

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Educational Psychology
Course Code	: PSY3025
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Basic Principles of Psychology (or equivalent)
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to apply psychological theories to learning and teaching. The topics are divided into three themes: students, learning process and teaching practices. To know our students, we will discuss developmental theories and students' individual differences in terms of ethnicity, socioeconomic status, intelligence and special educational needs. To understand the learning process, we will discuss behavioral and cognitive theories of learning and learning motivation. Different teaching practices, including direct instruction and constructivist approaches will be covered as well. Students will also be introduced to professional practices of educational psychologists. Students are encouraged to reflect on their own learning and teaching by integrating what they learn in this course with their real life experience.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate professional knowledge of the theories and concepts of educational psychology, and evaluate their strengths and weaknesses;
- CILO₂ Analyze educational psychology research and their implications;
- CILO₃ Apply psychological theories to educational issues.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Motivation and Instructional Strategies Growth mindset, Self-determination Theory, behavioral, humanistic and social cognitive theories, etc.	CILO ₁₋₃	Lectures, discussion
Learner Diversity (1) - Students with autism spectrum disorder - Intervention strategies and instructional strategies	CILO ₁₋₃	Lectures, videos, discussions
Learner Diversity (2) Students with attention-deficit/hyperactivity disorder and students experienced with trauma	CILO ₁₋₃	Lectures, videos, discussions

Intervention strategies and instructional strategies		
Learner Diversity (3) - Students with specific learning difficulties and different levels of intellectual abilities - Intervention strategies and instructional strategies	CILO ₁₋₃	Lectures, videos, discussions
Social-emotional learning (SEL) (1) - Theory of Development: Erikson's psychosocial development - Five Core SEL Competencies - Brain Development and Emotion Regulation - Neuroscience of emotion - Executive function and self-regulation	CILO ₁₋₃	Lectures, videos, discussion
Social-emotional learning (SEL) (2) - SEL in the Classroom - SEL in Parenting (e.g. Emotion Coaching)	CILO ₁₋₃	Lectures, videos, discussion
Social-emotional learning (SEL) (3) Mindfulness-based practices and mental health among students, teachers and parents	CILO ₁₋₃	Lectures, videos, in-session practices, discussion
Instructional Approaches - Direct Instructions: Characteristics of effective lecturing, strengths and limitations of direct instruction - Constructivist approaches: Constructivist strategies (including problem-based learning, cooperative learning and discovery learning), grouping	CILO ₁₋₃	Lectures, discussion
Professional practices and issues Role of Educational Psychologist	CILO ₁₋₃	Lectures, videos, discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual essay (1,200 words) Write a self-reflection paper based on a student's previous school experiences. If they could change up to three things to facilitate positive developmental outcomes among students, what would they be?	40%	CILO ₁₋₃

Support their suggestions with empirical evidence and relevant psychological theories		
b. Group Presentation - Students are to form a group of 4-5 members. - Design and present a programme in class (classroom, school-wide, or community-based) aimed at enhancing positive developmental outcomes. Choose at least one target group from the following and specify relevant details: ■ Students – indicate age range and specific needs ■ Teachers – specify the educational sector (e.g. primary, secondary) ■ Parents – specify the age range and needs of their children	30%	CILO ₁₋₃
c. Quiz One in-class multiple-choice quiz is set to assess students' understanding and application of key psychological theories discussed in the course.	30%	CILO ₁₋₃

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Slavin, R. E. (2023). *Educational psychology: Theory and practice* (13th ed.). Pearson

7. Recommended Readings

Corno, L., & Anderman, E. (Ed.) (2016). *Handbook of educational psychology* (3rd ed.). Routledge.

8. Related Web Resources

Collaborative for Academic, Social, and Emotional Learning. (2025). *Fundamentals of SEL*.
<https://casel.org/fundamentals-of-sel/>

Education Bureau. (2022). *Special educational needs*.
<https://www.edb.gov.hk/en/curriculum-development/curriculum-area/special-educational-needs/index.html>

Huitt, W. (2022). *Index of topics covered in Educational Psychology Interactive*.
<http://www.edpsycinteractive.org/edpsyindx.html>

9. Related Journals

British Journal of Educational Psychology

Contemporary Educational Psychology

Educational Psychologist

Educational Psychology

Educational Psychology Review

Journal of Educational Psychology

Journal of School Psychology

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil