

**School of Psychology**

**Psychology in Education**

**C8042**

**Autumn Term 2017**

**Module Convenor: Robin Banerjee**

**Convenor and workshop facilitator**

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**Contact time and teaching methods**

12 interactive workshops x 2 hours

+ online contact throughout the term via your ePortfolios

**Overview**

This module addresses the role that psychological research can play in understanding and supporting educational processes. Workshops will introduce material on broad theoretical perspectives concerning children's learning (e.g., cognitive development, socio-motivational factors) as well as specific aspects of children's academic development (e.g., key curriculum areas such as reading and mathematics; special educational needs). You will have an opportunity to share your evaluations of empirical research with each other in the workshops, and will submit a portfolio of engaging assignments on a variety of topics. Throughout the module, you will be encouraged to consider the implications of psychological research for designing and implementing practical strategies to support learning and socio-emotional development in the educational context.

**Aims**

The aim of this module is to explore the nature and significance of psychological processes in educational contexts. The module is designed to improve your understanding of both the relevance of broad psychological theories to education and the ways in which psychological research has applications for educational practice. The module will develop your skills in independent bibliographic research, critical analysis of literature and ideas, detailed examination of a particular topic of interest, and oral and written presentation of material.

**Objectives**

- To reflect on some basic theoretical questions about psychological processes in education
- To evaluate empirical research concerning specific areas of children's academic development
- To explore the ways in which psychological research can support and develop educational practice
- To work in depth on chosen aspects of psychology in education
- To communicate theoretical ideas and practical information through a portfolio of assignments

**Assessment**

One (e)Portfolio, to be submitted during the mid-year assessment period.

For details on how, when and where to submit your assessment, please consult your assessment deadlines timetable on Sussex Direct;

- <https://direct.sussex.ac.uk>

The ePortfolio content is described in more detail below.

**Feedback opportunities**

There will be various opportunities for feedback throughout the module. The module is based around an integrated programme of learning, assessment, and feedback that will be reflected in your online ePortfolio. You will receive feedback from me and also from your fellow students through workshop activities, including two workshops dedicated to feedback on your progress with your main ePortfolio assignments. You will also have the opportunity to gain informal feedback through Study Direct feedback forum posts, email queries, and office hour visits.

**Student evaluation**

As well as the informal feedback you will be communicating about the module topics and activities in class and in your ePortfolio throughout the term, you will be asked to complete anonymous student evaluation questionnaires during the module and at the end of the year. Your feedback will be analysed and discussed at subsequent School of Psychology formal meetings, and I will publish a response and action plan based on your feedback. The feedback is a valuable source of information which will be used for further module development.

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Plagiarism and Collusion - Academic Misconduct
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

## Module structure

The module is based on the application of psychological theory and research to key aspects of education (mainly focused on childhood and adolescence).

- Week 1. General overview and introduction to topics
- Week 2. Learning, peer collaboration, and group work in the classroom
- Week 3. Achievement motivation in social context
- Week 4. Learning to read
- Week 5. Mathematics, science, and gender
- Week 6. Preschool education and early intervention
- Week 7. Special educational needs, inclusion, and intervention
- Week 8. Social and emotional learning and well-being in schools
- Week 9. Classroom organisation and classroom management
- Weeks 10 and 11. ePortfolio feedback clinics
- Week 12. An ideal school? Bringing it all together

## Workshop activities

All workshops will have an interactive format. For most of the workshops, you may be asked to view or read certain relevant content *prior to the class*, and in the class session itself you will be provided with opportunities to work interactively with me and your fellow students on various activities. There will be opportunities for informal presentations, group work, and associated activities, based around the ‘educational insights’ that will form a major part of your ePortfolio (see below). Your personal reflections on all of these activities can also be included in your reflective learning journal, which will also be part of your ePortfolio.

## ePortfolio

You will be asked to maintain an ePortfolio throughout the term, which will comprise reflections on your learning, tasks completed for specific assignments, and feedback from me and from your fellow students on aspects of your work. The ePortfolio will be an online representation of your work on the module that you will build up, with my support, throughout the term. It will comprise reflective learning journal entries, including links to online sources/media where relevant, along with notes on reading, as well as two 1500-word ‘Educational Insights’. Each will relate to one of the eight core topics from the module, and you are entirely free to choose which you want to focus on based on your interests.

## Reflective learning journal

A reflective learning journal should be kept throughout the module, including your personal reflections on all eight of the core topics covered in the module, as well as the activities completed in the interactive workshops (which will also be recorded in your ePortfolio). You can write your journal entries in note or bullet point form, and a formal style is not needed. The entries should capture your personal reactions to the teaching sessions, the topics covered, and the reading you have done (which can include news reports, government policy documents, as well as academic journal articles). There is no word limit on these entries, but please do not feel that you have to write extensively for these entries – last year, most entries typically ranged between 100 and 300 words.

Entries could include comments regarding key new insights that you gained and feel are particularly important, questions/concerns that you may have about the module topics and activities, and self-reflective observations about things that you have found challenging, and how you might tackle/resolve these.

Access to your journal entries is limited to you and to me. I will be monitoring the journal entries across the whole cohort, and will respond to entries in different ways and at different points throughout the module. I appreciate that some weeks may be busy for you, but I would encourage you to find a regular slot **at least once every fortnight** to focus on adding to your journal. Your journal will also have a small weighting of 10% in the overall formal mark for the module, based on your *level of completion* (have you completed **at least one entry for each of the eight topics?**) and *depth of reflection* (have you referred to **specific aspects of the module topics/activities**, making links with material you have encountered in your reading and online research?):

- if you do not complete journal entries, or complete them inadequately, it will get a mark between 0 and 35
- if your journal is completed throughout the term but with only a little evidence of reflection, you will get a mark of 45
- if your journal is completed throughout the term with good evidence of reflection, you will get a mark of 65
- if your journal is completed throughout the term with excellent evidence of reflection, you will get a mark of 85

This marking is very light-touch and is designed simply to reflect the fact that the more you put into the module, the more you will get out of it! Please note that as long as you engage with the topics and activities, make links to what you are reading, and reflect thoughtfully on your experiences, the top mark of 85 should be very achievable for *everyone!*

### Educational Insights

As part of your online ePortfolio, you will be asked to prepare two 1500-word 'Educational Insights', which carry 90% of the weighting for the final module mark. **You must select questions to answer from the list given in his handbook. Please note that you are not permitted to answer two questions from the same week of the module.** Importantly, we will have activities throughout the term that will help you work on drafting these short pieces, and you will be able to reflect on your progress with your fellow students and also with me, both in class and through your reflective learning journal entries.

The aim is to distil your reading and analysis into clear and succinct accounts of what you have learned, with a particular focus on the implications of theory and research evidence for understanding and enhancing the educational experiences of children and young people. You are asked to construct a focused argument based on what you see as the most important ideas and findings that you have encountered in the academic literature, in order to communicate key insights into educational experiences and practices in a clear and accessible way

Note that an APA-formatted reference list should be provided at the end of each piece; this does not contribute to your word count. In addition, for these assignments, you are free to include tables, figures, diagrams, and links to online materials (which again do not contribute to your word count), although you should ensure that they are genuinely helpful and not simply confusing or redundant clutter!

I expect you to be reading widely within your chosen topic areas, but please don't feel that your Educational Insights need to be filled with citations. Some of the workshop activities will involve working with other students through what you have read and what you can learn from this, and this should help you to arrive at the most appropriate combination of well-chosen sources to make your arguments as strong as possible.

The basic School assessment criteria regarding the quality of writing in coursework essays (e.g., reading widely, showing a thorough understanding and critical appraisal of research evidence, and

using a clear structure) will apply:

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment/criteria>

However, more specific guidance on the Educational Insights will be provided during the term.

Particular attention should be paid to:

- **coherence of your argument:** have you presented a logical and coherent sequence of points regarding the research and its links to educational issues/practice?
- **selection of material:** have you identified theoretical points and empirical research findings that provide a robust basis for your argument?
- **understanding of issues:** have you demonstrated a good appreciation of the theories, research findings, and implications?
- **clarity of your communication:** have you presented the information in an accessible way?

## Resources

The library stocks a wide selection of literature on many different aspects of education. You can find a number of general texts on educational psychology which provide a broad overview of the major topic areas. Some introductory reading is provided below for each topic covered in the module, along with some examples of papers found and critically evaluated by students in previous years. **Note that you are expected to conduct your own empirical review of contemporary research throughout the module and for the different elements of your ePortfolio.** You should consult specialised journals on educational psychology, along with journals on developmental psychology. Please make use of database services such as *PsycInfo*, *Web of Science*, and *Google Scholar* to explore the literature when preparing your coursework. In addition, you can access official websites and newspaper articles to obtain information and perspectives on current policy.

## Week 1. General overview and introduction to topics

This session will provide a broad overview of the content of the module, the ePortfolio, and the learning activities that will be taking place.

## Week 2. Learning, collaboration, and group work in the classroom

We will begin with a consideration of how ideas from Piagetian and Vygotskian theory can be applied to understanding learning in the classroom context. There will be a specific focus on the context of learning with others (particularly in groups).

### **Some reading to get you started:**

Banerjee, R. (2011). Educational psychology: Research on developmental and social factors. In G. Davey (Ed.), *Applied psychology*. Chichester, West Sussex: Wiley. pp. 405-414.

Tolmie, A. (2011). Educational psychology: Research on cognitive and biological factors. In G. Davey (Ed.), *Applied psychology*. Chichester, West Sussex: Wiley. pp. 385-392.

### **In previous years, students working on this topic located and critically evaluated papers such as:**

Blatchford, P., Baines, E., Rubie-Davies, C., Bassett, P., & Chowne, A. (2006). The effect of a new approach to group work on pupil-pupil and teacher-pupil interactions. *Journal of Educational Psychology*, 98(4), 750-765.

Lin, T. J., Jadallah, M., Anderson, R. C., Baker, A. R., Nguyen-Jahiel, K., Kim, I. H., ... & Wu, X. (2015). Less is more: Teachers' influence during peer collaboration. *Journal of Educational Psychology*, 107(2), 609-629.

Radziszewska, B., & Rogoff, B. (1991). Children's guided participation in planning imaginary errands with skilled adult or peer partners. *Developmental Psychology*, 27(3), 381-389.

Stevens, R. J., & Slavin, R. E. (1995). The cooperative elementary school: Effects on students' achievement, attitudes and social relations. *American Educational Research Journal*, 32(2), 321-351.

### **Educational Insights:**

How can classroom group work be made more effective at school?

How can adults best facilitate children's 'discovery learning' at school?

### Week 3. Achievement motivation in social context

This workshop will introduce the ways in which social-motivational variables influence a child's experience in school. In particular, we will consider the way children think about their own abilities, and the values and goals children have with respect to achievement in school. This is set against the broader backdrop of children's developing social lives (especially changes in peer relations) and sociocultural influences.

#### **Some reading to get you started:**

Banerjee, R. (2011). Educational psychology: Research on developmental and social factors. In G. Davey (Ed.), *Applied psychology*. Chichester, West Sussex: Wiley. pp. 414-422.

#### **In previous years, students working on this topic located and critically evaluated papers such as:**

De Castella, K., Byrne, D., & Covington, M. (2013). Unmotivated or motivated to fail? A cross-cultural study of achievement motivation, fear of failure, and student disengagement. *Journal of Educational Psychology, 105*(3), 861-880.

Benita, M., Roth, G., & Deci, E. L. (2014). When are mastery goals more adaptive? It depends on experiences of autonomy support and autonomy. *Journal of Educational Psychology, 106*(1), 258-267.

Ryan, A. M. (2001). The peer group as a context for the development of young adolescent motivation and achievement. *Child Development, 72*(4), 1135-1150.

#### **Educational Insights:**

What role is played by **either** parents **or** peers in children's achievement motivation at school?

How can we make students more motivated to work effectively at school?



#### Week 4. Learning to read

This workshop will investigate the development of reading, and will consider different methods used to teach reading skills in the primary school classroom. The research background to the controversies surrounding national strategies regarding literacy will be explored, with consideration of both decoding and comprehension skills, and we will address questions at the intersection of cognition, motivation, and social experience.

#### **Some reading to get you started:**

- Vellutino, F. R. (1991). Introduction to three studies on reading acquisition: Convergent findings on theoretical foundations of code-oriented versus whole-language approaches to reading instruction. *Journal of Educational Psychology*, 83(4), 437-443.
- also look at the three empirical studies on the topic in that issue

#### **In previous years, students working on this topic located and critically evaluated papers such as:**

- Bracken, S. S., & Fischel, J. E., (2008). Family reading behavior and early literacy skills in preschool children from low-income backgrounds. *Early Education and Development*, 19(1), 45-67.
- Johnston, R. S., McGeown, S., & Watson, J. E. (2012). Long-term effects of synthetic versus analytic phonics teaching on the reading and spelling ability of 10 year old boys and girls. *Reading and Writing*, 25(6), 1365-1384.
- Oakhill, J. V., & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading*, 16(2), 91-121.

