

| COURSE INFORMATION FORM | |
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| Faculty / Institute | Faculty of Science and Literature |
| Department | Psychology |
| Course Code | PSİ 318 |
| Course title | Educational Psychology |
| Instructional Language | Turkish |
| Programs that can take the course | Psychology |
| Course Type | Elective |
| Course Level | Undergraduate |
| ECTS Credit | 6 |
| Prerequisites | - |
| Course Content | The focus of the course is to ensure that students who aim to work in institutions operating in the field of education know the student profiles in these institutions and their development processes, and to create an infrastructure by taking the necessary measures to make the educational environments more effective. Within the scope of the course, especially the cases that can be encountered in pre-school and private education institutions will be tried to be examined from the perspective of educational psychology. |
| The Aim of the Course | This course aims to provide the infrastructure in which students can put their theoretical knowledge in the field of psychology into practice in the field of education. |
| Course Outcomes | With this course, it is aimed that students will (1) Gain an understanding of the effects of the basic concepts related to the developmental characteristics and behaviors of individuals on the educational processes of individuals (2) Be able to identify the existing problems in order for educational environments to be organized effectively, and to make suggestions accordingly (3) Have the ability to be sensitive on a lot of issues, such as individual differences and equality, while educational environments are organized. |
| Textbook and / or References | American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Ebersöhn, L., & Eloff, I. (2004). <i>Keys to educational psychology</i> . Juta and Company Ltd. Fine, M. J. (Ed.). (2014). <i>Handbook on parent education</i> . Academic Press. Larson, J. E. (2009). <i>Educational psychology</i> : |

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| | <p><i>Cognition and learning, individual differences and motivation</i>. Nova Science Publishers, Inc.</p> <p>McCombs, B. L., & Pope, J. E. (1994). <i>Psychology in the classroom: A series on applied educational psychology. Motivating hard to reach students</i>. American Psychological Association.</p> <p>Santrock, J. W. (2017). <i>Educational psychology</i>. McGraw-Hill Education.</p> <p>Slavin, R. E., & Davis, N. (2006). <i>Educational psychology: Theory and practice</i>. Pearson.</p> <p>Sternberg, R. J., & Preiss, D. D. (Eds.). (2010). <i>Innovations in educational psychology: Perspectives on learning, teaching, and human development</i>. Springer.</p> <p>Szulevicz, T., & Tanggaard, L. (2016). <i>Educational psychology practice: A new theoretical framework</i> (4th ed.). Springer.</p> <p>Treffinger, D. J., Davis, J. K., & Ripple, R. E. (Eds.). (2013). <i>Handbook on teaching educational psychology</i>. Academic Press.</p> <p>Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R. W., & Davis-Kean, P. (2007). Development of achievement motivation. In W. Damon, R. M. Lerner, N. Eisenberg (Eds.), <i>Handbook of child psychology</i> (pp. 657-700). Wiley</p> <p>Woolfolk, A. (2015). <i>Eğitim psikolojisi</i> (D. Özen, Çev.). Kaknüs Yayınları.</p> |
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| Evaluation Criteria | Percentage |
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| Attendance | - |
| Lab | - |
| Application | - |
| Field Study | - |
| Homework | - |
| Presentations | 20% (Active participation in class and project/presentation) |
| Projects | 10% (Project/Presentation report) |
| Seminar | - |
| Midterm Exams | 30% |
| Quiz | - |
| Final | 40% |
| Total | 100% |

| Course Plan | Subjects to Be Discussed |
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| 1. Week | Introduction of the course |

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| 2. Week | Development of Educational Psychology in the World and in Our Country Article: An Ontological Evaluation of Educational Psychology |
| 3. Week | Educational Psychology Theories I Stage Theories Article: Why is it Important to Know the Developmental Characteristics of Children? |
| 4. Week | Educational Psychology Theories II Learning Theories, Contextual Theories, Motivation Theories Article: The Value of the Child and Family Change |
| 5. Week | Training and Development The Effect of Genetics and Environment on Learning, Critical Period in Language Development -Midterm- |
| 6. Week | Motivation in Education Self-Perception and Beliefs + Interest, Curiosity, Arousal, Anxiety |
| 7. Week | Individual Differences in Education Differences in Learning and Thinking Styles, Labeling, Students with Learning Disabilities, Gifted Students Group 1 Project/Presentation/Report + Case Study |
| 8. Week | Economic, Social and Cultural Differences in the Education Process + Neglect, Abuse and Children's Rights + Gender Equality in Education Group 2 Project/Presentation + Case Study |
| 9. Week | Peer Learning, Digital Learning and Bullying Group 3 Project/Presentation + Case Study |
| 10. Week | Complex Cognitive Processes Metacognition, Critical and Creative Thinking, Problem Solving Social and Emotional Learning Group 4 Project/Presentation + Case Study |
| 11. Week | Organizing Learning Environments Differentiated Instruction Personal and Interpersonal Skills Group 5 Project/Presentation + Case Study |
| 12. Week | In-Class Evaluation Grade, Homework, Alternative Evaluation Types Group 6 Project/Presentation + Case Study |