

UNIVERSIDAD DE COSTA RICA

Sistema de Estudios de Posgrado

Escuela de Lenguas Modernas

Maestría Profesional en la Enseñanza del Inglés como Lengua Extranjera

Course Syllabus

Name: Educational Psychology	Prerequisites: none
Code: PF-0304	Co-requisites: none
Credits: 4	Type: Elective course Open to students admitted to the MA/TEFL Program
Weekly hours: 12	
Synchronous: 2 Asynchronous: 10	
	Modality: Virtual

Instructor: Norman D. Marín-Calderón, Ph.D.**Term:** I-2024**Schedule:** Thursday 17-18-19:50**Credits:** 04**Office:** LE-334**Email:** norman.marin@ucr.ac.cr**Office Hours:** By appointment (through WhatsApp™ [(+506) 8730-1456] or Zoom™)**I. COURSE DESCRIPTION**

This is an introductory course, which addresses a number of key issues in Educational Psychology relevant to pre-service and in-service language teachers. Special attention will be given to the humanistic principles and cognitive theories embodied in constructivism and social interactionism, as well as their application to teaching learners with special needs. The course also aims at sharpening students' critical responsiveness through the observation, recording, and analysis of classroom events in order to become aware of the interaction between language teaching and learning processes. It focuses on the effective application of psychological concepts and principles in the learning and instructional processes, along with the development of teaching methods, knowledge, and skills, and perspectives that enhance learning language environments.

II. GENERAL OBJECTIVE

To apply the principles of psychology and clinical research to the practice of language teaching for better understanding and for improvement of instruction.

III. SPECIFIC OBJECTIVES

By the end of the course, students will be able to

1. Show basic understanding of Educational Psychology in terms of its definition, terminology, significance, and implications in language education.
2. Demonstrate knowledge about the basic principles, theories and approaches, as well as research findings related to theories of human development and learning.

3. Analyze key conceptual frameworks of educational psychology in terms of their use in the language classroom.
4. Identify various approaches to organizing the classroom and the effects of these approaches on the learning environment, classroom management, and motivation.
5. Describe and evaluate how personal experiences, abilities, and prior learning experiences affect student learning.

IV. METHODOLOGY

Class Format: 100% online through *Mediación Virtual* and Zoom™

Class time will be used to generate discussion and analyze the readings assigned for each week. The instructor will review and supplement the material and guide the students in the discussion, close reading, and analysis of the texts assigned. Students' preparation and participation in discussions and class activities is fundamental because that facilitates assimilation of the course subject matter. Students will share their ideas individually and in groups, in both oral and written forms. Throughout the course, class participants will be given the means for and responsibility of developing professional, critical, and didactic competence. Before class, students have to complete reading assignments and activities. Likewise, homework and other tasks must be completed prior to each class. Daily preparation and participation are essential for successful completion of course objectives. This course is fully delivered online on the official platform of the University of Costa Rica. Alternative platforms might be used at the professor's discretion and based on the students' needs.

The following activities will be incorporated throughout the course: lectures, case studies, research reports, pair work activities, whole class discussions, an essay exam, individual and/or group presentations, and online forums.

V. EVALUATION

A. Components

1. Exam	20%
2. Research Paper	30%
3. Chapter Presentation	20%
4. Quizzes and Forums	20%
5. Academic Unit Design	10%

B. Description

1. This is an on-line essay examination, to be developed asynchronously, intended to measure the student's ability to express, argue and structure their thoughts on given theoretical issues and practical scenarios related to the topics covered in class. This test format delves deeper into the student's critical thinking, problem-solving and academic writing skills. With this exam a substantial contribution to the ideas studied in class is expected. The mere repetition of ideas mentioned in class or in readings is likely to receive a low grade.
2. This is a 10 to 12-page research paper on a theoretical topic previously approved by the instructor. It has to be written following the APA format, latest edition. Three basic categories will be taken into account when grading this term paper: (1) Originality (the governing idea for the essay [thesis statement]); (2) Content (thesis support; and (3) Organization (the manner in which students choose to present their material [paragraph integrity, sentence clarity, understanding of key concepts, acknowledge of audience, relationship between in-class practical elements and theory, etc.]).

3. Each student is required to choose a theoretical text contained in the course packet and present it to the class (delivered during synchronous sessions). Likewise, students have to prepare visual aids to help their oral delivery. On the day of their presentation, students must conclude their oral presentation with questions/creative activities for the class to answer, participate, and discuss. Presentations also are not to be read aloud, although students may refer to ONE note card containing key vocabulary words, reminders of main ideas, etc. The presentations should be practiced and prepared, but not memorized or scripted. Students will be responsible for the information provided during all in-class presentations and follow-up discussions throughout the course of the semester.
4. This includes a comprehensive variety of task-based short assignments, such as oral and written quizzes, online forums, classroom observations and/or interviews to teachers, school counselors or psychologists.
5. Students will design an academic unit based on the material studied in class.

VI. ACADEMIC HONESTY

Students are expected to follow the codes of honor and academic ethics as set forth in the University regulations. Honesty, trust, and personal responsibility are fundamental attributes of this University community. Academic dishonesty will not be tolerated, for it threatens the foundation of an institution dedicated to the pursuit of knowledge. Plagiarism/Cheating/Forgery/Collusion will be punished as severely as university regulations permit.

VII. CONTENTS AND SYLLABUS

DATE	CONTENT / TOPICS	READINGS / ASSESSMENT
Week 01	About the Course Program/Evaluation <i>What Does Psychology (Exactly) Study?</i> <i>Introducing Educational Psychology</i> <i>(Educational) Psychology and Language Instruction</i>	
Week 02	<i>Introduction to Educational Psychology</i> <i>(Applied to Language Teaching)</i>	<ul style="list-style-type: none"> • Reynold and Miller 's Ch. 1. Current Perspectives on Educational Psychology
Week 03	<i>On Self-Monitoring, Self-Instruction and Metacognitive Awareness</i>	<ul style="list-style-type: none"> • Reynold and Miller 's Ch. 4. Self-Regulation and Learning ○ Presenters: ---
Week 04	<i>Motivational Theories and Student Outcomes for English Teaching</i>	<ul style="list-style-type: none"> • Seifert and Sutton's Ch. 6. Student Motivation ○ Presenters: ---
Week 05	<i>Theories of Classroom Management</i> <i>(Behaviorism, Humanist, Cognitive, Psychoanalytical, Democratic, Choice Theory)</i>	<ul style="list-style-type: none"> • Seifert and Sutton's Ch. 7. Classroom Management ○ Presenters: ---
Week 06	<i>Social Cohesion and Cognitive Perspectives for Learning</i>	<ul style="list-style-type: none"> • Reynold and Miller 's Ch. 9. Cooperative Learning and Achievement ○ Presenters: ---
Week 07	<i>Critical Thinking and the Complex Network</i>	<ul style="list-style-type: none"> • Seifert and Sutton's Ch. 9.

	<i>Theory for Language Instruction</i>	<ul style="list-style-type: none"> ○ Facilitating Complex Thinking ○ Presenters: ---
Week 08	<i>On Sociocultural Contexts for Teaching</i>	<ul style="list-style-type: none"> ● Seifert and Sutton's Ch. 11. Effective Learning Environment ○ Presenters: ---
Week 09	<i>School Adjustments: What Are They?</i>	<ul style="list-style-type: none"> ● Reynold and Miller 's Ch. 11. School Adjustments ○ Presenters: ---
Week 10		○ Exam (30%)
Week 11	<i>Teenagers and Teachers: Parental Involvement, Behavioral Characteristics and Other Issues Related to ESL/EFL</i>	<ul style="list-style-type: none"> ○ Wyrick's <i>Teacher-Student Relationships during Adolescence</i> ○ Presenters: ---
Week 12	<i>Gender Issues and Equity in the Classroom</i>	<ul style="list-style-type: none"> ● Reynold and Miller 's Ch. 12. Gender Issues in the Classroom ○ Presenters: --- ○ Term Paper advance 1 due (Topic + Objectives)
Week 13	<i>Types of Learning Disabilities, Exclusionary Criteria and IQ-Achievement Discrepancy: How Do They Affect the English Class?</i>	<ul style="list-style-type: none"> ● Reynold and Miller 's Ch. 18. Learning Disabilities ○ Presenters: --- ○ Term Paper advance 2 due (Bibliography)
Week 14	<i>Language Deficits, Conduct Disorders and Classroom Discipline</i>	<ul style="list-style-type: none"> ● Reynold and Miller 's Ch. 20. School-related Behavior Disorders ○ Presenters: --- ○ Term Paper advance 3 due (Literature Review)
Week 15	<i>Online Learning, Hybridity and Onsite Instruction: Which Is Better or More Appropriate (for Language Instruction)?</i>	<ul style="list-style-type: none"> ● Chui et al's "Psychology of Remote Learning" ○ Presenters: ---
Week 16		○ Research Paper due (50%)

- **Synchronous Sessions: Thursday 17 to 18:50**
- **Asynchronous Sessions: Thursday 19:00 to 19:50 or during the students' own time (as per Resolución VD-11502-2020 and Resolución VD-12784-2023)**
- Individual work: Approximately nine hours of study, reading and preparation per week

VIII. BIBLIOGRAPHY

A. Course Material and Textbooks

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association*. (7th ed.). Author.

- Chiu, T. K., Chih-Yuan Sun, J., & Ismailov, M. (2022). Investigating the relationship of technology learning support to digital literacy from the perspective of self-determination theory. *Educational Psychology*, 42:10, 1263-1282, DOI: 10.1080/01443410.2022.2074966
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- Seifert, K., & Sutton, R. (2019). *An Educational Psychology Textbook*. Textbook Equity Edition www.textbookequity.org
- Wyrick, A. J. (2011). *Teacher-student relationships during adolescence: The role of parental involvement, behavioral characteristics, gender and income*. University of Louisville. Electronic Theses and Dissertations. Paper 1599. <https://doi.org/10.18297/etd/1599>

B. Other References

- Alfaro, K. (2004). *Adecuaciones curriculares: una aproximación cognitivo-conductual-emocional*. Memoria Congreso Internacional de Investigación Educativa IMEC-INIE. San José: Universidad de Costa Rica. <https://es.slideshare.net/ProfeJanet/acs-una-aproximacion-cognitivoconductualemocional>
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- Gobierno de Costa Rica. (1996). *Ley de Igualdad de Oportunidades para las Personas con Discapacidad en Costa Rica N° 7600*. http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?param1=NRTC&nValor1=1&nValor2=23261&nValor3=96047&strTipM=TC
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MERLOT. The Instant Access Treasure Chest: The Foreign Language Teacher's Guide to Learning Disabilities. <https://www.merlot.org/merlot/viewMaterial.htm?id=88093>

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Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.