# Franklin University Switzerland
# Università Cattolica del Sacro Cuore
# Forum-Nexus Program
# Course Syllabus

## PSY 791-SIS
## Educational Psychology

**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 their implementation in Europe. 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.

**Learning Objectives**

By the end of this course, students will:

- Learn how people acquire, perceive, remember, and communicate information
- Understand how memory works
- Become familiarized with the ways in which behavior can be modified by influencing its consequences
- Learn how rewards and punishments in a classroom setting help to motivate students in both good and bad ways
- Understand how people change over the course of their life, from infancy to older adulthood (developmental psychology)
- Develop the skill to figure out how abstract or concrete lessons need to be, depending on the age and maturity of the students
- Learn how different individuals are motivated by different things
- Understand the essence of important theories such as Maslow's 'Hierarchy of Needs', and how they are applied in a classroom setting.
- Realize that different people thrive with different styles of learning and teaching
- Become familiarized with the main educational systems in Europe, with a special emphasis on Spain, Italy, France, and the Netherlands
- Investigate the unique educational challenges faced by immigrants in Europe.

## 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. Each student is required to participate in a minimum of three professional visits and eight independent cultural visits (ICVs). Students are expected to meet with their SIS Coordinator regularly throughout the course for consultation and assistance. Please note that your SIS Coordinator may ask you to attend a regularly-scheduled class when that material is relevant. Grading will consist of four essay assignments, a midterm, an oral presentation, and a final, handwritten exam. Each essay should be in the range of 1500-1800 words and include critical analysis, synthesis of sources, and original thought and application to previously-acquired knowledge, in line with expectations for graduate students.

Participation in "Europe Today: An International IQ Seminar"

All students also attend **Europe Today: An International IQ Seminar**, a daily session with occasional distinguished guest lectures. In this seminar, students learn about the culture of each country, gain an understanding of essential European geography and current events, discuss their experiences and cross-cultural interactions, get language tips, and identify ways to have an even more immersive study abroad experience. The material covered in the seminar complements the syllabus for this course, and there will be some exam questions based on the seminar. Knowledge from and participation in the International IQ Seminar is factored into the grade for this course.

## Assignments and Grading:

### Essays

After completing the reading assignment for the unit, students are expected to write 1500-1800 word essays responding fully to the prompts listed below. Students are expected to make explicit reference to the readings and to cite their references properly (Chicago footnotes style). An essay should have an introduction and conclusion.

### Essay #1

- Describe the characteristics of the educational system in Spain
- Compare and contrast it with the educational system in the US

### Essay #2

- Distinguish among four distinct approaches to the study of human learning, and summarize one of these approaches—cognitive psychology—in terms of five basic assumptions
- Describe the key components that many psychologists believe characterize the human memory system
- Describe four general factors that influence problem solving performance
- Identify several instructional strategies that can encourage students to think creatively as they tackle new tasks and problems
- Describe several different forms that critical thinking might take and explain how you can help students critically evaluate what they see, hear, and read both inside and outside the classroom.

### Essay #3

- Describe how teachers' beliefs and behaviors affect student motivation

- Describe how various forms of affect are intertwined with motivation, learning, and cognition, and explain how you might promote productive affective states in students.
- Describe four principles portraying the general nature of child development and the interactive roles of heredity and environment in guiding it

**Essay #4**

- Explain how the brain and its development influence children's thinking and learning.
- Apply Piaget's theory of cognitive development to classroom practice.
- Describe the nature and origins of children's temperaments and personality characteristics and explain how you might adapt your classroom practices to students' diverse personalities.

**Presentation**

Deliver a 10-minute PowerPoint presentation summarizing the main findings of your independent study. You should reflect not just on the material from the essays, but also from all the assigned readings. Presentations are expected to be synthetic, and placing all the knowledge learned in context. After your presentation, the professor will ask questions to assess your knowledge.
Deliver a 15-minute PowerPoint presentation summarizing the main findings of your independent study. You should reflect not just on the material from the essays, but also from all the assigned readings. Presentations are expected to be synthetic, placing all the knowledge learned in context, and drawing general conclusions on trends in the field of Education Psychology in Europe today. Required components include:

- Summary of your goals and objectives in this SIS course
- Overview of the the educational psychology profession in Europe and European perspectives
- Findings as they apply to Spain, Italy, France, and the Netherlands, and how this is similar or different to the United States.
- Reflection on what you've learned through the SIS course and how this will apply to your future career

After your presentation, the professor will ask questions to assess your knowledge.

**Midterm & Final Exams**

The midterm and final exams will assess your overall progress throughout the study abroad semester. You will be asked not only to demonstrate knowledge based on the readings, but also to make connections between the various course units and reflect holistically on the knowledge you have gained in this independent study.

**Required Textbook**

**Educational Psychology** by Anita Woolfolk, Pearson, Global Edition, 2024
(PDF version recommended)

**Additional Readings**

**The structure of the European education systems 2023/24**
European Education and Culture Executive Agency
Brussels, November, 2024
https://bit.ly/3HJ7CWf

**The Education System in the United States**

StudyCountry.com
https://bit.ly/3tdxdfS

**The Education System in Spain**
StudyCountry.com
https://www.studycountry.com/guide/ES-education.htm

**Course Outline:**

**Module 1: 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 2: 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 3: 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 4: 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 5: Cognitive Development**
- General Principles of Development
- Developmental Processes
- Trends in Cognitive Development
- Intelligence
- Addressing Students' Developmental Needs

**Module 6: 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 7: Instructional Strategies**
- Planning Instruction
- Conducting Teacher-Directed Instruction
- Conducting Learner-Directed Instruction
- General Instructional Strategies

**Module 8: 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 9: 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

## Components of Final Grade

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|---|---|
| Essay #1 | 10% |
| Essay #2 | 10% |
| Essay #3 | 10% |
| Essay #4 | 10% |
| Midterm Exam | 20% |
| Final Exam | 20% |
| Final Presentation | 20% |

## Grading Scale

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|---|---|
| 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 |

## Attendance Policy

Attendance is a critical component of this course. Students are expected to attend all scheduled class sessions throughout the program, including International IQ as well as meetings with your SIS professor. Excused absences are granted only under specific circumstances: documented illness, physical injury requiring medical attention, or other situations that Forum-Nexus staff determine to be valid and appropriate reasons for missing class. Any unexcused absence will lead to a reduction to the overall grade.

**Academic Integrity**

Franklin University Switzerland, and Università Cattolica del Sacro Cuore 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.

**AI Policy**

The use of generative AI tools (e.g. ChatGPT, Dall-e, Grammarly, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your creative ideas for specific writing assignments;
- Finding information on relevant topics related to the course;
- Checking spelling on your writing assignments and presentations.

The use of generative AI tools is not permitted in this course for the following activities:

- Generating a draft of your writing assignments and final presentation.
- Writing entire sentences, paragraphs or responses to complete class assignments.

In sum, any content that you hand in must not be generated by AI software, but it has to represent your intellectual contribution. Unauthorized use of artificial intelligence tools to write your paper or disguise plagiarized work is considered unauthorized assistance in this course and will result in a failing grade on the assignment.