**Educational Psychology and School Environment**

**Syllabus**

**Spring 2023**

**Credits*:*** 6.0

**Course information:** PSY-348, MAPAP-540

**Instructors:**  professor Nina Bagdasarova, PhD, [bagdasarova\_n@auca.kg](mailto:bagdasarova_n@auca.kg)

**Class meets:** Wednesday,17:00-18:15 --- 18:25-19:40 in Room 304 (NC)

**Office hours:** Wednesday, **14.00-16.00 -** Preferably, by appointment in advance via e-mail or in person

**Course Description**

This course examines psychological theories are applying to the educational practice. The process of education is (explicitly or implicitly) defined by many psychological assumptions. In some cases the psychological approach may very well shape of organization of the teaching and learning. Also theoretical frameworks define extracurricular activities and school environment in general. All of these issues in turn depend on political discourses that play enormous role in education. We will explore how values and norms (including norms of thinking on intellectual development) are transferring through education systems. In particular we will focus on teaching/learning practices, school environment components and role of school psychologist in educational process.

The goal of this course is aimed at better understanding of Educational Psychology and includes mastering the following skills (which are the educational goals of the course):

* Understand how different approaches to child’s development can be used to study education
* Get a basic understanding of the effects of certain pedagogical technics on attitudes and behavior
* Understand how children personalities are shaped by school education
* Understand how dominant teaching methods affect intellectual development
* Understand how school environment affect children’s socialization
* Inquire school environments and effects of teaching methodologies

### Course Organization

The course is organized in two major streams: (1) acquiring of theoretical approaches and (2) application of theories to research practices

**Methods**

We are going to employ the following learning methods:

* participating in seminar discussion (listening and talking);
* independent reading and research;
* searching for relevant materials for presentations and essays;
* preparing and conducting group presentation;
* group analysis of reading during the seminars;
* preparing and drafting research paper

**Seminar Discussion**

It is essential that all students complete the required reading and preparing examples/presentations before class in order to participate fully in seminar discussion. Everyone is expected to take part in discussions, which will be based on a required reading, as well as some examples or relevant materials provided by students. You will be asked to respond to issues raised by the readings and in the seminar presentations. Seminars also provide you with an opportunity to ask questions about things that you don’t understand. Your participation in seminars is a crucial part of your own and others’ learning, and is an important transferable skill. Seminars require the full participation of all students in order to make them effective learning environments.

Study Groups

It’s necessary to form students’ groups for preparing research design and groups presentations. The optimal group size is no more than 3 members. The work in pairs is welcomed. Individual projects are also possible.

**Course learning outcomes**

Upon completion of the course a student is expected to be capable to:

1. Explain basic concepts of Educational Psychology such as: age periodization, leading activity, learning activity, zone of approximate development, intellectual means, student as a subject and a person.
2. Analyze educational processes and phenomena using various psychological approaches
3. Prepare and conduct research on various aspects of school education/school environment
4. Interpret research results and prepare presentation/research paper on conducted research

These outcomes are corresponding to following program objectives: 1.2; 1.3; 2.1; 2.2; 2.3; 3.1; 3.4

**Resources to Support Student Learning**

Library Help, eReserves and research tools: <https://library.auca.kg/>

Writing Center: <https://warc.auca.kg/>

Academic Advising Office: <https://auca.kg/en/academic_advising/>

Psychological Counseling Services: <https://auca.kg/en/psycons/>

### Course Literature:

Vygotsky L. *Thought and Language* –MIT Press, 1986 (Выготский Л.С. Мышление и речь)

L.S. Vygotsky, *Mind in Society. The development of Higher Psychological Processes*. (Выготский Л.С. Развитие высших психических функций) – Harvard University Press. Cambridge Massachsettes. London, England - 1978

# W. Cooney, C. Cross, B. Trunk, *From Plato to Piaget - The Greatest Educational Theorists from Across the Centuries and Around the World* – University Press of America , Inc. - 1993

Gonzalez-DeHass, Alyssa R., and Willems, *Patricia P.. Theories in Educational Psychology: Concise Guide to Meaning and Practice.* Lanham, US: R&L Education, 2012.

Dhir, R N. Educational Psychology (1). Chandigarh, IN: Abhishek Publications, 2007.

Гальперин П.Я. К проблеме внимания // *Хрестоматия по психологии* – МГУ, М., 1983 (Galperin P. “On Attention problem”) – available in English at the e-course

Гальперин П. Я. Умственное действие как основа формирования мысли и образа.// *Вопросы психологии,* 1957. № 6. (Galperin P. “Mental action as a basis for though and image formation”)

Эльконин Д.Б. К проблеме возрастной периодизации психического развития в детском возрасте - // *Хрестоматия по психологии* – МГУ, М., 1981 (Elkonin D. “On age periodization)

Давыдов В.В. Психологическая теория учебной деятельности – Томск, 1992 (Davydov V. “Psychological theory on learning activity”)

On Elkonin and Davydov in English: Zukerman G. “Developmental Education. A Genetic Modeling Experiment” // *Journal of Russian and East European Psychology,* vol. 49, no. 6, November–December 2011, pp. 45–63.

***Topics and schedule***

|  |  |  |
| --- | --- | --- |
|  | Topics | Required readings, homework and assignments |
| **Week 1** | **Introduction to the course.** |  |
| Wed, 18/01 | INTRODUCTIONS.  Discussion of Educational Psychology scopes of interests. Political implications of Educational Psychology. Psychologists’ role in education |  |
| **Week 2** | **Social-cultural approach to child development** |  |
| Wed, 25/01 | Thought and Language. Basic principles of child development based on analysis of egocentric speech.  Lectures and seminar discussion | Vygotsky, “Thought and language” Chapter 2 |
| **Week 3** | **Social-cultural approach to child development** |  |
| Wed, 01/02 | Positioning reading in groups. Class work on reading  “Internalization of Higher Psychological Functions” | Vygotsky, Mind and Society, p. 52-57 |
| **Week 4** | **Activity approach on education** |  |
| Wed, 08/02 | Lecture and seminar discussion | Galperin, “On attention problem” |
| **Week 5** | **Social cultural approach and learning activity** |  |
| Wed, 15/02 | Development of scientific concepts of schoolchildren  Positioning reading in groups. Class work on reading | Vygotsky, “Thought and language” Chapter 5 |
| **Week 6** | **Activity approach on education** |  |
| Wed, 22/02 | Gaperins’ theory on 5 stages of thinking actions development | Galperin P. “Mental action…” |
| **Week 7** | **Activity approach on education – No classes – Independent work** |  |
| Wed, 01/03 | Elkonin’s concept of age periodization. The concept of “leading activity” | Elkonin D. “On age periodizaion…” |
| **Week 8** | **Activity approach on education – No classes – Independent work – Women’s Day** |  |
| Wed, 08/03 | Davydov’s & Elkonin approach of “problem learning” | Davydov V. “Psychological theory on learning activity”)  Zukerman G. “Developmental Education… |
| **Week 9** | **Logic, thinking and education** |  |
| Wed, 15/03 | Three types of logic | Bagdasarova N. Types of logic and understanding of learning materials (PhD Dissertation Chapters 2-4) |
| **Week 10** | **SPRING BREAK** |  |
| Wed, 22/03 | **Independent reading on research design for schools explorations** |  |
| **Week 11** | **Ethical issues of research in school environment** |  |
| Wed, 29/03 | Seminar discussion  Discussion on possible topics for independent research work in schools |  |
| **Week 12** | **Personal development in school context** |  |
| Wed, 05/04 | School environment and development of personality  Seminar discussion |  |
| **Week 13** | **Personal development in school context** |  |
| Wed, 12/04 | *Class presentations:*  John Dewey’s pedagogy  Montessori’s educational system | From Plato to Piaget, Ch. 10  Mooney, Ch.1  From Plato to Piaget, Ch. 11  Mooney, Ch.2 |
| **Week 14** | **Personal development in school context Personal development in school context** |  |
| Wed, 19/04 | *Class presentations:*  Behavioral approach to school education (B.F. Skinner)  Karl Rogers and school education (student centered approach) | From Plato to Piaget, Ch. 13  From Plato to Piaget, Ch. 12 |
| **Week 15** | **Research presentations** |  |
| Wed 26/04 | Final presentations of conducted research |  |
| **Week 16** | **Research presentations** |  |
| Wed, 03/05 | Final presentations of conducted research |  |
| **Week 17** | **Final class** |  |
| Thu, 10/05 | Final discussion on practical applications of learned theories and research results |  |
| **Week 18** | **FINAL EXAM Analytical paper on conducted research (for those who did not conduct presentations)** |  |

### Requirements and Evaluation

We will try to make classes interactive and practical for all of us. It will be possible if you come prepared to all classes, lectures and seminars, having read the required material. Productive work will also be possible if you attend classes regularly, come to class on time. Excessive disruptions, from whatever source or whatever reasons will not be tolerated.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grading system** |  | **Assessment scale** | |  | |
| Participation in seminar discussions  Group presentations  Research  Final exam (results presentation/paper) | 30%  20%  25%  25% | A **A-**  **В+** B **B-** | 91 and above  86-90  81-85  76-80  71-75 | С+C **C-**  D  F | 66-70  61-65  56-60  51-55  50 and less |

Grading Guidelines for Seminar discussion

**‘A’** - A student comes to class with clear stated questions and relevant examples/illustrations concerning the reading. The questions should demonstrate student’s critical and analytical skills. A student should actively participate in the discussion. Active participant should be ready to support his/her ideas by evidences. A student should be respectful to the opinions of others.

