

Course Title: **Advanced Educational Psychology**

Course No.: Ed. 513

Level: M. Ed.

Semester: First

Nature of course: Theoretical

Credit Hours: 3 cr. hrs.

Teaching Hours: 48 hours

### 1. Course introduction

This course is prescribed as a compulsory course for the students of Master of Education. There are two major parts of this course. The first part aims to inform students about physical changes, mental development, emotional development, social development, development of self, moral development and personality development during adolescence. The course further provides the students with understanding of Nepali adolescents from educational perspectives.

The second part deals with psychology of learning, which seeks out how a child learns in his/her everyday life, judged from different learning theories. Thus, the course includes the learning theories and paradigms ranging from the behaviorist theories to cognitive theories. This course also informs about cognitive processes such as concept formation, thinking and problem solving. This course enables the student in drawing upon these theories in their everyday teaching and professional practices.

### 2. General Objectives of the course

The general objectives of this course are as follows:

- outline the alternative approaches to human development
- delineate the specific feature of adolescent stage of development
- explain the philosophical orientation to alternative epistemologies and learning theories
- describe the major learning theories with their educational implications
- Portray cognitive process such as concept formation, thinking and problem solving.

### 3. Course Outlines

Specific Objectives	Contents
<ul style="list-style-type: none"> <li>• Describe the concept of human development</li> <li>• Identify the issues in human development</li> <li>• Explain the behaviorist, psychoanalytic, cognitive approach and ecological contextual approaches of human development</li> <li>• analyze the concepts, issues, and approaches to human development from Nepalese perspective</li> </ul>	<p style="text-align: center;"><b>Unit I: Understanding Human Development (8 Hours)</b></p> <p>1.1 Concept of human development</p> <p>1.2 Issues in human development</p> <p style="padding-left: 20px;">1.2.1 Nature vs. nurture</p> <p style="padding-left: 20px;">1.2.2 Stability vs. change</p> <p style="padding-left: 20px;">1.2.3 Continuity vs. discontinuity</p> <p>1.3 Approaches to human development</p> <p style="padding-left: 20px;">1.3.1 Behaviorist view: B. F Skinner</p> <p style="padding-left: 20px;">1.3.2 Psycho-analytical approach: Sigmund Freud</p> <p style="padding-left: 20px;">1.3.3 Cognitive approach: Piaget's view</p> <p style="padding-left: 20px;">1.3.4 Ecological contextual approach : Urie Bronfenbrenner</p> <p>1.4 Revisiting human development concepts, issues and approaches from the Nepalese perspectives</p>
<ul style="list-style-type: none"> <li>• Describe the Cognitive development of adolescence and its educational implications</li> </ul>	<p style="text-align: center;"><b>Unit II: Understanding Adolescence (12 Hours)</b></p> <p>2.1. Cognitive development of adolescence and its educational implications</p> <p>2.2. Emotional development in adolescence</p> <p style="padding-left: 20px;">2.2.1 Emotional pattern</p>

