

Educational Psychology					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
90420202	79,8 hours	= 3.18	Odd	28 CU	14 X meetings
1	Types of courses Direct meeting	Contact hours 3,7 hours	Independent study 2 hours	Class size 40-50 students	
2	Prerequisites for participation (if applicable) -				
3	<p>Learning outcomes</p> <p>PLO 2: Demonstrate good understanding about the concepts of English learning in national and global perspectives.</p> <p>PLO 7: Apply critical thinking and analytic skills in solving problems in English instructions.</p> <p>CLO:</p> <ol style="list-style-type: none"> 1. Apply logical, critical, systematic, and innovative thinking, in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise. 2. Demonstrate independent, quality, and measurable performance. 3. Understand the implications, development or implementation of science and technology that pays attention to and applies humanities values according to their expertise based on scientific rules, procedures, and ethics in order to produce solutions, ideas, designs, or art criticism. 4. Make appropriate decisions in the context of solving problems in their area of expertise, based on the results of analysis of information and data. 5. Uphold academic integrity in general and prevent plagiarism. 6. Use information technology in the context of scientific development and implementation of areas of expertise. 				
4	<p>Subject aims/Content</p> <ol style="list-style-type: none"> 1. Basic concepts of educational psychology (understanding, research, and aspects studied) 2. The basic concept of student development according to the life span perspective 				

	<ol style="list-style-type: none"> 3. The laws of student development 4. Piaget and Vygotsky's theory of cognitive development (concepts & stages of development) 5. Erikson's theory of social emotional development and Kohlberg's moral development 6. Behaviorism approach learning theories 7. Learning theories from a cognitive approach (Piagetian theory & information processing) & learning theories from a constructivist approach 8. Humanistic learning theory: Rogers' person-centered 9. Concept of Intelligence (Basic understanding of IQ and <i>Multiple Intelligence / MI</i>) 10. Students' emotions and self-concept 11. Understanding motivation, types of motivation, motivation theories 12. Definition of giftedness and its characteristics 13. The basic concept of academic learning difficulties and their forms and characteristics (dyslexia, dyscalculia, dysgraphia) 14. Basic concepts Learning difficulties due to developmental disorders (its forms and characteristics (autism, ADHD, Down syndrome) 15. School guidance and counselling: definition, purpose, function and form of service
5	<p>Teaching methods <i>project work, case studies, group work, discussions, seminars</i></p>
6	<p>Assessment methods <i>Paper and pencil test, project assessment.</i></p>
7	<p>This module/course is used in the following study programme/s as well Module: <i>Educational Psychology</i></p>
8	<p>Responsibility for module/course <i>English Language Education</i></p>
9	<p>Other information</p> <ol style="list-style-type: none"> 1. Nursalim, M., et al. (2017). Educational Psychology . Surabaya: Unesa University Press. 2. Slavin, Robert E. (2011). Educational Psychology: Theory and Practice 9th edition. (Volumes 1 & 2). Jakarta: PT Index.

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| | <p>3. Santrock, JW (2013). Educational Psychology (vols 1&2). Jakarta: Salemba Humanika</p> <p>4. Djiwandono, Sri. esti. W. (2009) . Psychology of Education, Jakarta: Grasindo.</p> |
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