



MODULE SPECIFICATION

Code: USPJDJL-20-3 **Title:** Issues in the Psychology of Education **Version:** 6

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Field:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** March 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:

USPJLB-30-2 Social and Theoretical Psychology: Conceptual and Historical Issues 2 or
USPJDJ-20-2 Developmental and Social Psychology 2 or USPJLY-20-2 Individual
Differences and Biological Psychology or USPJMX-30-2 Psychology Applied

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

The student will be able to:

- understand fundamental issues in education from a psychological perspective;
- critically examine the influence that psychological theory has had on educational theory and practice;
- discuss the way in which psychological perspectives may give insights into aspects of educational practice as it affects the learning of children and adults;
- examine changes in educational policies and practices when they can be illuminated by psychological theories and findings.

Syllabus Outline:

Psychological theories of learning and teaching in relation to assessment, mathematics, language, literacy and reading.

Thinking skills

Self-esteem and self-concept,

Group setting and streaming

Race, gender, class and education phobia

Bullying, truancy and being out of school,

ADHD & EBD

Classroom interaction and inclusion.

Out of school learning;

National statutory requirements; published national frameworks, guidance, syllabuses and schemes of work;

Teaching arrangements in the Foundation Stage and Key Stages 1 to 5;

Teacher's professional and legal responsibilities;

Accelerated learning, brain-based learning and thinking skills;

Research to inform classroom practice;

Testing, targets and tables;

Collaborative working and professional learning;

Teaching and Learning Methods:

Lectures and discussions.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

- BLACK, T. R. (1999) Doing quantitative research in the social sciences an integrated approach to research design, measurement and statistics London: Sage
CAIRNS, K. & STANWAY, C. (2004) Learn the Child. London: BAAF
CHILD, D. (2004) Psychology and the Teacher (7th Ed). London: Continuum
CLOUGH, N. & HOLDEN, C. (2002) Education for citizenship. London: Routledge.
LONG, M. (2000) The Psychology of Education. London: Routledge
GEDDES, H. (2006) Attachment in the Classroom. London: Worth Publishing
GARDNER, P. AND DWYFOR-DAVIES, J. (2001) Introducing Special Educational Needs. London: David Fulton Publishers.
GUNDARA, J. (2000) Interculturalism, Education and Inclusion. London: Sage.
HEADINGTON, R. (1998) Monitoring, Assessment, Recording, Reporting and Accountability: Meeting the Standards. London: David Fulton.
POLLARD, A. (2002) Readings for Reflective Teaching. (Paperback) London: Continuum International Publishing Group Ltd.
POLLARD, A. (2008) Reflective Teaching. 3rd Edn. London: Continuum
RICHARDSON, R. & WOOD, A. (2000) Inclusive Schools, Inclusive Society. Stoke-on-Trent: Trentham.
SMITH, A. (2004) The Brain's Behind it. New knowledge about the brain and learning. London: Network Educational Press
SMITH, P. COWIE, H. & BLADES, M. (2003) Understanding children's development. (4th ed) Oxford: Blackwell.
WOOLFOLK, A., HUGHES, M. & WALKUP, V. (2008) Psychology in Education. London: Pearson.

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A (*controlled*)

Description of each element

EX2 Examination (2 hours)

Element Wt (Ratio)

(*within Component*)

1

Component B

Description of each element
CW1 Essay (2000 words)

Element Wt (Ratio)
(within Component)
1

Second Assessment Opportunity (further attendance at taught classes is not required)

Component A *(controlled)*

Description of each element
EX2 Examination (2 hours)

Element Wt (Ratio)
(within Component)
1

Component B

Description of each element
CW1 Essay (2000 words)

Element Wt (Ratio)
(within Component)
1

SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)