Course Description

Educational psychology is the field that studies and applies theories and concepts from all of psychology in educational settings. Educational settings might be schools, ranging from preschools all the way through college. But they also might be anywhere people learn, such as after school programs, community groups, companies or even within families. The goal of educational psychology is to make any teacher-student relationship as positive as it can be, so that the students can learn to the best of their potential. This course will cover the main theories and concepts of educational psychology in general, as well as evaluating how their implementation varies in the educational systems of Spain, France, and Italy.

This Supervised Independent Study (SIS) course will guide students through the basics of educational psychology, while providing the opportunity for an independent exploration of the subject.

Course Objectives

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

1. Learn how people acquire, perceive, remember and communicate information
2. Become familiarized with the ways in which behavior can be modified by influencing its consequences
3. Learn how rewards and punishments in a classroom setting help to motivate students in both good and bad ways
4. Understand how people change over the course of their life, from infancy to older adulthood (developmental psychology)
5. Learn how different individuals are motivated by different things
6. Understand the essence of important theories such as Maslow's 'Hierarchy of Needs', and how they are applied in a classroom setting.
7. Become familiarized with the educational system of Spain, France, and Italy
8. Understand the different cultural environments in each country and their impact on teaching and learning
9. Investigate the unique educational challenges faced by immigrants in these countries
10. Compare and contrast the predominant approaches to testing at various levels in each country
Course Requirements

This course requires independent research, organization, and academic discipline. Students are expected to complete the required and additional readings in pace with their assignments and the course outline. Students will meet with their SIS Coordinator regularly throughout the course for consultation and assistance. There will be an oral presentation, a midterm exam, a final exam, and four essay assignments.

Essay #1 (minimum length: 1,000 words)

- Explain the essentials of learning, cognition, and memory
- Describe the complex cognitive processes of self-regulation, transfer, creative problem solving, and critical thinking

Essay #2 (minimum length: 1,000 words)

- Analyze the following aspects of Spain:
  - Characteristics of the educational system
  - The social and cultural environments and their impact on teaching and learning
  - The unique educational challenges faced by immigrants and refugees
  - Bilingual education
  - Multicultural education
  - The predominant approaches to testing in:
    - Elementary school
    - High school
    - University
  - Assessment methods
- Prepare a reflection essay on the aspects you have reviewed and analyzed. Summarize what you have found through your research, and what you’ve perceived during your time in Spain.

Essay #3 (minimum length: 1,000 words)

- Analyze the following aspects of France:
  - Characteristics of the educational system
  - The social and cultural environments and their impact on teaching and learning
  - The unique educational challenges faced by immigrants and refugees
  - Bilingual education
  - Multicultural education
  - The predominant approaches to testing in:
    - Elementary school
    - High school
    - University
  - Assessment methods
- Prepare a reflection essay on the aspects you have reviewed and analyzed. Summarize what you have found through your research, and what you’ve perceived during your time in France.

Essay #4 (minimum length: 1,000 words)

- Analyze the following aspects of Italy:
  - Characteristics of the educational system
  - The social and cultural environments and their impact on teaching and learning
  - The unique educational challenges faced by immigrants and refugees
  - Bilingual education
  - Multicultural education
  - The predominant approaches to testing in:
Elementary school  
High school  
University  
  - Assessment methods
  - Prepare a reflection essay on the aspects you have reviewed and analyzed. Summarize what you have found through your research, and what you’ve perceived during your time in Italy.

Presentation

Deliver a 15-minute PowerPoint presentation summarizing the main findings of your independent study. Required components include:
  - Summary of your goals and objectives
  - Overview of educational psychology concepts
  - Overview of education systems and methods in Spain, France, and Italy
  - Comparison and analysis
  - Reflection on what you’ve learned through the SIS course

Required Reading

Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching
by Jeanne Ellis Ormrod
(Kindle edition recommended)

Recommended Readings

Education in Spain: Understanding the Spanish Education System
by Alan Wagoner
Wagoners Abroad, 1st Edition, 2017
(Kindle edition recommended)

Navigating my Life in France: The School System
by Sandrine Escoffier
Mondiezen, 2014
(Kindle edition recommended)

Education in Italy
Encyclopedia Britannica
www.britannica.com/place/Italy/Education