<ul style="list-style-type: none"> <li>• Identify the emotional development during adolescence and its effects</li> <li>• Draw conclusions about the emotional and social development of this stage.</li> <li>• Acquainted with their pattern of personality development</li> <li>• Describe the pattern of moral development of adolescence.</li> <li>• Analyze the Nepali adolescents from the above perspectives.</li> </ul>	<p>2.2.2 Emotional competence</p> <p>2.2.3 Emotional characteristics and its educational implications</p> <p>2.3 Social development</p> <p>2.3.1 Role seeking</p> <p>2.3.2 Development of identity</p> <p>2.4 Personality development : Personality trait and temperaments</p> <p>2.5 Moral development during adolescence</p> <p>2.5.1 Kohlberg's theory</p> <p>2.5.2 Domains and context of moral development</p> <p>2.6 Understanding Nepali adolescents from the above perspectives</p>
<ul style="list-style-type: none"> <li>• Identity and explain the basic concept of behaviorism.</li> <li>• Explain the mechanism of operant conditioning</li> <li>• Describe the major theoretical concepts related to operant conditioning</li> <li>• Give the concept of reinforcement and its application to change behavior</li> <li>• Use operant conditioning in classroom instruction</li> <li>• Spell out the process of learning as proposed by Guthrie</li> <li>• Clarify the concept of phi-phenomenon in productive thinking and its implication for teaching and learning</li> <li>• Explain purposive behaviorism based on Tolman's experiments</li> <li>• Analyze the premises of rational constructivism</li> <li>• Draw a educational implication of individual constructivism</li> <li>• Define social constructivism and its premise</li> </ul>	<p><b>Unit III: Learning theories (16 Hours)</b></p> <p>3.1 Behaviorism</p> <p>3.1.1 Behaviorist learning theories</p> <p>3.1.2. Skinnerian conditioning</p> <ul style="list-style-type: none"> <li>• Mechanism of learning</li> <li>• Major theoretical concepts – radical behaviorism, respondent and operant behavior, behavior shaping, contingency contracting, reinforcement and reinforcer, punishment and its alternative</li> <li>• Schedule of reinforcement</li> <li>• Role of reinforcement</li> <li>• Implications for teaching and learning – Behavior objectives, Programmed instruction, personalized system of instruction, Contingency contract and Behavior modification.</li> </ul> <p>3.1.3. E. R. Guthrie's contiguous conditioning</p> <ul style="list-style-type: none"> <li>• Major theoretical concepts – one law of learning, learning in one trial, the recency principle, movement produced stimuli, role of practice</li> <li>• Associative interference, forgetting and breaking of habits</li> <li>• Guthrie's view on motivation, reward and punishment</li> <li>• Implications for teaching and learning</li> </ul> <p>3.2. Cognitivism</p> <p>3.2.1 Cognitive theories</p> <p>3.2.2. Wertheimer's theory of learning</p> <ul style="list-style-type: none"> <li>• Productive thinking</li> <li>• Phi-phenomenon</li> <li>• Concept and principle of perception</li> </ul>

	<ul style="list-style-type: none"> <li>• Implications for teaching and learning</li> </ul> <p>3.2.3. Tolman's purposive behaviorism</p> <ul style="list-style-type: none"> <li>• Major theoretical concepts - what is learned, confirmation vs. reinforcement, vicarious trial and error, and emphasis vs. motivation</li> <li>• Experiments on purposive behaviorism – Reward expectancy, place and latent learning</li> <li>• Implication for teaching learning</li> </ul> <p>3.3. Constructivism</p> <p>3.3.1 Piaget's rational constructivism</p> <ul style="list-style-type: none"> <li>• Premises of rational constructivism</li> <li>• Implicit theories</li> <li>• and knowledge construction process</li> <li>• Basic features - Schema, assimilation and accommodation, equilibration</li> <li>• Implication for teaching and learning</li> </ul> <p>3.3.2 Vygotsky's social constructivism</p> <ul style="list-style-type: none"> <li>• Premises of social constructivism</li> <li>• Vygotsky's theories of learning</li> <li>• Implication for teaching and learning</li> </ul>
<ul style="list-style-type: none"> <li>• Describe concept and process for promoting concept formation.</li> <li>• Explain reasoning, critical thinking, decision making and creative thinking as thinking process.</li> <li>• Clarify the concept and process of problem solving.</li> <li>• Describe socio-cultural dimensions of learning from gender and ethnic perspectives.</li> </ul>	<p><b>Unit IV: Complex Cognitive Process (12 Hours)</b></p> <p>4.1 Understanding the Concept</p> <p>4.1.1 Meaning of concept</p> <p>4.1.2 Promoting concept formation</p> <p>4.2 Thinking</p> <p>4.2.1 Reasoning : Inductive and deductive reasoning</p> <p>4.2.2 Critical Thinking</p> <ul style="list-style-type: none"> <li>• Building critical thinking</li> <li>• Strategies for improving children's thinking</li> </ul> <p>4.3 Decision making : common flaws in decision making</p> <p>4.3.1 Creative thinking</p> <ul style="list-style-type: none"> <li>• Steps in creative process</li> <li>• Strategies for developing creative thinking</li> </ul> <p>4.4 Problem Solving</p> <p>4.4.1 Steps in problem solving</p> <p>4.4.2 Obstacles to Solving problems</p> <p>4.4.3 Problem based learning and Project based learning</p> <p>4.5 Socio-cultural dimensions of learning</p> <ul style="list-style-type: none"> <li>• Knowing and learning from gender perspectives</li> <li>• Knowing and learning practices from cultural perspectives</li> </ul>

*Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.*

#### 4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom

##### 4.1 General instructional strategies

- Lecture with discussion
- Demonstration
- Home assignment and self study Lecture
- Question answer
- Guest lecture

##### 4.2 Specific Instructional Techniques

Unit	Activity and Instructional Techniques
II	<ul style="list-style-type: none"> <li>• Divide the students into 7 groups</li> <li>• Let the group of students study cognitive development, emotional development, social development, personality development, and moral development of adolescence from the book.</li> <li>• Let the groups of students visit some schools to interview some secondary school teachers and students to get information regarding the assigned topics</li> <li>• Let the groups prepare comparative report</li> <li>• Report presentation in the classroom followed by discussion</li> </ul>
III	<ul style="list-style-type: none"> <li>• Divide the students into 6 groups</li> <li>• Let the groups of students study Skinner, Guthrie, Wertheimer, Tolman, Piaget's rational constructivism and Vygotsky's social constructivism from the book linking with the sub-unit of this unit</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>
IV	<ul style="list-style-type: none"> <li>• Divide the students into 4 groups</li> <li>• Let the groups of students study understanding concept, critical thinking, creative thinking and problem solving from the book (Santrock, 2011) linking with the sub-unit of this unit</li> <li>• Let the groups of students prepare the report and presentation in the classroom followed by discussion</li> </ul>

#### 5. Evaluation

##### 5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

1) Attendance and participation	10 points
2) First assignment/book review/written assignment/quizzes	10 points
3) Second assignment/paper writing and or presentation	10 points
4) <u>Third assessment/ written test (1 or two)</u>	10 points
Total	40 points

##### 5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10x1)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
<u>Total</u>	<u>60 points</u>

## 6. Recommended and Supplementary Books

### 6.1 Recommended Books

- Hilgard, E.R. & Bower, H.G. (1975). *Theories of Learning*. Delhi: Prentice Hall. (Unit III )
- Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill. (Unit I & II)
- Osmon, M. H. & Hergehahn, B.R. (2010) *An introduction to theories of learning VIII ed*. New Delhi : PHI Learning Private Limited. . (Unit III )
- Santrock J.W. (2011) *Educational Psychology, IV ed*. New Delhi: Tata McGraw-Hill Publishing Company Limited (Unit IV)
- Santrock J.W. (2007) *Adolescence, XI ed*. New Delhi: Tata McGraw-Hill Publishing Company Limited (Unit I & II)
- Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall. (Unit III)
- Woolfolk, A. (2008). *Educational psychology*. India: Pearson Education. (Unit III & IV)
- Sigelman C.K. & Rider E.A.(2012). *Lifespan human development, 7<sup>th</sup> ed*. USA : Wadsworth, Cengage Learning (Unit I)

### 6.2 Supplementary books

- Grace, J.C. (1976). *Human Development*. New York, N.Y.
- Hill, W.F. (1973) *Learning: A survey of psychological interpretation*. Great Britain: Lowe & Brydone.
- Rogers, D. (1972). *Psychology of adolescence*. New York, N.Y.