong children's lie-telling behavior in a temptation-resistance task. *Journal of Experimental Child Psychology*, *162*, 89-100. https://doi.org/10.1016/j.jecp.2017.04.023

Wong, M. L., Zhang, J., Wing, Y. K., & Lau, E. Y. Y. (2017). Sleep-related daytime consequences mediated the neuroticism depression link. *Sleep and Biological Rhythms*, *15*(1), 21-30. https://doi.org/10.1007/s41105-016-0074-6

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. Others

In this course, the relevance of psychology to education (e.g., relations between psychology and professional excellence in educational setting, prevention of school bullying, application of motivation theories in the classroom) will be emphasized. Psychological theories and their applications in the contexts of early childhood, primary, and secondary education will be discussed. Different aspects of the course provision (e.g., lectures, discussions, videos) will jointly help enhance psychological knowledge and educational professionalism among students.

Annex: Individual Assignment (40%)

Identify <u>ONE past first-person experience related to education</u>, and write a <u>1,000-1,200 word</u> essay analyzing the experience described, applying psychological concepts/principles to explain how the experience has occurred, and your behaviors, feelings, and/or thoughts related to that experience. The essay should contain the following parts:

A. **Introduction**: A <u>brief summary</u> on the past personal experience (not more than 150 words); provide your <u>thesis statement</u> that indicates the psychological concepts/principles you use in the analysis and sum up the main points of your essay.

B. **Analysis section**: Apply <u>2-3 psychological concepts/principles</u> to explain the experience described; discuss the <u>educational implications</u> of the experience. <u>At least 1 concept or principle</u> applied should be <u>based on the materials in Lectures 7-10. The other 1 to 2 concepts/ principles can be from any lectures.</u> Detailed description of the selected psychological concepts/principles is not needed. Critical discussion of the experience in relation to relevant psychological concepts/principles; and implications of the experience in education should be given. Remember to include in-text citations if you are making reference to the textbook or other published materials.

C. **Conclusion:** Your essay should end with an overview of your main points and your conclusions.

D. **References** (excluded in word count): You should list all the references used in your essay and comply with the citation style listed in Ch. 14 of the Student Handbook. (https://www.eduhk.hk/re/student_handbook/).

E. **Appendix** (excluded in word count): A detailed description of the past personal experience (not more than 500 words) can be included (optional). The Appendix will not be graded.