Components of Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>15%</td>
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<tr>
<td>Final exam</td>
<td>15%</td>
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<tr>
<td>Essay #1</td>
<td>10%</td>
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<tr>
<td>Essay #2</td>
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<td>Essay #3</td>
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<td>Essay #4</td>
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<tr>
<td>Presentation</td>
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Grading Scale

- 93-100 %   A
- 90-92.9 %   A-
- 87-89.9 %   B+
- 83-86.9 %   B
- 80-82.9 %   B-
- 77-79.9 %   C+
- 73-76.9 %   C
- 70-72.9%    C-
- 67-69.9 %   D+
- 63-66.9 %   D
- 60-62.9 %   D-
- Below 60 %   F

Course Outline

Module 1: Introduction to Educational Psychology
- Using Research Findings to Make Instructional Decisions
- Developing as a Teacher
- Strategies for Learning and Studying Effectively

Module 2: Learning, Cognition, and Memory
- Thinking and Learning in the Brain
- Learning as Active Construction
- How Human Memory Operates
- Why Learners May or May Not Remember What They Have Learned
- Promoting Effective Cognitive Processes

Module 3: Complex Cognitive Processes
- Self-Regulation and Metacognition
- Transfer
- Problem Solving and Creativity
- Critical Thinking
- Promoting Self-Regulation Skills and Metacognitive Development
- Creating a Classroom Environment That Nurtures Complex Processes

Module 4: Learning in Context
- Immediate Stimuli as Context
- Social Interaction as Context
- Culture, Society, Technology, and Academic Domains as Contexts
- How Learners Modify Their Environments
- Providing Supportive Contexts for Learning
- Taking Students’ Broader Cultural and Socioeconomic Contexts into Account

Module 5: Motivation and Affect
- The Nature of Motivation
- Basic Human Needs
- Cognitive Factors in Motivation
- Affect and Its Effect on Motivation and Learning
- Promoting Motivation and Productive Affect
Module 6: Cognitive Development
- General Principles of Development
- Developmental Processes
- Trends in Cognitive Development
- Intelligence
- Addressing Students’ Developmental Needs

Module 7: Personal, Social, and Moral Development
- Personality and Sense of Self
- Peer Relationships
- Moral and Prosocial Development
- Promoting Personal, Social, and Moral Development
- Supporting Students Who Face Exceptional Personal or Social Challenges

Module 8: Instructional Strategies
- Planning Instruction
- Conducting Teacher-Directed Instruction
- Conducting Learner-Directed Instruction
- General Instructional Strategies

Module 9: Strategies for Creating Effective Classroom and School Environments
- Creating an Environment Conducive to Learning
- Expanding the Sense of Community Beyond the Classroom
- Reducing Unproductive Behaviors
- Addressing Aggression and Violence at School

Module 10: Assessment Strategies
- Using Assessments for Various Purposes
- Enhancing Learning Through Classroom Assessment Practices
- Important Qualities of Good Assessment
- Informally and Formally Assessing Students’ Progress and Achievements
- Summarizing Students’ Achievements with Grades and Portfolios
- Assessing Students’ Achievements and Abilities with Standardized Tests

Schedule of Classes and Visits
The detailed schedule of classes, professional visits, and suggested cultural visits for each session is available online at www.forum-nexus.com/schedules.

Academic Integrity
Ramon Llull University, Franklin University Switzerland, and the Catholic University of the Sacred Heart place a high value on the integrity, good conduct, and academic honesty of all students. Students are expected to maintain high standards of academic integrity at all times. Any instance of academic dishonesty, including plagiarism, will result in a grade of F for the course.
## Course Outline

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
<th>Topics</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>5/31 – 7/3</td>
<td></td>
<td><strong>Pre-Program Preparation</strong></td>
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<tr>
<td></td>
<td></td>
<td>Become familiar with the syllabus, identify additional readings, begin readings and research</td>
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<td>7/4</td>
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<td>7/4 – 7/8</td>
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<td><strong>Complete Readings and Research</strong></td>
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<td>7/8</td>
<td>Barcelona</td>
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<td>7/10</td>
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<td><strong>Midterm Exam</strong></td>
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<td><strong>Complete Readings and Research</strong></td>
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<td>7/31</td>
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<td><strong>Final Exam</strong></td>
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<td>8/1</td>
<td>Rhodes</td>
<td><strong>Final Presentation</strong></td>
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