

COURSE: EDUCATIONAL PSYCHOLOGY

Authors

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RATIONALE

The educational psychology course is designed to equip trainee teachers with relevant knowledge, skills and values that will enable them be competent teachers in primary schools.

AIM

The course aims at producing teachers who have good understanding of the child development processes and the significance of these processes in the learning of a child in school and the society.

GENERAL OUTCOMES

1. Demonstrate understanding of related aspects of educational psychology as it relates to the growth and learning needs of the child.

KEY COMPETENCES

1. Able to apply knowledge, skills and values acquired in educational psychology.

APPROACHES AND STRATEGIES

Lecturers and tutors are required to facilitate the delivery of the content in this course using teaching approaches strategies that focus on learner centeredness in order to ensure effective transfer of knowledge, skills and values to teacher trainees. Such methodologies should include the following teaching approaches and strategies:

- Group and pair work.
- Research.
- Field trips.
- Presentation.
- Observation/ Experimentation
- Inquiry.
- Problem solving.

- Role play.
- Drama.
- Modelling

ASSESSMENT

1. Continuous assessment : 50%
 - 1 assignment 20 %
 - 2 Tests 30 %
2. Final examination 50%

Educational psychology

YEAR 1

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
1.1 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	1.1.1 The Background of Psychology	1.1.1.1 Define the concept of psychology and educational psychology 1.1.1.2 Outline the trend of psychology 1.1.1.3 Demonstrate Psychology Schools of Thought and branches 1.1.1.4 Illustrate Psychology as a Scientific Discipline 1.1.1.5 Compare and Contrast General Psychology and Educational Psychology
	1.1.1 The purpose of Educational Psychology to the teacher and the parent.	1.1.1.1 Express the purpose of Educational Psychology to the teacher and the parent

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
1.2 HUMAN DEVELOPMENT	1.2.1 Human Development (Nature and Nurture)	1.2.1.1 Differentiate the controversy of Nature and Nurture and their role on the development of the child 1.2.1.2 Analyze factors influencing pre-natal development 1.2.1.3 Examine factors affecting Post-natal development of adolescence 1.2.1.4 Interpret and apply methods of birth control
1.3 THEORIES OF COGNITIVE DEVELOPMENT	1.3.1 The concept of cognitive development	1.3.1.1 Express the terms in Cognitive Development 1.3.1.2 Describe the Stages of cognitive development according to Jean Piaget and Levy Vygotsky
1.4 LANGUAGE AND THOUGHT DEVELOPMENT	1.4.1 Theories of language development.	1.4.1.1 Analyze theories of learning and apply them to teaching and learning processes 1.4.1.2 Illustrate stages of language development 1.4.1.3 Demonstrate factors affecting language development 1.4.1.4 Evaluate the value of language

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
	1.4.2 Relationship between language and thought	1.4.2.1 Distinguish the relationship between language and thought

YEAR 2

2.1 THEORIES OF PERSONALITY DEVELOPMENT	2.1.1 Personality development	2.1.1.1 Explain the meaning of terminologies 2.1.1.2 Analyze types of personalities (Jung Eynsenck) 2.1.1.3 Generate factors affecting personality development. (Sigmund Freud, and Erick Ericson) 2.1.1.4 Correlate Psychosexual and Psycho-social development 2.1.1.5 Identify ego defensive mechanisms of frustration 2.1.1.6 Appreciate moral development of a child (Jerome Brunner, Lawrence Kohlberg)
	2.1.2 Parenting styles and Bronfenbrenner Ecological theories of development	2.1.2.1 Appreciate parenting styles in real life situations
2.2 THEORIES OF LEARNING	2.2.1 Types of learning theories	2.2.1.1 Express definitions used in learning 2.2.1.2 Criticize theories of learning and relate them into teaching and learning processes Behaviourists theories: Ivan Pavlov, Thornike E, Watson GB, Sknner B.F Cognitive theories: Brunner and Gagne

