

<b>Module code:</b> MOD009219	<b>Version:</b> 3 <b>Date Amended:</b> 08/Apr/2025
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<b>1. Module Title</b>
Educational Psychology

<b>2a. Module Leader</b>
Tamer Said

<b>2b. School</b>
School of Psychology, Sport and Sensory Sciences

<b>2c. Faculty</b>
Faculty of Science and Engineering

<b>3a. Level</b>
6

<b>3b. Module Type</b>
Standard (fine graded)

<b>4a. Credits</b>
15

<b>4b. Study Hours</b>
150

<b>5. Restrictions</b>			
<b>Type</b>	<b>Module Code</b>	<b>Module Name</b>	<b>Condition</b>
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
<b>Courses to which this module is restricted:</b>	BSc (Hons) Psychology BSc (Hons) Psychology with Clinical Psychology BSc (Hons) Applied and Clinical Psychology BSc (Hons) Applied Psychology		

## LEARNING, TEACHING AND ASSESSMENT INFORMATION

### 6a. Module Description

Educational psychology is concerned with children and young people in educational settings. The role of the Educational Psychologist is to support teachers, parents, and children with a range of issues, from developmental disorders to social and emotional problems. In this module, we'll examine cutting-edge scientific research that will support your understanding of the cognitive and well-being issues that affect children's learning and well-being in an education setting. We discuss how the application of learning theories in a classroom setting from the teachers' and students' perspectives, providing concrete examples. You'll simulate such applications in teaching activities to involve students in experiential learning experiences and allowing them to reflect on their learning in relation to the discussed theories. You'll enter the nascent science of educational neuroscience, where you'll discover how recent advances in neuroscience provide deeper insights into brain development than ever before and be challenged to consider how useful such findings are in the classroom.

We broaden our focus to consider the impact of socio-emotional learning practices on students' wellbeing and success in school and beyond. We discuss how play and music could be used as interventions to support students' behaviours and support neurodiverse learners. We take a practical focus, with learning activities explicitly considering direct applications, career pathways, and the opportunity for you to talk to practitioners directly. The module will be taught by experts in educational psychology, teacher training, and lecturers incorporating their own research findings and practical experience. Through the assessments, you'll reflect on your learning journey in relation to educational theories, develop skills in communicating to a non-specialist audience, and gain experience in psychological report writing.

### 6b. Outline Content

- Learning theories
- Socio-emotional learning
- Educational Neuroscience
- Neurodiversity
- Early Years
- Adolescence
- Music / Drama Therapy
- Learning and Communicating through Play
- Safeguarding
- Careers in educational psychology

### 6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

### 6d. Specialist Learning Resources

Module to include content delivered by practitioners in the fields of educational psychology, music/drama therapy, and education.

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Critically evaluate the role that psychological theory and (neuro)scientific evidence plays in our understanding of educational psychology
2	Knowledge and Understanding	Evaluate the role of a range of in promoting effective learning and positive wellbeing in children and young people
3	Intellectual, practical, affective and transferrable skills	Communicate sensitively regarding vulnerable populations, showing consideration of safeguarding needs
4	Intellectual, practical, affective and transferrable skills	Synthesize and convey information on a complex topic to a non-specialist audience.

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2024/5	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	12	1-4	Lecture 1 hour x 12 weeks
Other teacher managed learning	3	1-4	3 x 1-hour Seminars
Student managed learning	135	1-4	7 hours preparation and reading per week x 12 weeks. 51 hours preparation for assessments.
TOTAL:	150		

9. Assessment for the above Module Occurrence					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-4	100 (%)	Fine Grade	30 (%)
2 Components (3000 words equivalent)					

Assessment components for Element 010				
Component No.	Assessment Title	Submission Method	Weighting (%)	Components needed for Mark Calculation?
010/1	Written Report (1500 words)	Canvas	50 (%)	All
010/2	Portfolio	Canvas	50 (%)	

**In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7\*).**

**In addition, students are required to:**

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above**
- (b) pass any pass/fail elements**

**[\* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]**