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RefTeCp
Refugee Teaching Certification
Programme for Egyptian and
Refugee Teachers Enabled by
Blended Learning

FREDERICK UNIVERSITY

RefTeCp Course Syllabus Template

Course Syllabus

Name of the Course: Psychological and social challenges of the refugees.

Leading University: Zagazig University.

Instructor Information

1. *Dr. Shery Mosad Halim*

   Associate professor of Education psychology Faculty of Education,

   Zagazig University, Cairo, Egypt.

Supporting Universities:

Prerequisites:

Course Description/Overview (5 Lines)

This course focuses on informing and providing refugee teachers with basic concepts of the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development to include affective processes and socialization. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences, and how to use them in treating psychological problems faced by refugees.

The main focus of the course is on the teaching practices and implementation of the different teaching strategies and methods as well as the focus on the social and cultural needs of refugees while demonstrating psychological needs sessions. Utilizing group and collaboration methods of teaching, the course promotes sustainable development of teachers' capacity in dealing with the different situations while teaching to refugees. More

emphasis is given to the different techniques of teaching that empowers teachers with the different approaches, strategies, methods and even tactics of teaching refugees the different curriculum areas.

In addition this course focuses on the academic, social, and emotional needs of bright youngsters, as well as the components of programs specifically designed to meet these needs. You will become familiar with characteristics of gifted students, identification strategies, program planning and implementation practices, instructional approaches related to curriculum models, and evaluation techniques.

The main focus of the course is on the teaching practices and implementation of the different teaching strategies and methods as well as the focus on the academic, social, and emotional needs of bright youngsters, as well as the components of programs specifically designed to meet these needs. Utilizing group and collaboration methods of teaching, the course promotes sustainable development of teachers' capacity in dealing with the different situations while teaching to refugees. More emphasis is given to the different techniques of teaching that empowers teachers with the different approaches, strategies, methods and even tactics of teaching refugees the different curriculum areas.

Course Scope

This course is designed to introduce psychological principles, theories, and methodologies to issues of teaching and learning in schools. Emphasis is placed on both team and learner-centered instruction and student diversity

Course Learning Objectives

1. To identify the concept of educational psychology.

2. To adopt some models to classroom situations criteria for effective teaching and the importance of its study for refugee teachers...

3. To identify the roles of an effective teacher in planning, implementation and evaluation of teaching and learning for refugee teachers.

4. To delineate the planning, implementation, feedback, and evaluation skills and sub-skills during the educational psychology sessions.
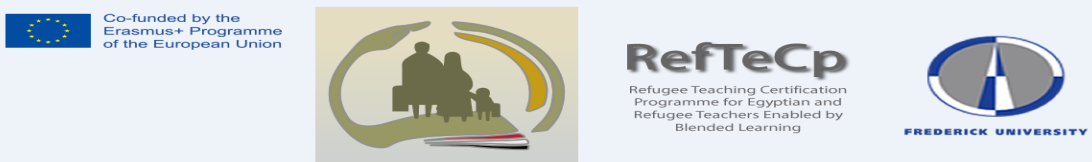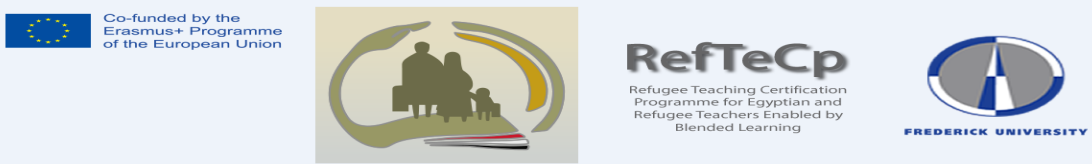
5. To demonstrate understanding of the psychological and cultural needs of refugees while demonstrating educational psychology sessions.

6. To develop strategies and techniques those develop self-confidence and self-esteem of refugee students while educational psychology needs sessions.

7. To identify the political and sectarian issues that might hinder refugee development and become the subject of educational psychology needs sessions

8. To Define the concept of self as understood in the field of social psychology

9. To Recall methods of attribution and evaluation

10. To Recognize methods and techniques of persuasion

11. To Identify theories of how we interact with each other

12. To identify the differentiate between aspects of group development and interaction

13. Identify the goals of educational programs for gifted and talented students

14. To determine the most applicable goals for current roles and responsibilities..

15. Identify the theories of intelligence and definitions of giftedness

16. Identify the social-emotional and educational challenges that parents of students with gifts and talents must confront and resolve.

17. Recognize the characteristics and behaviours of students with gifts and talents who may benefit from counselling

Course Content Learning Outcomes

<u>After successfully completing this course, students will be able to:</u>

1. Define "educational psychology" and describe ways it can contribute to the education environment.

2. Discuss the importance of the psychology to the development of a student's self-esteem, motivation, and learning styles.