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
		Social and insight learning theories: Albert Bandura, Wolfgang Kohler
	2.2.2 Educational Taxonomies	2.2.2.1 Apply Bloom Taxonomy Domain in questioning techniques
2.3 MOTIVATION	2.3.1 The concept of motivation Hierarchy of human needs theory	2.3.1.1 Define terms correctly 2.3.1.2 Describe the hierarchy of human needs according to the theories of the Researchers (Abraham M) Arousal function (Hebb) Expectance function (Vroom) Incentive function (Hull) Need for achievement (David C. McClelland)

TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
2.4 MEMORY AND FORGETFULNESS	2.4.1 The concept of Memory and forgetfulness	2.4.1.1 Express the meaning of the concept 2.4.1.2 Show types of memory and techniques to enhance memory 2.4.1.3 Recognize and Evaluate theories of forgetfulness

YEAR 3

3.1 INTELLIGENCE	3.1.1 The nature and structure of Intelligence.	3.1.1.1 Describe the meaning of Intelligence 3.1.1.2 Distinguish the nature, structures and theories of intelligence 3.1.1.3 Identify and discriminate the factors affecting intelligence development
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TOPIC	SUB-TOPICS	SPECIFIC OUTCOMES
3.2 EDUCATIONAL MEASUREMENT TESTING, ASSESSMENT AND EVALUATION	3.2.1 The concept of educational measurement	3.2.1.1 Express educational measurements 3.2.1.2 Manipulate and interpret types of tests, assessments and evaluation in teaching and learning 3.2.1.3 Outline characteristics of a good test, assessment and evaluation
3.3 INTRODUCTION TO EDUCATIONAL STATISTICS	3.3.1 Central tendency Measurement of variability (Range and Standard deviation)	3.3.1.1 Define the terms (mean, median, mode) 3.3.1.2 Demonstrate the ability to calculate central tendency, variability and correlation correctly
3.4 Psychology and Educational Psychology to the Community	3.4.1 Effect of psychology on the community	3.4.1.1 Apply the skills and knowledge acquired from Psychology and Educational Psychology to the society. 3.4.1.2 The responsibility of the teacher in the community

PRESCRIBED READING

Burke, J. F. (1989). *Contemporary Approaches to Psychotherapy and Counselling: the self-Regulation and Maturity Model*. California: Brooks/Cole Publishing Company.

Kulbir, S. S. (2006). *Statistics in Educational Psychology*. New Delhi: Sterling.

Munsaka, E. & Matafwali, B. (2013). *Human Development from Conception to Adolescence: Typical and Atypical Trends*. Lusaka: University of Zambia Press.

Santrock, J. W. (2008). *Child Development*. Boston: McGraw Hill.

Woolfolk, A. E. (2010). *Educational Psychology*. Boston: Houston Mifflin.

Woolfolk, A.; Hughes; M & Walkup, V. (2008). *Psychology in Education*. Harlow: Pearson Education Limited.

RECOMMENDED READING

Brown, J. A. & Pate, (Jr), R. H. (1983). *Being a Counsellor: Directions and Challenges*. California: Brookes/Cole Company.

Child, D. (2007). *Psychology and the Teacher*. New York: Continuum.

Gagne, N. L. & Berliner, D. C. (1992). *Educational Psychology (5th Ed.)*. Boston: Houston Mifflin.

Eysenck, M. W. (2004). *Psychology: An International Perspective*. Hove: Psychology Press Ltd.

Kasonde-Ng'andu, S. (2013). *Proposal Writing in Educational Research*. Lusaka: University Press.

Kasonde-Ng'andu, S. & Moberg, S. (2001). *Moving Towards Inclusive Education: A Baseline Study on Special Educational Needs in the North-Western and Western provinces of Zambia*. Lusaka: Ministry of Education/Foreign Affairs.

Mwamwenda, T. S. (1995). *Educational Psychology: An African Perspective*. (2nd Edition). Durban: Butterworth.

Rice, F.P. & Dolgin, K. G. (2002). *The Adolescent; Development, Relations, and Culture*. (10th Edition). Boston: Allyn & Bacon.

Santrock, J. W. (2004). *Child Development*. New York: McGraw.

Taylor, S. J. & Bogdan, R. (1998). *Introduction to Qualitative Research methods: A Guide and Resource* (3rd Edition). New York: John Wiley & Sons, Inc.

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