**‘B’** - Student comes to class with ready questions and examples. The questions should demonstrate student’s critical and analytical skills. However, the questions are not aimed at facilitation of the discussion in the class (they are not very clear) and some of examples are not completely relevant. A student should actively participate in the discussion. He/she expresses interesting ideas but does not always support them by evidence. A student is respectful to the opinions of other people.

**‘C’** - A student comes to class with few ready questions and examples. S/he sometimes enters a discussion. While expressing his/her opinion, he/she does not “stick” to the point. His/her arguments/examples are not always clear and relevant.

**‘D’** - A student comes to class without prepared questions/examples. He/she does not demonstrate interest in the discussion: rarely enters discussion. Alternatively, a student dominates a discussion. He/she does not allow other participants to express their opinion.

**‘F’** - A student comes to class unprepared. S/he does not make an effort to participate in the discussion. Participants who demonstrate rude or disrespectful behavior will be asked to leave the classroom with the “F” grade.

**‘I’** - Incomplete grade is usually assigned because of health issues

**‘W’** - Student may request Withdrawal grade from the course grade to avoid failure or low grade

**‘X’** **-** grade specifically denotes non-attendance;  X grade cannot be requested by students and is only given at the discretion of a faculty member;

# Grading Guidelines for Group presentation

‘**A**’ – Presentation is comprehensive and exceptional quality. It’s well-structured and designed, with creative and convincing arguments, which are supported by clear evidence, and they It’s may or may not provoke a discussion, but a group should be able astutely evaluate counter-arguments.

‘**B**’ – Presentation is thorough and thoughtful, though they lack originality, comprehensiveness or insight. It’s logical and clear, and have well-reasoned arguments and structure.

‘**C**’ – Presentation shows competency of the subject matter, with an adequate structure. It contains some ideas (based on required readings and lecture ideas), which demonstrate analytical skills, though overall they are not well developed.

‘**D**’ – Presentation have evidence of some thought, though they lack analytical structure.

‘**F**’ – Presentation is none of the above

**Note!** If you don’t attend classes for conducting the presentation you should submit a doctor’s confirmation or other evidences explaining your absence otherwise you’ll get ‘F’ for this presentation.

**Note!** It’s to the instructor’s discretion to give grades like A-, B+, B-, etc.

# Requirements for research design and field work

Research design should include rationale for chosen topic, theoretical approach, methodology and instruments. Field work should be conducted in any school environment or collect data fro, prople connected to school work.

# Grading Guidelines for presentation of research results

‘**A**’ – Presentation is comprehensive and exceptional quality. It contains clear rationale for chosen topic, theoretical approach, methodology, instruments result analysis and conclusion. It’s well-structured and designed, with creative and convincing arguments, which are supported by clear evidence, and they It’s may or may not provoke a discussion, but a group should be able astutely evaluate counter-arguments and answer all questions.

‘**B**’ – Presentation is thorough and thoughtful, though they lack originality, comprehensiveness or insight. It’s logical and clear, and have well-reasoned arguments and structure. Questions are generally answered.

‘**C**’ – Presentation shows competency of the subject matter, with an adequate structure. It contains some ideas (based on required readings and lecture ideas), which demonstrate analytical skills, though overall they are not well developed.

‘**D**’ – Presentation have evidence of some attempts to conduct research, though they lack clear design and analytical structure.

‘**F**’ – Presentation is none of the above

**Paper/Presentation turned in after deadline will have 5 points deducted for each day it’s late. There will be no rewrites. Please keep (hard and electronic) copies of your papers for your own records.**

**Academic Appeals about grading** are possible in reasonable circumstances

# Academic Integrity/Cheating Policy

According AUCA policy the educational activity is free of fraud and deception. No cheating, plagiarism, fabrication of information and citations is acceptable. The facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor are unallowable. Please refer to the University’s Undergraduate Catalog 2008-2010 for additional information on Honor Code, which is also available on AUCA website.

Anyone found to be academically dishonest is subject to receiving an “F” for the course.

Note! This syllabus is subject to change at discretion of the lecturers to accommodate instructional and/or student needs. You are responsible for any changes announced during lectures/seminars even though you are absent.