

<b>Course title</b>	<b>Introduction to Educational Psychology</b>				
<b>Course code</b>	<b>PSY3508</b>				
<b>Course type</b>	Elective				
<b>Level</b>	Bachelors				
<b>Year / Semester</b>	Year 3/ 5 <sup>th</sup> Semester				
<b>Teacher's name</b>	Dr Maxime Cousineau-Perusse				
<b>ECTS</b>	6	<b>Lectures / week</b>	3hrs	<b>Laboratories / week</b>	
<b>Course purpose and objectives</b>	This course introduces students to the theories, research, and applied practices of educational psychology, focusing on how individuals learn, develop, and thrive in educational environments. Students explore cognitive, behavioural, social, and constructivist perspectives, individual differences, motivation, classroom management, and inclusive education.				
<b>Learning outcomes</b>	<p>On successful completion of the module and with further independent study, students will be able to:</p> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Identify and evaluate major theories of learning and development relevant to educational psychology (e.g., Piaget, Vygotsky, behaviourism, information-processing).</li> <li>2. Explain how cognitive, motivational, and socio-emotional factors influence learning outcomes and classroom behaviour.</li> </ol> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>3. Critically evaluate instructional approaches and behaviour management strategies using empirical evidence.</li> </ol> <p><b>Transferable Skills</b></p> <ol style="list-style-type: none"> <li>4. Communicate psychoeducational concepts effectively in written and oral formats.</li> </ol>				
<b>Prerequisites</b>		<b>Required</b>	None		
<b>Course content</b>	<p><b>Indicative Content</b></p> <ul style="list-style-type: none"> <li>• Foundations of Educational Psychology (Scope and history of educational psychology; Research methods and evidence-based practice)</li> </ul>				

	<ul style="list-style-type: none"> <li>• Theories of Learning (e.g. Social learning theory; Cognitive and information-processing approaches; Constructivism (Piaget/Vygotsky))</li> <li>• Motivation and Engagement ( e.g. Self-determination theory; Strategies for increasing motivation and resilience)</li> <li>• Development in Educational Contexts (Cognitive and socio-emotional development; Individual differences; Neurodiversity and learning needs)</li> <li>• Classroom Management and Positive Behaviour Support (e.g. Behaviour interventions; Creating inclusive and supportive learning environments)</li> <li>• Inclusive Education &amp; SEN ( e.g. Learners with special educational needs; Universal Design for Learning)</li> <li>• Applied Educational Psychology ( the role of educational psychologists; Psychoeducational interventions; Working with teachers, parents, and multidisciplinary teams)</li> </ul>								
<b>Teaching methodology</b>	Teaching will consist of lectures, in-class discussions, case studies and quizzes designed to assess understanding and provide opportunities for formative feedback. Teaching will be supported by online materials and additional readings								
<b>Bibliography</b>	<p><b>Core Text:</b></p> <p>Woolfolk, A. (2025). <i>Educational psychology: Active learning edition</i> (15th ed., Global ed.).</p> <p>Ormrod, J. E., Anderman, E. M., &amp; Anderman, L. H. (2017). <i>Educational psychology: Developing learners</i> (9th ed., Global ed.). Pearson.</p> <p><b>Further reading:</b></p> <p>A reading list will accompany each lecture, highlighting relevant articles accessible through the library, as well as open-access and e-learning resources.</p>								
<b>Assessment</b>	<table border="0"> <tr> <td>Attendance and participation</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Written assignment</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Presentation</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">45%</td> </tr> </table>	Attendance and participation	10%	Written assignment	30%	Presentation	15%	Final Exam	45%
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<b>Language</b>	English								