#### **Educational Insights:**

What role does 'phonological awareness' play in the development of reading?

What educational strategies would help to enhance children's skills and interests in reading?

### Week 5. Mathematics, science, and gender

This workshop will examine issues relating to the development of children's skills in the domains of mathematics and sciences. We will have a specific focus on the topic of gender differences in this area, with particular attention to social-cognitive and social-motivational processes that could play a role in both explaining and responding to such differences.

#### **Some reading to get you started:**

Carey, S. (2000). Science education as conceptual change. *Journal of Applied Developmental Psychology, 21*, 13-19.

Stipek, D., & Gralinski, H. (1991). Gender differences in children's achievement-related beliefs and emotional responses to success and failure in math. *Journal of Educational Psychology, 83*, 361-371.

#### **In previous years, students working on this topic located and critically evaluated papers such as:**

Beilock, S. L., Gunderson, E. A., Ramirez, G., & Levine, S. C. (2010). Female teachers' math anxiety affects girls' math achievement, *Proceedings of the National Academy of Sciences of the United States of America, 107*(5), 1860-1863.

Good, J. J., Woodzicka, J. A., & Wingfield, L. C. (2010). The effects of gender stereotypic and counter-stereotypic textbook images on science performance. *The Journal of Social Psychology, 150*(2), 132-147.

Rozek, C. S., Hyde, J. S., Svoboda, R. C., Hulleman, C. S., & Harackiewicz, J. M. (2014). Gender differences in the effects of a utility-value intervention to help parents motivate adolescents in mathematics and science. *Journal of Educational Psychology, 107*(1), 195-206.

#### **Educational Insights:**

How can students' conceptual understanding of mathematics **and/or** science be enhanced?

How can gender differences in children's and adolescents' attitudes to mathematics **and/or** science be reduced?

## Week 6. Preschool education and early intervention

This workshop considers the objectives of preschool education. In particular, we will explore the ways in which preschool education can prepare children for school life. A special emphasis will be placed on the use of preschool interventions for disadvantaged children, and you are encouraged to explore the large body of research into Project Head Start in the USA as well as recent evaluation research regarding Sure Start in the UK.

### **Some reading to get you started:**

Ramey, C.T., & Ramey, S.L. (1998). Early intervention and early experience. *American Psychologist*, 53, 109-120.

### **In previous years, students working on this topic located and critically evaluated papers such as:**

Dearing, E., McCartney, K., & Taylor, B. A. (2009). Does higher quality early child care promote low-income children's math and reading achievement in middle childhood? *Child Development*, 80(5), 1329-1349.

Melhuish, E., Belsky, J., Leyland, A. H., Barnes, J., & National Evaluation of Sure Start Research Team. (2008). Effects of fully-established Sure Start Local Programmes on 3-year-old children and their families living in England: a quasi-experimental observational study. *The Lancet*, 372(9650), 1641-1647.

Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest: A 15-year follow-up of low-income children in public schools. *JAMA*, 285(18), 2339-2346.

### **Educational Insights:**

How and why is socioeconomic disadvantage related to children's school readiness?

What, if anything, can be done in the early years to overcome the effects of socioeconomic disadvantage on children's educational progress?

## Week 7. Special educational needs, inclusion, and intervention

This workshop will address the domain of special educational needs. As well as general consideration of different areas of need and relevant educational policies, we will tackle specific questions regarding the concept of 'inclusion'. We will also explore the ways in which psychological research can help us develop assessment tools and intervention/support strategies for helping children with these difficulties. We will focus on some specific examples of special educational needs, including specific learning difficulties and 'social, emotional, and mental health' difficulties, but you are free to investigate other areas of need.

