

SS5763: SPECIAL TOPICS IN PSYCHOLOGY OF EDUCATION

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Special Topics in Psychology of Education

Subject Code

SS - Social and Behavioural Sciences

Course Number

5763

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

SS5758 Educational Psychology

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims at (i) sensitizing students to the impacts of personal and environmental factors on teaching and learning in the educational settings; and (ii) developing students' critical mind on some contemporary controversies in psychology of education that are pivotal to teaching and learning.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and explain how individual characteristics and environmental factors affect student performance and teacher behaviours in schools;	50		x	x
2	Evaluate usefulness of selected models as well as hypotheses generated from the models in explaining student and teacher behaviour in classroom and school effectiveness; and	30	x	x	
3	Apply knowledge learnt from studying controversial issues in educational psychology to create productive learning environments for effective classroom teaching and learning.	20		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Contemporary issues in psychology of education that are controversial will be selected. Key concepts will be explained. Emphasis will be put on integration between theory and practice and applications of theories in a critical manner.	1, 2, 3	
2	Readings from books and journals	There will be materials selected from books and journals on each topic as a supplement. It can provide a broader, a more comprehensive, and a more in-depth view on the selected issue.	1, 2, 3	

3	Group presentation	Groups of students will be required to conduct a thorough and critical review on some controversial topics in educational psychology. Each group will present their materials to all students in the classroom for further class discussion.	1, 2, 3	
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Essay writing	1, 2, 3	50	Individual
2	Group presentation	1, 2, 3	20	Group
3	Review or critique of articles/books	1, 2, 3	30	Group

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

1. Essay writing (50%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Each student will be required to write an essay of 2000 words on a selected controversial issue in educational psychology

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair

(C+, C, C-) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal

(D) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

2. Group presentation (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students will be divided into several groups. Each group will be responsible for conducting a thorough and critical review on a controversial issue in educational psychology and presenting their materials and viewpoints in class to facilitate further class discussions

Excellent

(A+, A, A-) Clear description of how knowledge in educational psychology is related to the selected/assigned issue and personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences and such integration is illustrated with clear theoretical explanation and concrete examples. Apart from it, creative insight and/or deep meaning is generated and presented effectively to audience.

Good

(B+, B, B-) Clear description of how knowledge in educational psychology is related to their own personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences; however, such integration is general but not adequately specific in both theoretical and practical terms.

Fair

(C+, C, C-) Knowledge in educational psychology is addressed and linked to student's own personal experiences but the linkage is general and superficial. Attempts are shown to integrate concepts and theories of educational psychology with student's own knowledge and personal experiences but such integration is either too general or not specific enough.

Marginal

(D) The content of presentation is not focusing on a proper issue, knowledge is poorly integrated, and/or presentation of content is disorganized.

Failure

(F) The presentation is poorly done

Assessment Task

3. Review or critique of articles/books (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students will be required to submit a 3,000-word review or critique on the articles and books related to the controversial issue addressed in the group presentation.

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base

Good

(B+, B, B-) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair

(C+, C, C-) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal

(D) Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

1. Essay writing (50%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Each student will be required to write an essay of 2000 words on a selected controversial issue in educational psychology

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Marginal

(B-, C+, C) Adequate understanding of the subject matter so that the student can develop solutions to simple problems from the cited materials.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

2. Group presentation (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students will be divided into several groups. Each group will be responsible for conducting a thorough and critical review on a controversial issue in educational psychology and presenting their materials and viewpoints in class to facilitate further class discussions

Excellent

(A+, A, A-) Clear description of how knowledge in educational psychology is related to the selected/assigned issue and personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences and such integration is illustrated with clear theoretical explanation and concrete examples. Apart from it, creative insight and/or deep meaning is generated and presented effectively to audience.

Good

(B+, B) Clear description of how knowledge in educational psychology is related to their own personal experiences. Concepts and theories are integrated with knowledge structures of student's own personal experiences; however, such integration is general but not adequately specific in both theoretical and practical terms.

Marginal

(B-, C+, C) Some basic knowledge relating to educational psychology is demonstrated. Some linkage to student's own personal experiences is shown but the linkage is general and superficial. Attempts are shown to integrate concepts and theories of educational psychology with student's own knowledge and personal experiences but such integration is either too general or not specific enough.

Failure

(F) The presentation is poorly done

Assessment Task

3. Review or critique of articles/books (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students will be required to submit a 3,000-word review or critique on the articles and books related to the controversial issue addressed in the group presentation.

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Marginal

(B- C+, C) Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Failure

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III Other Information

Keyword Syllabus

The content areas may vary from year to year, depending on students' need and staff expertise in a particular year. They will be selected according to the major themes/debates currently existing in the field of educational psychology.

Topics to be covered may include: academic dishonesty; academic help seeking; academic procrastination; parental academic involvement; parental academic socialization; family educational environment; teacher expectations; teachers' emotion; peer acceptance and rejection; schooling and cognitive development; learning environments; school effectiveness

Reading List**Compulsory Readings**

Title	
1	There is no textbook for this course. Readings will be selected from journals, text books and the following edited books:
2	Chang, E. (Ed.). (2016). Taking sides: Clashing views in educational psychology (8th ed.). OH, US: McGraw Hill.
3	Buskirk-Cohen. (Ed.). (2020). Taking sides: Clashing views in lifespan development (7th ed.). Boston, MA: McGraw Hill.
4	Slife, G. (Ed.). (2015). Taking sides: Clashing views on psychological issues (19th ed.). Boston, MA: McGraw Hill.

Additional Readings

Title	
1	Articles related to the selected topics from the following journals:
2	Educational Psychology Review. ISSN: 1040-726X
3	Review of Educational Research. ISSN: 0034-6543
4	Educational Psychology Review. ISSN: 1747-938X
5	School Psychology Review. ISSN: 0279-6015

6	Personality & Social Psychology Review. ISSN: 1088-8683
7	Oxford Review of Education. ISSN: 0305-4985
8	Review of General Psychology. ISSN 1089-2680
9	Developmental Review. ISSN: 0273-2297
10	Educational Research Review ISSN:1747-938X