



Dr. Tayeb Bouazid

Pedagogical Book on Educational Psychology

(A guide for Advanced learners)



Khayal éditions.

Dépôt légal : premier semestre 2025

I.S.B.N : 978-9931-06-069-7

Illustration de la couverture : Taibi. A.

Dr. Bouazid Tayeb

**Pedagogical Book on
Educational Psychology
(For Advanced Learners)**

Acknowledgements

Writing a pedagogical book is a collaborative effort that involves the support and contributions of many individuals. We would like to express our sincere gratitude to everyone who played a role in the creation of this book.

We would like to thank the students who participated in our classes and provided valuable feedback that guided the development of the book's approach and content.

Our gratitude extends to our colleagues and peers from the University of Msila, Department of English who offered their moral support and devotion .We deeply thank them all for their sense of integrity in imparting knowledge and in sharing their experiences.

Finally, we owe a debt of gratitude to our families and loved ones for their unwavering support and understanding throughout the writing process. Your encouragement kept us motivated and focused on our goal.

In conclusion, creating this pedagogical book has been a rewarding journey, and it would not have been possible without the collective efforts of my dearest colleagues. Thank you for being a part of this endeavor and for your dedication to advancing the field of education.

Preface to the Book

The present book that embraces eight important chapters- chapter one: Educational Psychology, chapter two: Developmental psychology and Learning, chapter three: Theories of Learning, Chapter Four: Motivation and Learning, Chapter five; teaching and Learning, chapter six: Classroom Management, chapter Seven: special Education, and finally chapter eight: Technology and learning. These chapters provide learners with the important aspects of Educational Psychology theory and Practice.

Educational psychology is a specialized branch of psychology that focuses on understanding how people learn and develop within educational settings. It explores the various psychological processes and principles that influence learning, teaching, and educational environments. This field is highly relevant for students pursuing higher education, as it provides insights into effective learning strategies, instructional techniques, and the factors that impact academic achievement.

Educational Psychology

Level: First Year Doctorate in Didactics

Course Name: Educational Psychology

Course Schedule: 2 hours per week during both semesters.

Course Description

The current course is designed to introduce some psychological principles, different theories and assumptions related to the learning/ teaching process. Consideration is given to the objectives of the EFL teaching; namely, to the learner-centered pedagogy, learners' diversity, and learners' autonomy. In addition, it is a preparatory course for future teachers to develop an awareness and readiness for their career.

The course provides the existing theoretical principles and applied aspects of learning, human development and maturation, development of intelligence, personality, affective and social dimensions in relation to their effect on the individual as a learner in the educational context. Respectively, the essence of the subject matter first offers the study of learning theories including behavioral, cognitive, emotional, and social learning processes that affect education and the student's involvement to include affective parameters, environmental influences, and socialization.

Focus is also put on individual differences among learners including learning styles and learning strategies.

Course Objectives

The current course aims to provide students with knowledge and awareness necessary for their future career as English language teachers. Hence, after successfully completing this course, students will be able to

1. Define ‘educational psychology’ and explain its role in the educational context.

2. Discuss the importance of ‘educational psychology’ to the enhancement of a student’s motivation, self-confidence, and self-esteem.

3. Distinguish the existing theoretical learning theories; discuss the different behavioural, cognitive, humanistic, and social factors; and acknowledge their impacts in the learning process. 4. Describe how students assimilate new information, construct knowledge, acquire skills, and develop habits.

5. Apply learning theories and models into classroom situations.

6. Describe how teachers and students contribute to a productive learning environment.

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

8. Apply strategies that help diverse students work cooperatively and effectively

Time Allocation : 2hrs per week 12 weeks in the semester

Materials Needed : PPT - Videos - Journal Articles -other documents