



National College of Art and Design
A Recognised College of University College Dublin

PME1-3 Psychology of Education

Credits	5	Course	PME Education
Level (NQAI Framework)	9	School	Education
Stage	1	Module Leader	I. Mullaney
Semester	1	Module Coordinator	I. Mullaney

This course provides an introduction to educational psychology and examines the links between theory, research and current professional practice. The module will concentrate on the practical applications of psychology within educational contexts in terms of work with young people. It outlines historical approaches to educational research and introduces the key paradigms of educational research. This module examines the core concepts of Developmental Psychology, for example; cognition, social and emotional development (with particular emphasis on adolescence). It discusses the relationships between Psychology and Education, and their implications for a practicing teacher (including, personality, intelligence, language acquisition). Theories of learning and teaching e.g. meaningful verbal learning, modeling, discovery learning and problem solving will all be investigated in this module. Knowledge of the importance of motivation in teaching-learning situation, the roles of rewards and punishment in teaching and learning process and the factors that facilitate learning, human growth and development and different stages will be explored.

What will I learn?

On successful completion of this module students should be able to:

- identify the principal psychological issues and concepts that influence children’s psychological development and also apply this information to understanding how psychological concepts impact on teaching and learning.
- describe and understand adolescence from the viewpoint of biological, cognitive, social and emotional development with special emphasis on self-concept and creativity and ways of encouraging students
- discuss psychological theories of teaching and learning (eg. behaviourism, constructivism) as they inform their teaching styles and strategies.
- analyse individual difference in the classroom and be aware of coping strategies for embracing uniqueness (various learning styles, slower learners, special needs, disadvantaged students, gifted students etc).
- understand how developmental, cognitive and affective psychology is likely to impact on the learning processes of the pupils they will later teach. Particular reference will be made to relating the broader psychological principles, i.e. the macrostructure, to their own experiences in teaching and learning. The areas of cognitive development, memory structures and processes, attention and motivation are pertinent to this aim.

- develop an understanding of how to use relevant developmental, cognitive and affective psychological theories to enhance their teaching styles and strategies. The areas of cognitive development, memory structures and processes, attention and motivation are pertinent to this aim. Particular reference will be made to the link between theory and practical teaching experiences and situations the students may have encountered.
- become more aware of the reciprocal role of learning and teaching and how an awareness of psychological principles and theories will support them in mediating the educational experiences of their own students. Bruner's theories on modes of representation and learning, Vygotsky's theories on socio-cultural influences on learning, and strategies for enhancing memory, attention and motivation will support this aim.
- develop an awareness that the evolving broader context of psychology, with particular reference to educational psychology, has the potential to effectively inform their teaching strategies and styles.
- identify how to make use of the subject matter in real teaching learning situations

How will I learn?

Studio-based projects	
Tutorials	
Group Critiques	
Seminars	
Lectures	
Site visits	
Other learning methods specific to module...	HRS/ Semesters
Contact hours	18
Autonomous Student Learning /self-directed study	82
Total Workload	100

How will I be assessed?

	% of Final Grade	Timing
Examination at end of module (unit 1)	50	End of module
Group work throughout module (Unit 2)	50	Duration of module
Total	100	