

Module specification

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Module code	PSYON708
Module title	Introduction to Educational Psychology
Level	7
Credit value	15
Faculty	Faculty of Social and Life Sciences
Module Leader	Dr Dagmar Corry
HECoS Code	100496
Cost Code	GAPS

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Psychology	Core
MSc Forensic Psychology	Core
MSc Educational Psychology	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	15 hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

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Initial approval date	18.5.21
With effect from date	September 21
Date and details of revision	
Version number	1

Module aims

This module introduces educational psychology and discusses the range of learners, contexts, and situations educational psychologists work with. Theory, empirical evidence, and vignettes illustrate how educational psychologists can make an impact on young people's experiences within the school environment. Aspects of cognition, learning, and instruction will be covered, as well as social, emotional, and behavioural issues in school.

Students will become familiar with psychological theories and their application and relevance to professional practice, and develop an understanding of how they can be applied to enhance the experiences of individuals in a learning environment. Students will develop an appreciation of the ethical application of psychometric testing for educational purposes. They will learn to take a problem-based approach, apply critical thinking and evidence-based solutions, and to link theory with practice.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically discuss the role of educational psychologists in a variety of learning environments
2	Develop a systematic understanding of at least two different theories of learning and their application in educational settings.
3	Critically evaluate a range of psychometric tests educational psychologists may use to measure cognitive ability and performance.
4	Evaluate the relationship between individual differences and school ethos with respect to psychological health and wellbeing.

Assessment

Indicative Assessment Tasks:

1. Work **journal** – from which a reflective piece (1,000 words) would be written considering observations of applying one of the learning theories discussed to the student's context.
2. Multiple Choice Questionnaire
3. Critically evaluate the relationship between individual differences and school ethos with respect to psychological health and wellbeing (1500 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Coursework	30%
2	1, 2, 3, 4	In-class test	30%
3	1, 2, 3, 4	Written Assignment	40%

Derogations

None

Learning and Teaching Strategies

The overall learning and teaching strategy will include a series of lectures with accompanying media devices. There will be a mix of supporting notes/along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Indicative Syllabus Outline

- Introduction to Educational Psychology.
- Special needs and giftedness.
- Dyslexia and fear of maths.
- Effective communication in school.
- Psychological theory and research applied to educating children with autism.
- Psychological perspectives applied to managing classroom behaviour.
- Coping with life by coping with school.
- School ethos and student identity.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cline, Culliford, & Birch (2015). *Educational Psychology, Topics in Applied Psychology (2nd ed.)* London: Routledge.

Other indicative reading

Ormrod, J. (2019). *Educational Psychology: Developing Learners (10th ed.)*. London: Pearson

Indicative journals

Journal of Educational Psychology
British Journal of Educational Psychology
European Journal of Psychology of Education
Canadian Journal of School Psychology
School Psychology International
Journal of Psychoeducational Assessment
Educational Psychology Review
Educational and Psychological Measurement
Contemporary Educational Psychology
School Psychology Review

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication