

<b>Course number</b>		U-LAS04 20004 LE46					
<b>Course title (and course title in English)</b>	Introduction to Educational Psychology I-E2			<b>Instructor's name, job title, and department of affiliation</b>	Graduate School of Education Professor, Emmanuel MANALO		
	Introduction to Educational Psychology I-E2						
<b>Group</b>	Humanities and Social Sciences			<b>Field(Classification)</b>	Pedagogy, Psychology and Sociology(Issues)		
<b>Language of instruction</b>	English			<b>Old group</b>	Group A		<b>Number of credits</b> 2
<b>Number of weekly time blocks</b>	1	<b>Class style</b>	Lecture (Face-to-face course)		<b>Year/semesters</b>	2025 • First semester	
<b>Days and periods</b>	Mon.3		<b>Target year</b>	Mainly 1st & 2nd year students		<b>Eligible students</b>	For all majors
<b>[Overview and purpose of the course]</b>							
<p>The main purpose of this course is to introduce students to the basic concepts, issues, and perspectives in educational psychology and provide them with the foundational knowledge necessary for future study in this subject area. The focus of the course is on introducing essential theories and research, and considering the real and possible applications of those to educational practices.</p>							
<b>[Course objectives]</b>							
<p>The goals of this course are:</p> <ul style="list-style-type: none"> <li>- To facilitate students' acquisition of knowledge about basic concepts, issues, and perspectives in educational psychology</li> <li>- To encourage students to think about the relevance and applications of that knowledge - especially with regard to themselves and their immediate environment</li> <li>- To facilitate the development of students' thinking and communication skills in English</li> </ul>							
<b>[Course schedule and contents)]</b>							
<p>Course Schedule</p> <p>The following is a guide to what will be covered during the 16 weeks of the semester. As required, some minor adjustments may be made to this schedule.</p> <p>Week 1: Introduction to the course and to the foundations of learning</p> <p>Week 2: The brain and learning: lecture and discussion</p> <p>Week 3: The physiology of learning: reflections about opportunities, limitations, and challenges</p> <p>Week 4: The nature of development: lecture and discussion</p> <p>Week 5: The nature of development: reflections on the contributions of maturation and experience</p> <p>Week 6: The nature of development: reflections on the importance of catering to individual differences in school education</p> <p>Week 7: What “ learning ” is from the behavioural perspective: lecture and discussion</p> <p>Week 8: What “ learning ” is from the gestalt and cognitive perspectives: lecture and discussion</p> <p>Week 9: What “ learning ” is: reflections about the usefulness of knowing these perspectives for teachers and students</p> <p>Week 10: The mechanisms of learning part 1: lecture and discussion</p> <p>Week 11: The mechanisms of learning part 2: lecture and discussion</p> <p>Week 12: The mechanisms of learning: reflections about applications of principles to classroom teaching and learning</p> <p>Week 13: Language and learning: lecture and discussion</p>							
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## Introduction to Educational Psychology I-E2(2)

Week 14: Language and learning: reflections about the relationship between language and thought

Week 15: Final examination

Week 16: Feedback week

### Course Conduct

Students taking this course will be expected to prepare for each class by reading the appropriate textbook pages and any other materials that the instructor assigns. Class sessions will comprise of lectures provided by the instructor to summarize key points, highlight important issues, and introduce students to other pertinent information that bear on the topic being covered: these will all be provided on the assumption that students have undertaken the preparatory readings. The class sessions will also involve pair, small group, and/or plenary discussions, and exercises for students to complete individually or in cooperation with other students. Active participation in these discussions and exercises is necessary to meet coursework/grading requirements (see below). 40% of the course grade is based on a portfolio of work that students complete relating to the topics dealt with in the course (i.e., exercises completed in class, notes on key points raised in discussions with other students, notes taken from and reflections on assigned and other readings undertaken, etc.).

### [Course requirements]

None

### [Evaluation methods and policy]

Portfolio of work = 40%, Short essay (750 words) = 20%, Class discussion participation and contribution = 20%, Final examination = 20%

### [Textbooks]

Stones, E. 『An introduction to educational psychology.』 ( London: Routledge ) ISBN:415750555

### [Study outside of class (preparation and review)]

Students will be expected to spend about 90 minutes each week on out-of-class preparation, readings, and assignments.

### [Other information (office hours, etc.)]

Students will be expected to obtain their own copy of the textbook, and to read assigned chapters and other readings in preparation for each class. During the semester, students can email the instructor to make an appointment or to ask any questions about the course.

### [Essential courses]