3. Compare and contrast the various factors that cognitive, behavioural, and humanistic theorists believe influence the learning process.

4. Apply learning theories and models to classroom situations.

5. Describe how students construct knowledge, acquire skills, and develop habits.

6. Identify and discuss the major components and techniques of classroom planning, management and instruction and how these components and techniques address individual differences.

7. Apply objective knowledge of student development factors when making instructional decisions.

8. Discuss the implications and impact of the myriad of individual differences on the learning of individual students in the classroom environment.

9. Apply strategies that help diverse students work cooperatively and productively in groups.

10. Describe how teachers, parents, and students all contribute to a productive learning environment

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11. Build a knowledge-base of historically significant research ("classical studies") in social psychology.

12• Demonstrate knowledge of basic research methods

13• Utilize critical thinking skills in social psychology

14. Explain the historical and contemporary events that influenced the history of gifted education locally, regionally, or nationally;

15. Assess the cognitive and affective needs of students with gifts and talents to promote their academic, social, and emotional growth and development;

16. Compare and contrast current theories of intelligence to create an operational definition of giftedness that will guide the development of defensible programs and services,

17. Evaluate a battery of achievement, intelligence, and creativity tests; nomination forms; rating scales/behavioural checklists; and performance assessments for their accuracy, effectiveness, and efficiency in assessing students' gifts and talents;

18. Describe the strengths and weaknesses of various screening and identification plans used to determine which students need additional programs and services to develop their gifts and talents;

19. Analyse the effectiveness of enrichment and acceleration programming options to enhance and extend learning opportunities for students with gifts and talents; and

20. Evaluate the components of existing curricular systems and models tailored to meeting the needs of students with gifts and talents.

Course Resources (materials)

Required Course Texts and Materials
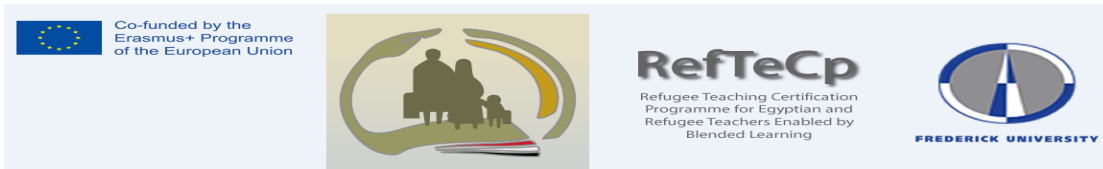
<u>**Course Textbook**</u>: the textbook is required for this course.

O'Donnell, A.M., Reeve, J., & Smith, J.K. (2009). Educational psychology. Hoboken, NJ: John Wiley and Sons. ISBN: 0-470-13630-0

Alexander, P. (2003). The development of expertise: The journey from acclimation to proficiency. Educational Researcher, 8(2), 10-14

Alpay, E. (2003). The contribution of Vygotsky's theory to the contribution of our understanding of the relation between the social world and cognitive development. London: Imperial College.

Bandura, A. (2001). The changing face of psychology at the dawning of a globalization era, Canadian Psychology, 42, 12-24
American Public University System: Educating Those Who Serve p. 16

Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52, 1-26.

Berger, K. (2005). The developing person across the lifespan. Upper Saddle River, NJ: Prentice-Hall Inc.

Berliner, D. C., & Calfee, R. C. (Eds.). (1996). Handbook of educational psychology. New York: Simon & Schuster Macmillan.

Berk, L E. (2004). Development through the lifespan. (3rd ed.). Boston: Allyn & Bacon.

Biehler, R. F. & Snowman, J. (2003). Psychology applied to teaching. (10th ed.). Boston: Houghton Mifflin.

Cauley, K.M., Linder, F., & McMillan, J.H. (Eds.). (2002).Educational psychology Sluice Dock, Guilford,CN: Dushkin McGraw Hill.

Chapman, E. (2003). Alternative approaches to assessing student engagement rates. Practical Assessment, Research & Evaluation, 8(13).

Erikson, E, (1980). Identity and the life cycle. (2nd ed.). New York: Norton.

Johnson, D.W., & Johnson, R.T. (1989). Cooperative learning: What special educators need to know. The Pointer, 33, 5-10.

Johnson, D. W., Johnson R. T., & Holubec, E.J. (1986). Circles of learning: Cooperation in the classroom. Edina, MN: Interaction Book.

Jung, C. G. (1961). Memories, dreams, and reflections. New York: Random House.

Kohlberg, L. (1981). Philosophy of moral development. New York: Harper & Row.

Krumme, G. (2001). Major categories in Bloom et al.'s taxonomy of educational objectives: Cognitive domain. The Learning Web. Seattle: University of Washington.

Maslow, A. (1968). Toward a psychology of being. (2nd ed.). New York: Van Nostrand.

Mroczek, D.K. & Kolarz, C.M. (1998). The effect of age on positive and negative affect: A developmental perspective on happiness. Journal of Personality and Social Psychology, 75, 1333-1349.

Mroczek, D.K., Ozer, D.J., Spiro, A, III, & Kaiser, R.T. (1998). Evaluating a measure of the five factor model of personality. Assessment, 5, 285-299.

Ormrod, J. E. (2004). Educational psychology: Developing learners (4th ed.). Columbus, OH: Merrill-Prentice Hall

Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004) Human development (9th ed.). Boston: McGraw-Hill.

Peregoy, S., & Boyle (2001). Reading, writing, & learning in ESL: A resource book for K-12 teachers. New York: Longman

In addition to the required course text the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

APA – Center for Psychology in Schools and Education

http://www.apa.org/ed/schools/cpse/index.aspx

American Public University System: *Educating Those Who Serve* p. 3

Cooperative Learning

http://serc.carleton.edu/introgeo/cooperative/whyuse.html

Cooperative Learning Center at the University of Minnesota

http://www.cooplearn.org/

Learning Theory

http://www.my-ecoach.com/idtimeline/learningtheory.html

http://www.cloudnet.com/%7Eedrbsass/edlea.htm

http://www.usask.ca/education/coursework/802papers/mergel/brenda.htm

National Association for Child Development

http://www.nacd.org/

National Coalition for Parent Involvement in Education (NCPIE)

http://www.ncpie.org/

National Institute on Early Childhood Development and Education
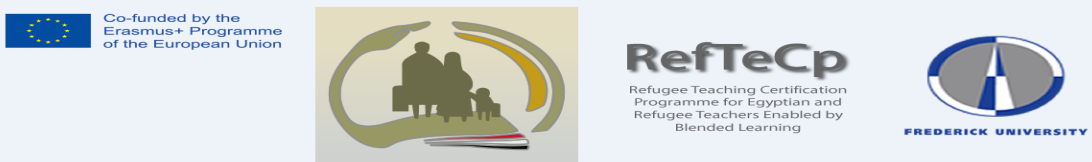
http://www.ed.gov/offices/OERI/ECI/index.html

Social Learning Theory

http://teachnet.edb.utexas.edu/~lynda_abbott/Social.html

Society for Research on Adolescence

http://www.s-r-a.org

Assignments and Grading Scheme

Grading System

0 to 100 (where 50 is the least pass mark for the total with condition of not less than 20in the practical part)

Grading Policy

Grades can be based on the following:

| Homework assignments	35%
Cooperative Learning Project	35%
Discussion Board participation	30%
Total Points	**100**

Course Policies

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Classroom Protocol

This is a seminar type of course, which means that students are expected to come to ALL classes and participate in doing the educational psychology sessions. You cannot pass the class under any circumstances if you miss more than three classes. You are expected to arrive on time and stay until the class period ends. If you know that you have to leave early,
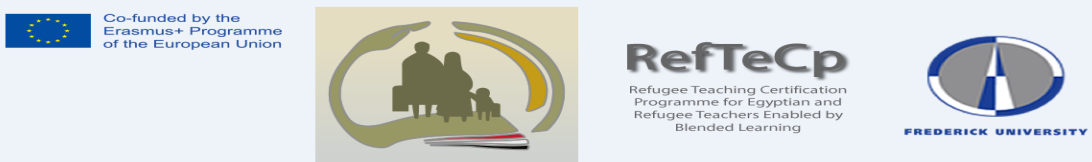
you should notify me before class starts. You are expected to treat faculty and other teachers with respect. During class, teachers are obliged to not disrupt class by making noise and/or leaving and re-entering during class. Those who violate these minimal expectations will be asked to leave and counted as absent. You are expected to have read and thought about the assigned material before you come to class. I expect active class participation, which counts for 20% of the grade.

Disability

Teachers with disabilities should have a confidential appointment to discuss their need for accommodations. Establishing reasonable accommodations should be considered on a case-by case basis.

ACADEMIC DISHONESTY: PLAGIARISM AND CHEATING

The University System supports and promotes academic honesty and personal integrity. Cheating can take the following forms:

• Submitting another person's work

• Writing a paper for someone else

• Working in a group effort without faculty consent

• Buying a paper from a research service

• Getting outside help or giving outside help without a teacher's expressed permission

• Submitting the same work for credit without approval (e.g. submitting the same assignment twice for different courses)

COURSE EXTENSIONS

Students must determine the need for their first Course Extension and submit their "Request Course Extension" form *before* the end of the grading period (14 days after the end date of the course). Courses may be extended in 30 day intervals for a maximum of 90 days.

Course Schedule outline

Week	Date	Topics, Reading, Assignments and Deadlines (Details on assignments and more bibliography are available in the course modules)
1		Introduction to Education Psychology and Reflective Practice
2		Cognitive Development
3		social Development
4		Individual differences among learners
5		Motivation to learn and Engagement
6		Behavioural and cognitive Learning Theory
7		Managing Learning in the Classroom of refugee students
8		Learning from peers and the political and sectarian issues that might hinder refugee development
9		Evaluation methods in microteaching
10		Practical examples of planning lessons.
11		Practical examples of implementing lessons.
12		Practical examples of providing feedback
13		Practical examples of evaluation.

Course Modules
(Courses with 8 ECT will have 6 Modules & Courses with 5 ECTs will have 6 Modules)

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Course	**Psychological and social challenges of the refugees**
Module 1	General overview of Educational Psychology: Introduction to Education Psychology and Reflective Practice
Key Concepts	educational psychology, importance, aims of studying educational psychology
Overview	Today's educational system is highly complex. There is no single learning approach that works for everyone. That's why psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information. Educational psychologists apply theories of human development to understand individual learning and inform the instructional process. While interaction with teachers and students in school settings is an important part of their work, it isn't the only facet of the job. Learning is a lifelong endeavor. People don't only learn at school, they learn at work, in social situations and even doing simple tasks like household chores or running errands. Psychologists working in this subfield examine how people learn in a variety of settings to identify approaches and strategies to make learning more effective.
Aim	The aim of this module is to inform refugee teachers about the concept of educational psychology, cycle and phases of Education Psychology, importance and goals of studying educational psychology.,
Learning Outcomes	At the end of this module, the learners will be able to: - Identify the concept of educational psychology. - Discuss reflective teaching - Evaluate how it differs from other forms of teaching - Recognize importance of studying educational psychology. - Evaluate goals of studying educational psychology related to refugees' stages of adjustment.

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| Units | Unit 1.1: Introduction to educational psychology.

Unit 1.2: Learning: definition, The reflective teaching, and the characteri of good learning.

Unit 1.3: other forms of teaching |
|---|---|
| Readings | Bandura, A. (2001). The changing face of psychology at the dawning of a globalization era, Canadian Psychology, 42, 12-24

American Public University System: Educating Those Who Serve p. 16

Berliner, D. C., & Calfee, R. C. (Eds.). (1996). Handbook of educational psychology. New York: Simon & Schuster Macmillan

O'Donnell, A.M., Reeve, J., & Smith, J.K. (2009). **Educational** psychology. Hoboken, NJ: John Wiley and Sons. ISBN: 0-470-13630-0 |
| Activity | **Assignment 1a:**

Post your biography in the Forum: Forum #1 – The main activity for this module will mainly focus on students. In your own words, describe what reflective teaching is. Tell how it differs from other forms of teaching. Explain how you utilize or will utilize reflective teaching in your classroom. Note: Even though some assignments ask you to use your own words, your words have probably been influenced by what you have read. You are required to include a citation for all initial DB posts. |
| | **Assignment 1b**

Watch the video entitled "What makes a good teacher great?" on https://www.youtube.com/watch?v=vrU6YJle6Q4. Summarise the main characteristics that makes you a good teacher and enhance your teaching practices to be effective. Demonstrate some of those |

	characteristics in your group and get feedback from your colleagues. Write a group report of these characteristics to be discussed
	Assignment 1c (Community-based learning project): In this activity, teachers have to disseminate their reports on the good example of the educational psychology session through their school teacher forums aiming to give and share knowledge and information as well as raising awareness on psychological needs phases and steps.

10Cs	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
SDGs	1	2	3	4	5	6	7	8	9	10
			√	√					√	√
Learning goals	Learning to know	Learning to be	Learning to do	Learning to live together	Learning to transform	Learning to give				
	√	√	√	√	√	√				
ECTs work load	lecture	online	lab	reading	Course activity	project	Prepare exam	Write exam	Total	
	6h	2h		10h	8h				26h	

Course	**Psychological and social challenges of the refugees**
Module 2	Cognitive and social development: Its concept, criteria and teacher's role in some variables related to refugee students.
Key Concepts	Cognitive development, social development , teaching criteria, teacher's role, differentiated instruction
Overview	Social cognition has to do with thoughts and beliefs about the social world. The topic encompasses beliefs about others, the self, and people

	in general, about specific aspects of people (e.g., thoughts, desires, emotions), and about social groups and social institutions. The development of various forms of social-cognitive understanding is one of the most important achievements of childhood cognitive development.
Aim	The overriding aim of this module is to inform refugee teachers about the Cognitive development and their roles in achieving the principles of effective teaching through the educational psychology sessions in some variables related to refugee students.
Learning Outcomes	At the end of this module learners will be able to: - Identify the concept of cognitive development. - Apply the theories of Piaget and Vygotsky in a classroom environment - Identify the concept of mental models - psychosocial development - the stages of moral development - the development of social competence and aggression - Self-concept development - Practice the different roles of the teacher in effective teaching. - To examine the Individual differences in some variables related to refugee students.
Units	Unit 2.1: Individual differences: theoretical framework. Unit 2.2: Individual differences in some variables related to refugee students. Unit 2.3: Designing psychological tests for refugee students. Unit 2.4: Describe a high-quality student-teacher relationship. In addition of Teacher's roles in the effective teaching and applying the theories in a classroom environment.

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Readings	Bandura, A. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52, 1-26.
	Biehler, R. F. & Snowman, J. (2003). Psychology applied to teaching. (10th ed.). Boston: Houghton Mifflin.
	Johnson, D.W., & Johnson, R.T. (1989). Cooperative learning: What special educators need to know? The Pointer, 33, 5-10.
	Krumme, G. (2001). Major categories in Bloom et al.'s taxonomy of educational objectives: Cognitive domain. The Learning Web. Seattle: University of Washington.
	Social Learning Theory
	http://teachnet.edb.utexas.edu/~lynda_abbott/Social.html
	Society for Research on Adolescence
	http://www.s-r-a.org
Activity	**Assignment 2a:**
	Forum # 2 – Mr. ……. is a teacher who knows a lot about capitalism, interest rates, and how the economy works. His students do not. By the end of the semester Mr. ………….. Wants his students to understand complex concepts such as supply and demand and gross domestic product. In reflecting on how Mr. ………… might best foster cognitive development, what approach would you recommend helping his students develop these complex concepts?
	HW#1 – Compare and contrast the conclusions Piaget and Vygotsky came to about the role of language in cognitive development

	Assignment 2b: Think about the statement "high-quality student teacher relationship". Discuss what this looks like? What are the qualities that would be present in that relationship? Would it differ at different grade levels such as K-1, 2-3, 4-5, 6-8, or 9- 12? How so? CLP - Begin collaborating with your group and come to a consensus on the topic of your project.
	Assignment 2c (Community-based learning project): Each group will demonstrate a good example of any social and cognitive development according to the cycle and phases of educational psychology. Each group will be peer reviewed by other groups for enhancements and develop a good example of the cognitive and social development psychology session components according to their reviews.

10Cs	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
SDGs	1	2	3	4	5	6	7	8	9	10
					√					√
Learning goals	Learning to know	Learning to be	Learning to do	Learning to live together	Learning to transform	Learning to give				
	√	√	√	√	√	√				
ECTs work load	lecture	online	lab	reading	Course activity	project	Prepare exam	Write exam	Total	

	6h	4h		10h		4h	4h		28h	

Course	Psychological and social challenges of the refugees
Module 3	**Motivation to learn and Engagement**
Key Concepts	Internal and external Motivation, Planning, implementation, Feedback, Evaluation, knowledge acquisition, skills acquisition, transfer
Overview	Motivation describes the wants or needs that direct behavior toward a goal. It is an urge to behave or act in a way that will satisfy certain conditions, such as wishes, desires, or goals. Older theories of motivation stated that rational thought and reason were the guiding factors in human motivation; however, psychologists now believe that motivation may be rooted in basic impulses to optimize well-being, minimize physical pain, and maximize pleasure. Motivations are commonly separated into drives and motives. *Drives* are primarily biological, like thirst, hunger, sleepiness, and the need to reproduce—all of which lead us to seek out and take part in certain activities. Drives are believed to originate within a person and may not require external stimuli to encourage behavior. *Motives,* on the other hand, are primarily driven by social and psychological mechanisms, such as work, family, and relationships. They include factors like praise and approval. Both drives and motives can be manipulated by stimulation and deprivation. Motivation can be *stimulated* by uncomfortable or aversive conditions or events (shocks, loud noise, or excessive heat or cold can motivate us to seek better conditions) or by attractions to positive or pleasurable conditions or events (such as food or sex). We also become motivated when we're *deprived* of something that we want or need, like adequate nutrition or social contact.
Aim	The overriding aim of this module is to inform refugee teachers about the motivation to learn main skills and sub-skills of planning, implementation, feedback and evaluation. and how to use them in treating psychological problems faced by refugees.

Learning Outcomes	At the end of this module, the learners will be able to:
	
	- Identify the motivation include the intrinsic and extrinsic motivation.
	
	   - Recognize motivational states are crucial for learners
	   - Explain how a teacher can:
	a. increase student confidence
	
	 b. foster a constructive reaction to failure
	
	c. implement goal setting
	
	d. transform an anxiety-ridden classroom into a culture of eager learners
	
	 e. support motivation in diverse learners
	
	 f. spark students' engagement, calm student anxieties and fears
	
	- use psychological counseling techniques to treat the psychological problems of refugees.

Units	Unit 3.1: motivation to learn Unit3.2: motivation and engagement Unit 3.3: Counseling strategies and the role of psychological counseling in treating the psychological problems of refugees.
Readings	Maslow, A. (1968). Toward a psychology of being. (2nd ed.). New York: Van Nostrand. Mroczek, D.K. & Kolarz, C.M. (1998). The effect of age on positive and negative affect: A developmental perspective on happiness. Journal of Personality and Social Psychology, 75, 1333-1349.

	Mroczek, D.K., Ozer, D.J., Spiro, A, III, & Kaiser, R.T. (1998). Evaluating a measure of the five factor model of personality. Assessment, 5, 285-299. Ormrod, J. E. (2004). Educational psychology: Developing learners (4th ed.). Columbus, OH: Merrill-Prentice Hall Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004) Human development (9th ed.). Boston: McGraw-Hill.
Activity	**Assignment 3a** Describe intrinsic and extrinsic motivators. How are they used? What are the pros and cons of using each type? **Submit two-page** CLP paper - A two-page double-spaced paper that describes your project model and issue. You should include the reason for choosing the model your team will employ. (e.g. Jigsaw, Structural Approach, Group Investigation, etc.).
	Assignment 3b Teachers must be real-time experts in identifying each student's self-efficacy. What can you do in your classroom to support growth and help ease student's anxieties? **HW**– Why are self-regulatory strategies important to all learners? How can you use various motivational techniques and social learning strategies to support and possibly improve self - regulatory practices?
	Assignment 3c (Community-based learning project): Each group of teachers will choose a model the best motivation session practice of their own and record a video to be uploaded on YouTube for sharing their experience with their close and global environments with the aim of participating in

raising the awareness of other teachers of the effective teaching practices. They work on disseminating their videos through their Facebook pages and local forums.						

10Cs	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
SDGs	1	2	3	4	5	6	7	8	9	10
					√					√
Learning goals	Learning to know	Learning to be	Learning to do	Learning to live together	Learning to transform	Learning to give				
	√	√	√	√	√	√				
ECTs work load	lecture	online	lab	reading	Course activity	project	Prepare exam	Write exam	Total	
	4h	2h		6h	6h	4h	2h		24h	

Course	Psychological and social challenges of the refugees
Module 4	social Psychology, Attitudes, Attributions, and social Behaviors
Key Concepts	The concept of social Psychology, social behavior, experimental methods, refugees programs, counseling formats, and teaching criteria, teacher's role, differentiated instruction.
Aim	The overriding aim of this module is to inform refugee teachers about the Attributions, social Behaviors and their roles in achieving the principles of effective teaching through the educational psychology sessions and refugees programs.
Overview	Attribution theory has played a major role in social-psychological research. Unfortunately, the term attribution is ambiguous. According to one meaning, forming an attribution is making a dispositional (trait) inference from

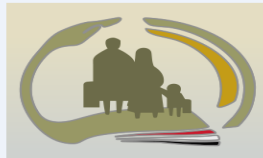|	
	behaviour; according to another meaning, forming an attribution is giving an explanation (especially of behaviour).
Learning Outcomes	At the end of this module learners will be able to: • Define social psychology • Identify principles of social psychology Recognize the basics of observational method • Identify fundamentals of the correlational method • Recall basics of experimental method • Recall the basics of behavior and attitudes • Recognize the theory of planned behavior • Differentiate between behavior and attitudes • Identify how to explain the behavior of others • Define fundamental attribution error • Recall the basics of explanations and our behavior • Identify the basics of optimistic and pessimistic explanatory styles
Units	Unit 4.1: The roles of social Psychology. Unit 4.2: The concept of Behaviors and Attitudes Unit 4.3: The basics of observational method and designing counselling programs in diverse environments.
Readings	Cialdini, R. B. (2000). Influence: Science and practice. Allyn and Bacon. Forsyth, D. R. (2006). Group dynamics. Belmont, CA: Thomson-Wadworth. Tajfel, H. & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), Psychology of intergroup relations. Chicago, IL: Nelson-Hall. Janis, I. L. (1972). Victims of groupthink. Boston, MA: Houghton Mifflin Company. PsyBlog (http://www.spring.org.uk/2009/05/social-loafing-when-groups-are-bad-for productivity.php), "Social Loafing: when groups are bad for productivity," 19 May 2009

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Activity	**Assignment 4a:** To guide students in their understanding of the process by which Social Psychologists gather and advance knowledge and apply it to real-world problems, students will participate in guided in-class discussion activities and complete a number of practical learning assessments designed to sharpen their scientific thinking and skills. While these assessments are supported by the content covered in the assigned reading and discussed during the regular class meetings, the focus of these assessments is to give students the opportunity to refine their abilities with regards to applying theory and empirical reasoning in practical applications and to develop stronger
	Assignment 4b: Students may earn extra credit by participating in a minimum of 5 credits of experimental research as participants in the psychology department's subject pool. If you have never done this before, you can learn about the subject pool here http://psychology.umd.edu/research/partinfo.html and you can sign up for research studies by going to: http://umpsychology.sona-systems.com. Upon completion of 5 credits of experimental participation, you will receive an **extra credit bump** of 1/3 of a letter grade (ex: from B- to B; from B+ to A-, from C+ to B-, etc). This will be taken into account after all other grades and credits are factored in. For more information see the psychology department's website or the YouTube video http://www.youtube.com/watch?v=tIDAjBHWWwg.
	Assignment 4c (Community-based learning project): Each group will demonstrate a good example of social and cognitive development according to the cycle and phases of educational psychology. Each group will be peer reviewed by other groups for enhancements and develop a good example of social psychology session components according to their reviews.

Students who have not had as much experience with academic writing are encourage taking advantage of the resources available on campus. The Writing Centre offers individual appointments to help you draft, proof and complete writing assignments. Even experienced writers can benefit! To schedule an appointment, and to see the other resources available to you, visit http://www.english.umd.edu/academics/writingcenter.

10Cs	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
SDGs	1	2	3	4	5	6	7	8	9	10
					√					√
Learning goals	Learning to know	Learning to be	Learning to do	Learning to live together	Learning to transform	Learning to give				
	√	√	√	√	√	√				
ECTs work load	lecture	online	lab	reading	Course activity	project	Prepare exam	Write exam	Total	
	6h	4h		10h	4h				24 h	

Module 5	**Culture and Gender differences**
Key Concepts	Planning, implementation, Feedback, Evaluation, knowledge acquisition, skills acquisition, transfer
Overview	The respective influence of social structure and culture in the determinants of social behavior is a classical debate. Social structure is conceived of as a set of social relations, such as economy, power and status. Social structure is a persisting and bounded pattern of interaction or social relations among the persons or roles in a society. Culture is the set of cognitive (what is) and

	evaluative (what ought to be) beliefs or conceptions of the desirable, as detailed in values, attitudes and norms. It is a denotative (what is or beliefs), connotative (what should be or attitudes, norms and values) and pragmatic (how things are done or procedural rules) knowledge, shared by a group of individuals who have a common history and participate in a social structure Cultural representations have referential meaning, they are models of social behavior. Social representations are also models for behavior, they have constitutive meaning and help conduct social behaviours. Cultural representations as a model for behavior, also transmit emotional (i.e. rules of feelings and display), motivational and evaluative
Aim	The overriding aim of this module is to inform refugee teachers about the motivation to learn main skills and sub skills of planning, implementation, feedback and evaluation.
Learning Outcomes	At the end of this module learners will be able to: - Differentiate independent vs. interdependent cultures - Recall the basics of power distance - Recognize uncertainty avoidance - Identify the basics of cultural dimensions - Differentiate between masculinity and femininity - Recall the concepts between long-term and short term orientation - Define gender differences: source and method - Identify gender differences: what are they
Units	- Unit one: cultural dimensions - Unit two: gender differences: source and method
Readings	Baumeister, R. & Bushman, B. (2010). Social Psychology and Human Nature, Brief Edition, 2nd edition. Wadsworth Publishing. ISBN-10: 0495602655 | ISBN-13: 978-0495602651. Reisenzein, Rainer; Rudolph, Udo (2008). "50 Years of Attribution Research". Social Psychology 39 (3): 123 124. doi:10.1027/1864-9335.39.3.123. ISSN 1864-9335.

Correll, Joshua; Park, Bernadette; Judd, Charles M.; Wittenbrink, Bernd (2002), "The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals.", Journal of Personality and Social Psychology 83 (6): 1314–1329, doi:10.1037/0022 3514.83.6.1314, ISSN 0022-3514

Activity	**Assignment 5a** In small groups of ~5, students will design 10 questions/items for a personality assessment that indirectly measures actual behaviour (e.g., "*how many times do you brush your teeth per day?*"), and then to find an established measure that could be used for validation purposes. Students must also explicitly define their target personality construct (e.g., "extraversion"). The goal for item creation will be "face validity;" students must generate items that tap into some domain of personality or self-concept. The goal for using an established measure will be "convergent validity" and "discriminant validity." Scale creation and validation falls under scientific research and design, and students will also gain experience working in research teams. The submitted assignment will be the list of items as well as a description and citation for an established scale
	Assignment 5b Students will view a feature-length documentary on a classic experiment in social psychology. Social psychologists like Phil Zimbardo are at the forefront of studying "Culture and Gender differences and the lessons of these studies can be applied to understanding complex and disturbing events in recent years (e.g., Abu Graib prisoner abuse). Knowledge and practical relevance of these research findings falls under application. Following the video, students will answer a handful of multiple-choice questions on it
	Assignment 5c In small groups of ~5, students will "act out" behaviours stereotypically indicative of the opposite sex. Students will discuss gender norms, the influence of cultural stereotypes on personality and behaviour, social norm violations, close relationships, and implications for how men and women are treated in contemporary society. This exercise will also give students the opportunity to examine myths and misconceptions put

forth in the mainstream media (e.g., "*Men are from Mars, Women are from Venus*), and reflect on evidence-based

ideas vs. naïve lay theories. Students will also read a related article by psychologist Roy Baumeister on the social psychology of gender, and answer a handful of multiple-choice questions on it.

10Cs	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
SDGs	1	2	3	4	5	6	7	8	9	10
					√					√
Learning goals	Learning to know	Learning to be	Learning to do	Learning to live together	Learning to transform	Learning to give				
	√	√	√	√	√	√				
ECTs work load	lecture	online	lab	reading	Course activity	project	Prepare exam	Write exam	Total	
	6h	4h		10h	4h	4h			28h	

Course Title	**social Psychology**
Module 6	Introduction to social Psychology
Key Concepts	The concept of social Psychology, social behaviour ,experimental methods
Overview	Social psychologists not only develop theories of social behaviour, but they use empirical research to identify which theories are good and can be put to practical use. In this course,

	we will learn about these theories, how to interpret and evaluate relevant research findings, and how social psychological principles can be applied to everyday life. Beyond learning the content of the course material, an important goal of the class is to help you think critically about the nature of human behaviour and how to apply the information you learn in this course in your daily lives.
Aim	The overriding aim of this module is to inform refugee teachers about the concept, cycle and phases of social Psychology.
Learning Outcomes	At the end of this module learners will be able to: ● Define social psychology • Identify principles of social psychology before 1950 • Recall aspects of social psychology since 1950 • Recognize the basics of observational method ● Identify fundamentals of the correlational method ● Recall basics of experimental method
Units	Unit one: The concept of social Psychology. Unit two: The basics of observational method. Unit three: fundamentals of the correlational method
Readings	Reisenzein, Rainer; Rudolph, Udo (2008). "50 Years of Attribution Research". Social Psychology 39 (3): 123 124. doi:10.1027/1864-9335.39.3.123. ISSN 1864-9335. Correll, Joshua; Park, Bernadette; Judd, Charles M.; Wittenbrink, Bernd (2002), "The police officer's dilemma: Using ethnicity to disambiguate potentially threatening individuals.", Journal of Personality and Social Psychology 83 (6): 1314–1329, doi:10.1037/0022 3514.83.6.1314, ISSN 0022-3514 Markus, H. (1977). "Self-schemeta and processing information". Journal of Personality and Social Psychology (35): 63-78.

Kassin, Saul; Steven Fein, Hazel Rose Markus (2008). "3". Social Psychology (7 ed.). Boston, NY: Houghton Mifflin Company. pp. 53.

Wilson, T.D; D.T Gilbert (2003). "Affective Forecasting". Advances in Experimental Psychology (35): 345-411.

Bem, D.J. (1972). "Self-Perception Theory". Advances in Experimental Social Psychology 6: 1-62

Festinger, L. (1954). "A theory of social comparison process". Human Relations 7: 117-140.

Activity	**Assignment 6a:** Post your biography in the Forum: Forum #1 – The main activity for this module will mainly focus on students. In your own words, describe what reflective teaching is. Tell how it differs from other forms of teaching. Explain how you utilize or will utilize reflective teaching in your classroom. Note: Even though some assignments ask you to use your own words, your words have probably been influenced by what you have read. You are required to include a citation for all initial DB posts.
	Assignment 6b Some will be to watch videos pertaining to social psychological research. Some weeks you will be required to answer a few (3-5) multiple-choice questions and/or complete a writing assignment (approximately 1 page in length). It is to your advantage to use the blended learning assignments to bolster your writing abilities (especially with regards to content, structure, clarity, accuracy, organization, grammar, syntax, and punctuation). All told, completing the weekly assignments will be worth approximately 25% of your final grade. Details for each assignment, as well as objectives and grading rubrics will be provided separately

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Assignment 6c (Community-based learning project):

In this activity, teachers have to disseminate their reports on the good example of the social psychology session through their school teacher forums aiming to give and share knowledge and information as well as raising awareness on social behaviors phases and steps.

10Cs	1	2	3	4	5	6	7	8	9	10
	√	√	√	√	√	√	√	√	√	√
SDGs	1	2	3	4	5	6	7	8	9	10
					√					√
Learning goals	Learning to know	Learning to be	Learning to do	Learning to live together	Learning to transform	Learning to give				
	√	√	√	√	√	√				
ECTs work load	lecture	online	lab	reading	Course activity	project	Prepare exam	Write exam	Total	
	4h	2h		6h	6h	4h	2h		24h	