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Course Description
Introduction to Educational Psychology

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Aim of the course

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….is to describe the process of education as a socialization process equally emphasizing parent-child and teacher-student relationships, and in line with ecological approaches provide description of interactions among processes at society, family and educational institution levels, so as students can identify the processes described in theories as they surface in the applied field. As a part of discussing educational models, psychological theories and their impact on teaching methods, the organizational aspects of educational institutions and on peer-relations among students are also be identified so that students will be able to identify possible causes of problem situations. To heighten awareness of social norms and standards of behavior towards persons with special needs the course will emphasize the identification of individual differences among students (special needs, exceptional children) and the different models of service provision and their impact on student wellbeing. To heighten awareness regarding historical roots of the science and the social embeddedness of psychological processes, the organizational aspects of educational institutions will be analyzed, their role in primary prevention (evidence based efficient models) and their effect on student learning outcomes, including traditional and student-centered approaches, as well as the evolution of school psychological services, present trends and future challenges will be discussed.

Learning outcome, competences

knowledge:

- knows the most important expressions and phenomena of social psychology (social cognition, attitude organization, cognitive styles, individual and social systems of views, social behavior, helping and aggressive behavior, social roles, social identity) and the fundamental texts and contexts of the development of European identity;

- has appropriate knowledge in the main fields of analysis and interpretation of the typical research questions of psychology;

attitude:

- is sensitive to and interested in noticing psychological phenomena and problems;
- his/her behavior in human relationships is ethical and humane;
- when using his/her knowledge, s/he is empathic, tolerant, flexible, and creative;

skills:

- is able to interpret psychological phenomena and knows the historical rootedness of psychology as science;
- is able to see causal relationships, can think logically, and can prepare comprehensive reviews;
- can perceive human behavior distinctly and can recognize situations efficiently;

Content of the course

Topics of the course

- **Ecological systems and the family**
  (Ecological perspectives of child rearing: basic processes of socialization; Life-cycle of the family, family dysfunctions; Parenting styles and their correlates in different cultural contexts)

- **Individual differences**

(Students' cognitive and temperament styles as a basis of individual differences; Socialization of children with special education needs; Meeting special education needs in schools: models of service provision; Specific learning disabilities: dyslexia, dyscalculia, dysgraphia and ADHD; Giftedness and talent: identification, types and models of service provision)

- **Key processes in schools**
  (Normative crises in schools: transition planning & social-emotional learning; Learning and motivation)

- **Schools as organizations**
  (School as an organization – school climate & values; Teacher vs. student centered classrooms; Helping professions in schools– school psychology: an international perspective)

Learning activities, learning methods
whole-group discussion, analyzing films,

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:
requirements
- Oral exam – questions to be posted after the spring break consisting of
  a) *vignettes* – short descriptions of problem-situations that characteristically appear in educational contexts. The student has to identify possible causes and solutions based on lectures, class discussions and required readings.
  b) *definitions* – 10 randomly assigned key-concepts from the course to be defined
- For those less comfortable with an oral exam (e.g. Erasmus students) - as a partial fulfillment of the course a completion of a **mini-project** by the end of the study period of the semester on one of the themes in the syllabus is an option. The precise theme and content overview has to be discussed with the lecturer beforehand (before spring break at the latest).

mode of evaluation: grading on a 1-5 scale
0-55 points – 1 (fail); 56-67 points – 2 (pass); 68-80 points – 3 (satisfactory); 81-90 points – 4 (good); 91-100 points – 5 (excellent)

criteria of evaluation:
- *Mini-project*: succinct description of the phenomenon to be discussed, its implication for socialization/education, identification of theoretical underpinnings of compared aspects and their importance for students outcomes – *35 000-40 000 characters – including APA style references (maximum 50 points)*
- *Vignettes* – where the reasoning behind identifying the problem and its possible solutions, the appropriate use of technical terms, citation and utilization of information present in literature are evaluated. *(maximum 30 points if mini-project is written – and 80 points without mini-project)*
- *Definitions* – every correct definition gets 2 points *(maximum 20 points)*

Reading list

Compulsory reading list
Choose at least four articles for each main topic!