### **Some reading to get you started:**

- Banerjee, R., Tolmie, A., & Boyle, J. (2011). Educational psychology: Problems and interventions. In G. Davey (Ed.), *Applied psychology*. Chichester, West Sussex: Wiley. pp. 363-373.
- Tolmie, A. (2011). Educational psychology: Research on cognitive and biological factors. In G. Davey (Ed.), *Applied psychology*. Chichester, West Sussex: Wiley. pp. 395-399.
- Banerjee, R. (2011). Educational psychology: Research on developmental and social factors. In G. Davey (Ed.), *Applied psychology*. Chichester, West Sussex: Wiley. pp. 422-424.

### **In previous years, students working on this topic located and critically evaluated papers such as:**

- Dodge, K.A. (1993). Social-cognitive mechanisms in the development of conduct disorder and depression. *Annual Review of Psychology*, 44, 559-584.
- Elbro, C., & Petersen, D. K. (2004). Long-term effects of phoneme awareness and letter sound training: An intervention study with children at risk for dyslexia. *Journal of Educational Psychology*, 96(4), 660-670.
- Liber, J. M., De Boo, G. M., Huizenga, H., & Prins, P. J. (2013). School-based intervention for childhood disruptive behavior in disadvantaged settings: A randomized controlled trial with and without active teacher support. *Journal of Consulting and Clinical Psychology*, 81(6), 975-987.

### **Educational Insights:**

How can the literacy skills and learning of dyslexic children be improved?

What common factors are likely to underpin effective intervention for children with 'social, emotional, and mental health' difficulties? Answer with reference to **both** externalising and internalising problems.

## Week 8. Social and emotional learning and well-being in schools

This topic is concerned with the mounting body of evidence regarding strategies to foster children's 'social and emotional learning' in schools, in connection with broader efforts to promote mental health and well-being. We will consider both universal programmes aimed at preventing depression or anxiety and frameworks of educational practice designed to enhance the development of social and emotional skills and competencies.

### **Some reading to get you started:**

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.

### **In previous years, students working on this topic located and critically evaluated papers such as:**

Banerjee, R. Weare, K., & Farr, W. (2014). Working with 'Social and Emotional Aspects of Learning' (SEAL): Associations with school ethos, pupil social experiences, attendance, and attainment. *British Educational Research Journal, 40*(4), 718-742.

Challen, A. R., Machin, S. J., & Gillham, J. E. (2014). The UK Resilience Programme: A school-based universal non-randomized pragmatic controlled trial. *Journal of Consulting and Clinical Psychology, 82*(1), 75-89.

Kuyken, W., Weare, K., Ukoumunne, R. V., Motton, N., Burnett, R., Cullen, C., Hennelly, S., & Huppert, F. (2013). Effectiveness of the Mindfulness in Schools Programme: Non-randomised controlled feasibility study. *British Journal of Psychiatry, 203*(2), 126-131.

Stallard, P., Skryabina, E., Taylor, G., Phillips, R., Daniels, H., Anderson, R., & Simpson, N. (2014). Classroom-based cognitive behaviour therapy (FRIENDS): a cluster randomised controlled trial to Prevent Anxiety in Children through Education in Schools (PACES). *The Lancet Psychiatry, 1*(3), 185-192.

### **Educational Insights:**

What factors are likely to influence the success of school-based programmes designed to prevent mental health difficulties?

How can schools use work on 'social and emotional learning' to promote young people's well-being?

## Week 9. Classroom organisation and classroom management

This workshop will consider the dynamics of classroom interaction, both in terms of the relationship the teacher has with his or her class, and in terms of the group processes operating among the children. Relevant topics of interest include different theoretical orientations to classroom management, cross-cultural differences in classroom management, the impacts of class size, practices of grouping based on ability, and the management of disruptive pupils in the classroom.

### **Begin your reading with:**

Emmer, E.T., & Stough, L.M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36, 103-112.

### **In previous years, students working on this topic located and critically evaluated papers such as:**

Bassett, P., Blatchford, P., & Brown, P. (2005). Teachers' and pupils' behaviour in large and small classes: A systematic observation study of pupils aged 10 and 11 years. *Journal of Educational Psychology*, 97(3), 454-467.

Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16(2), 239-253.

Hallam, S., & Parsons, S. (2013). Prevalence of streaming in UK primary schools: Evidence from the Millennium Cohort Study. *British Educational Research Journal*, 39(3), 514-544.

### **Educational Insights:**

To what extent and how does class size influence learning in the classroom?

What can teachers do to enhance classroom organisation and management?