

**MIDDLE EAST TECHNICAL UNIVERSITY
FACULTY OF EDUCATION**

**EDS 220- Educational Psychology
Fall 2012, Section 5**

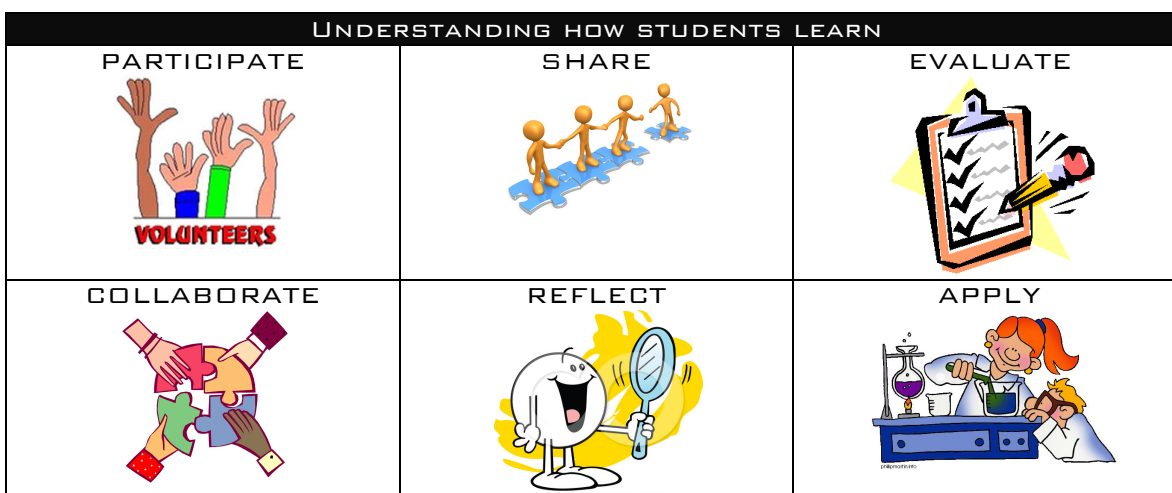
Instructor: Dr. Evrim Baran
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Office: Room 418

Course room: EF-22
Course Hours: 8:40-9:40-10:40
Office Hours: Wednesdays 2:00-4:00pm

Course Description: The study of educational psychology involves both theory and practice. Focusing upon applying the principles of psychology and research to the practice of teaching, the ultimate goal is the understanding and improvement of instruction. Prospective teachers and other professionals in training who will interact with students need to understand how students learn and how that learning varies and is affected by each student's context, culture, and development. This course focuses on the effective application of psychological concepts and principles in the learning and instructional processes; the development of teaching methods, knowledge and skills; and perspectives which enhance learning environments.

Course Objectives

- Gain basic understanding of Educational Psychology in terms of its definition, significance, and implications in education
- Learn basic principles, terminology, theories and research findings regarding the theories of human development and learning.
- Examine key conceptual frameworks of educational psychology, and analyze their use in the classroom.
- Identify various approaches to organizing the classroom and the effects of these approaches on the learning environment, classroom management, and motivation.
- Understand how individual experiences, abilities, and prior learning influence student learning and academic success in schools today.



Required Textbook

Yıldırım, A., Yerin Güneri, O., & Sumer Hatipoğlu, Z. (2009). *Development and Learning*. (2nd.ed.) Ankara: Seçkin Yayınevi

Address: Seçkin Yayıncılık, Sağlık Sokak No: 19/B 06410 Sıhhiye, Ankara

Course Requirements and Grading

1. Inclass activities. Students are expected to participate in various inclass activities, which will be individual or small-group, designed to facilitate the learning process. Some of these activities will be graded and they WILL NOT be made up in the event of absenteeism unless documentation is provided showing medical or other emergency in accord with university policy.
2. Student Presentations. Each week, students will present a topic related to development and learning. The presentations will be done in groups of three or four. The groups will be formed on October 2nd. Students will cover the readings in the coursebook and include their research in the library and over the Internet. Each week we will devote about 40 minutes to the presentations. Students are encouraged to use visuals and technologies such as posters, pictures, videos, online tools etc. In the presentation, students will bring out thoughts concerning the important aspects of the reading and/or the case and guide the group toward understanding.
3. Examinations. A midterm examination will be held midpoint of the semester and a comprehensive final examination will be held during the December examination period. The purpose of the examinations is to allow students to demonstrate their knowledge of the course materials.

***Extra Credit: You may receive up to 10 points by writing a brief analysis and reflection paper (3 pages, double-spaced) on an article published in one of the APPLIED journals of education and educational psychology.

Evaluation The course is designed to facilitate basic comprehension of the readings and to encourage elaboration and integration of the concepts in those readings. This will be evaluated by means of the course activities described above. These activities are weighted as follows in calculating a final grade:

20% In-class activities
20% Student presentations
20% Midterm Exam
40% Final Exam

Grade Equivalents for Grade Points

90-100	AA	65-69	DC
85-89	BA	60-64	DD
80-84	BB	50-59	FD
75-79	CB	0-49	FF
70-74	CC	*	NA

Course Policies

Course attendance: Due to the amount of content and rapid pace of the course, attendance is mandatory. Attendance and intense participation is crucial for the success of everyone involved. Course participants are expected to attend the course in a timely manner and for the full time period of the class. In case of an absence due to the medical circumstances, medical note should be provided within one week of the absence. Medical notes will not be accepted after the course has concluded.

Course Notes. Course notes and presentations will be posted on the course website.

Academic Dishonesty. This course will follow the policies on academic dishonesty as adopted by the university. Academic dishonesty includes submitting as one's own work prepared by others, assisting another student in academic dishonesty, and plagiarism among other behaviors specified in the university policy. You are expected to turn in original work (your own or that of your team) for every part of every deliverable in this course.

Make up Exam. Only documented illnesses or emergencies are considered appropriate excuses for missing an exam. Notification concerning an absence must be received within 48 hours of the missed exam (by email to the professor), and appropriate documentation in the form of a note from your physician or campus health must be provided to justify your absence. The doctor's note must be dated within 2 days of the missed exam.

*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes. The most updated version will be posted on course website.

**PLEASE put EDS-220 Section 5 and your FIRST AND LAST name in the SUBJECT of ALL email correspondence!

Schedule of Class Sessions

You should read the chapters before coming to class even if you are not responsible of class presentation

Session	Class Topics	Reading
Week 1 Sept. 26	<ul style="list-style-type: none"> Introduction to course concepts, structure, and requirements 	
Week-2 Oct. 3	<ul style="list-style-type: none"> Educational Psychology in teaching and learning 	Chapter 1: Study of development and learning
Week-3 Oct. 10	<ul style="list-style-type: none"> Cognitive development (Piaget) 	Chapter 2: Cognitive Development
Week-4 Oct. 17	<ul style="list-style-type: none"> Cognitive development (Vygotsky) 	Chapter 2: Cognitive Development
Holiday ☺		
Week-5 Oct. 31	<ul style="list-style-type: none"> Personality and social development (Freud & Erikson) 	Chapter 3: Personality and Social Development
Week-6 Nov. 7	<ul style="list-style-type: none"> Personality and social development (Freud & Erikson) 	Chapter 3: Personality and Social Development
Week-7 Nov. 14	<ul style="list-style-type: none"> Moral development (Piaget, Kohlberg, & Gilligan) 	Chapter 4: Moral development
Week-8 Nov. 21	MIDTERM	
Week-9 Nov. 28	<ul style="list-style-type: none"> Behavioral approach to learning I-Classical and Operant Conditioning 	Chapter 5: Behavioral approach to learning
Week-10 Dec. 5	<ul style="list-style-type: none"> Social learning model & self-regulation 	Chapter 5: Behavioral approach to learning
Week-11 Dec. 12	<ul style="list-style-type: none"> Information processing view of learning, implications of the information processing model 	Chapter 6: Cognitive approach to learning
Week-12 Dec. 19	<ul style="list-style-type: none"> Humanistic approach to learning 	Chapter 7. Humanistic approach to learning

Week-13 Dec. 26	<ul style="list-style-type: none"> Theories of motivation, classroom structure and motivation, and teacher behaviors and motivation of students 	Chapter 7. Theoretical and practical aspects of motivation
Week-14 Jan 2	<ul style="list-style-type: none"> Review for final exam 	
Week-15 Jan 9	FINAL EXAM	

Course Website

Handouts for the class can be accessed through METU-Online (<http://online.metu.edu.tr>). These handouts can be either Word documents, PDF files, and/or PowerPoint presentations. You will also find a copy of the syllabus on METU-Online. I will also use it for communication purposes (e-mail). Please check your METUOnline often. Failure to do so is not a valid excuse for missed messages.

Supplemental Readings

- Jordan, E. A., & Porath, M. J. (2006). *Educational Psychology: A problem based approach*. Boston: Allyn and Bacon.
- Meece, J. L., & Daniels, D. H. (2008). *Child and adolescent development for educators (3rd ed.)*. Boston: McGraw Hill.
- Snowman, J., & Biehler, R. F. (2006). *Psychology applied to teaching (10th ed.)*. Boston: Houghton Mifflin.
- Woolfolk Hoy, A. E. (2010). *Educational psychology*. (11th ed.). Boston: Allyn and Bacon.
- Ormrod, J. E. (2008). *Human Learning*. (5th ed.). New Jersey: Merrill Prentice Hall.