Ecological systems and the family

- Kagitcibasi, C. (2002). A Model of Family Change in Cultural Context. *Online Readings in Psychology and Culture*, 6(3). http://dx.doi.org/10.9707/2307-0919.1059

- Trommsdorff, G. (2002). An Eco-Cultural and Interpersonal Relations Approach to Development over the Life Span. *Online Readings in Psychology and Culture*, 6(2). http://dx.doi.org/10.9707/2307-0919.1057
- Super, C.M. & Harkness, S (1994) The Developmental Niche. In Lonner. W. J. and Malpass, R. S. (Eds.)(1994). *Psychology and culture.* (95-100) Needham Heights, MA: Allyn and Bacon. http://eyewitness.utep.edu/3331/Lonner&Malpass1994%20Chap%2013.pdf
- Harkness, S. & Super, C.M.(wd) Themes and Variations: Parental Ethnotheories in Western Cultures. In Rubin, K. Chung, E.B. (Ed.), *Parental beliefs, parenting, and child development in cross-cultural perspective.* (61-81) New York: Psychology Press. http://brown.edu/Departments/Human_Development_Center/Roundtable/Harkness.pdf
- Bronfenbrenner, U. (1994) Ecological models of human development. In *International Encyclopedia of Education*, Vol.3. (2nd Edition) Oxford: Elsevier. http://www.psy.cmu.edu/~siegler/35bronfebrenner94.pdf
- Bronfenbrenner, U. and Evans, G., W. (2000) Developmental Science in the 21st Century: Emerging Questions, Theoretical Models, Research Designs and Empirical Findings. Social Development, 9(1), 115–125. DOI: 10.1111/1467-9507.00114
- Spagnola, M & Fiese, B.H. (2007) Family routines and rituals. *Infants and Young Children*, 20 (4), 284-299.
- Rohner, R. P., & Khaleque, A. (2002). Parental Acceptance-Rejection and Life-Span Development: A Universalist Perspective. *Online Readings in Psychology and Culture*, 6(1). http://dx.doi.org/10.9707/2307-0919.1055
- Schwarz, B., Mayer, B., Trommsdorff, G., Ben-Arieh, A., Friedlmeier, M., Lubiewska, K., Mishra, R. and Peltzer, K. (2012) "Does the Importance of Parent and Peer Relationships for Adolescents' Life Satisfaction Vary Across Cultures? *Peer Reviewed Articles*. Paper 41. URL:http://scholarworks.gvsu.edu/psy_articles/41
- Hedegaard, M.(2009)Children's Development from a Cultural–Historical Approach: Children's Activity in Everyday Local Settings as Foundation for Their Development. *Mind, Culture, and Activity*, 16, 64–81. DOI: 10.1080/10749030802477374
- Ou, S.R., and Reynolds, A.J. (2008) Predictors of Educational Attainment in the Chicago Longitudinal Study. *School Psychology Quarterly*, 23(2), 199–229.

Individual differences

- Montgomery, M.S. and Groat, L.N. (n.d) Student learning styles and their implications for learning. *The Centre for Research on Learning and Teaching. Occasional papers No. 10.* URL: http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no10.pdf
- Pashler, H., McDaniel, M., Rohrer, D. and Bjorl, R. (2009) Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9 (3), 105-119. URL: http://steinhardtapps.es.its.nyu.edu/create/courses/2174/reading/Pashler_et_al_PSPI_9_3.pdf
- Hassall, R., Rose, J. & McDonald, J. (2005) Parenting stress in mothers of children with an intellectual disability: the effects of parental cognitions in relation to child characteristics and family support. *Journal of Intellectual Disability Research*, 49 (6), 405-418. doi: 10.1111/j.1365-2788.2005.00673.x   URL: http://uais.lzu.edu.cn/uploads/soft/20110811/18-110Q1100448.pdf
- Eisenhower, A.S., Baker, B.L. and J. Blacher, J. (2005) Preschool Children with Intellectual Disability: Syndrome Specificity, Behaviour Problems, and Maternal Well-Being. *Journal of Intellectual Disability Research*, 49 (9), 657-671. URL: http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2788.2005.00699.x/pdf

- Thomas, S.B. and Dykes, F. (2011) Promoting Successful Transitions: What Can We Learn From RTI to Enhance Outcomes for All Students? *Preventing School Failure*, 55(1), 1–9. DOI: 10.1080/10459880903217978

- Reynolds, C.R. and Shaywitz, S.E. (2009) Response to Intervention: Ready or Not? Or, From Wait-to-Fail to Watch-Them-Fail. *School Psychology Quarterly*, 24(2), 130–145.

- Karande, S. (2012) Quality of Life in Children Diagnosed with Specific Learning Disability or Attention-Deficit/Hyperactivity Disorder. In D. Petersen and D. Hollar (Eds.) *Handbook of children with special health care needs.*(73-87) New York, NY: Springer

- Rubinsten, O., Henik, A. (2009). Developmental Dyscalculia: heterogeneity might not mean differentmechanisms. *Trends in Cognitive Sciences*, 13(2) 92-99.

- Rimm, S. (2008) Underachievement Syndrome: A Psychological Defensive Pattern. In S. Pfeiffer (Ed.) *Handbook of giftedness in children.* (139-161) New York, NY: Springer

- Scott Barry Kaufman, S.B. and Sternberg, R.J. (2008) Conceptions of giftedness. In S. Pfeiffer (Ed.) *Handbook of giftedness in children.* (71-93) New York, NY: Springer

- Li, H., Lee, D., Pfeiffer, S.I., Kamata, A., Kumtepe, A.T., and Rosado, J. (2009) Measurement Invariance of the Gifted Rating Scales—School Form Across Five Cultural Groups. *School Psychology Quarterly*, 24 (3), 186–198.

Key processes in schools

- Carter, E.W., Trainor, A.A., Sun, Y. and Owens, L. (2009) Assessing the Transition-Related Strengths and Needs of Adolescents With High-Incidence Disabilities. *Exceptional Children*, 76(1), 74-94.

- Kellems, R.O. and Morningstar, M.E. (2010) Tips for Transition. *Teaching Exceptional Children*, 43(2),60-68.

- Malka, A. and Covington, M.V. (2005) Perceiving school performance as instrumental to future goal attainment: Effects on graded performance. Contemporary Educational Psychology, 30,60–80.

- Gullone, E., Hughes,K. E., King, J.N., Tonge, B. (2010). The normative development of emotion regulation strategy use in children and adolescents: a 2-year follow-up study. *Journal of School Psychology,* 51 (5), 567-574.

- Fried, L. (2010). Understanding and enhancing emotion and motivation regulation strategy use in the classroom. *The International Journal of Learning.* 17 (6), 127-139.

Schools as organizations

- Anthony L. Hemmelgarn, Charles Glisson, Lawrence R. James (2006). Organizational culture and climate: Implications for services and interventions research. *Clinical Psychology: Science and Practice*, 13 (1),73-89.

- Hattie, J. (2005). The paradox of reducing class size and improving learning outcomes. *International Journal of Educational Research* 43, 387–425.

- Koth, C.W., Bradshaw, C.P. & Leaf, P.J. (2008). A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors. *Journal of Educational Psychology*, 100 (1), 96–104.

- Elovainio , M., Pietikäinen, M., Luopa, P., Kivimäki, M., Ferrie, J.E., Jokela, J., Sakari Suominen, S., Vahtera, J. & Marianna Virtanen, M. (2011). Organizational justice at school and its with pupils' psychosocial school environment, health, and wellbeing. *Social Science & Medicine*, 73, 1675-1682.

- Garrett, T. (2008) Student-Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers. *Journal of Classroom Interaction*, 43(1), 34-47.

- Doyle, W. (2009). Situated practice: A reflection on person-centered classroom management. *Theory Into Practice*, 48 (2),156–160.
- Freiberg, H.J. & Lamb, S.M. (2009). Dimensions of Person-Centered Classroom Management. *Theory Into Practice*, 48, 99-105. DOI: 10.1080/00405840902776228
- Shernoff, D. J., & Csikszentmihalyi, M. (2009). Flow in schools: Cultivating engaged learners and optimal learning environments. In R. Gilman, E. S. Huebner, & M. Furlong (Eds.), *Handbook of Positive Psychology in Schools* (pp. 131-145). New York: Routledge. URL:http://www.cedu.niu.edu/~shernoff/Shernoff%20and%20Csikszentmihalyi %20C011.pdf
- Thomas D. Oakland and Shane R. Jimerson (2007). School Psychology Internationally: A retrospective view and influential conditions in: S.R. Jimerson, T.D. Oakland, P.T. Farrell (eds). *Handbook of international school psychology.* (pp.453-462). Thousand Oaks, CA:Sage
- Jacqueline L. Cunningham (2007). Centripetal and centrifugal trends influencing school psychology's international development. In S.R. Jimerson, T.D. Oakland, P.T. Farrell (eds). *Handbook of international school psychology.* (pp.463-474). Thousand Oaks, CA: Sage
- Shane R. Jimerson, Kelly Graydon, Michael Curtis, and Rene Staskal (2007).The International School Psychology Survey: Insights from school psychologists around the world. In S.R. Jimerson, T.D. Oakland, P.T. Farrell (eds). *Handbook of international school psychology.* (pp.481-500). Thousand Oaks, CA:Sage
- Peter T. Farrell, Shane R. Jimerson, and Thomas D. Oakland (2007). Summary and synthesis of international school psychology. In S.R. Jimerson, T.D. Oakland, P.T. Farrell (eds). *Handbook of international school psychology.* (pp.501-510). Thousand Oaks, CA:Sage