



Qatar University

College of Education: Psychological Sciences Department

Course Syllabus

➤ Course Information:

Course Title: Educational Psychology for Special Education

Course Number and CRN: SPED 306

Prerequisite: Accept in BSEPD

- Credit Hours (CR HRS): 3 Hours

Department: Psychological Sciences

Program: Special Education / Early Childhood Special Education Services

Class meeting time: 2-3:30

- Location: B04 - 212

Instructor Information:

Instructor's name: Randa Almahasneh

- Email: ralmahasneh@qu.edu.qa

Office Hours: M/W 9:30-11, S/T 1-2

- Office Number: B04 - 220

➤ College of Education Conceptual Framework:

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

College of Education Unit Learning Outcomes (Checked if addressed in this course):

Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

➤ Course Description:

This course introduces students to research based concepts and principles about human learning, development, and motivation and how that knowledge is applied to classroom teaching. Topics covered include child and adolescent development, learning, motivation, information processing with special emphasis on study of the exceptional learner.

➤ **Course Objectives:**

1. Understand theories of development and there applications to the classroom;
2. Understand principles of cognitive and behavioral approaches to learning and there applications
3. Understand factors contributing to individual differences in learning and diversity considerations and education;
4. Understand techniques of effective teaching and methods of designing effective and practical classroom interventions in inclusive classrooms;
5. Understand basic concepts of educational measurements;

➤ **Course Learning Outcomes:**

1. Demonstrate understand theories of development and there applications to the classroom;
2. Demonstrate understand principles of cognitive and behavioral approaches to learning and there applications;
3. Demonstrate understand factors contributing to individual differences in learning and diversity consideration in education;
4. Demonstrate understanding of techniques of effective teaching and methods of designing effective and practical classroom interventions in inclusive classrooms;
5. Demonstrate understanding of basic concepts of educational measurements.

➤ **Textbooks & Readings:**

• **Required textbook:**

- البيلي، محمد عبدالله والصمادي، احمد عبد المجيد، و العمادي، عبد القادر عبد الله (2009). علم النفس التربوي و تطبيقاته. عمان: مكتبة الفلاح للنشر و التوزيع.

• **References & Readings**

- الروسان، فاروق فارغ. (2014). التقويم في التربية الخاصة. عمان . دار المسيرة.
- طبال، سهى (2013). أسس القياس في التربية الخاصة في الطفولة المبكرة. عمان: دار الفكر
- قاسم ، مصطفى محمد (2010). مقدمة في التطور اللغوي. عمان: دار الفكر
- الحسن ، سهى . (2014) . صعوبات التعلم والاعاقات البسيطة ذات العلاقة خصائص واستراتيجيات تدريس وتوجهات حديثة. عمان: دار الفكر
- روث، كول . (2015). تكييف مناهج الطفولة المبكرة للأطفال ذوي الحاجات الخاصة. ترجمة ايمان خليف الزبون ونواف الزبيد. عمان: دار الفكر
- البستنحي، مراد أحمد، وهاني، محمد. (2015). استراتيجيات تدريس الطلبة ذوي الاعاقات في صفوف الدمج. (مترجم). عمان: دار الفكر.
- الجلامدة، فوزية عبد الله. (2016). استراتيجيات تعليم الأطفال ذوي الاعاقة العقلية في ضوء البرنامج التربوي الفردي. عمان: دار المسيرة للنشر والتوزيع.
- الزغول، عماد عبد الرحيم (2012). مبادئ علم النفس التربوي. عمان. دار الكتاب الجامعي.
- قطامي، يوسف (2009). علم النفس التربوي و التفكير. عمان: مكتبة الفلاح للنشر و التوزيع.
- أنيتا ولفولك. (2015). علم النفس التربوي. ترجمة صلاح محمود علام. عمان: دار الفكر.
- Woolfolk, A. and Margetts, K. (2013). Education Psychology. 3rd ed. Frenchs Forest NSW: Pearson.
- McDevitt, T., Ormrod, J., Cupit, G., Chandler, M. and Aloa, V. (2013). Child development and education. Frenchs Forest, N.S.W.: Pearson Australia.
- Snowman, J. & McCown, R., Biehler, R. F. (2012). Psychology applied to teaching (13th.ed.). Wadsworth Cengage Learning
- Vaughn, S. Bos, C., & Schumm, J. (2011). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom (5th Ed.), Boston: Allyn and Bacon

➤ Supportive Websites:

Topics	Website/links
Educational psychology and its objectives, topics, and theories	https://www.youtube.com/watch?v=tSctINPumVY&feature=player
Cognitive and language development for children with disabilities and children without disabilities	https://www.youtube.com/watch?v=Bu5fy7GGCT4&feature=playe
Individual differences in mental abilities	https://www.youtube.com/watch?v=-
Behavioral and Cognitive Learning Theories	https://www.youtube.com/watch?v=gQdcClao-e
Motivation	https://www.youtube.com/watch?v=hQRYcXA_vhk&feature=playe
Positive Learning Environment	https://www.youtube.com/watch?v=WuWrWcNnJXs&feature=play
Measurement and evaluation in school	https://www.youtube.com/watch?v=Q3eGoeUcXiw&feature=play

➤ Course Requirements:

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points’ deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student’s name, his ID, the instructor’s name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ Use of Blackboard:

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/ Artifacts)
Content Scholarly Inquiry	1, 6	1	1	Exams - Research Poster
Content Problem Solving	1, 5	2	2	Exams - Research Poster
Content	1	3	3	Exams -Motivation - Achievement Test Assignment
Problem Solving	5	4	4	Exams
Content Scholarly Inquiry	1,6	5	5	Exams -Achievement test

➤ **Course Outline:**

Week	Topic	Assignment
1-2	Course overview and syllabus -Educational Psychology: Definition, Topics and Methods	Exams - Research Poster Motivation Assignment Achievement Test Assignment
3-4	Cognitive growth (Piaget theory) -Linguistic Growth (Vygotsky Theory) - Psychosocial development -Physical and moral growth	
5-6	Individual differences in mental abilities: intelligence -Individual differences in mental abilities: cognitive abilities -Individual differences in mental abilities: (Learning disabilities / Mental disabilities)	
7-8	The First Exam Behavioral Learning Theories: Classical Requirement Behavioral Learning Theories: Procedural Requirement Behavioral Learning Theories: Attempt and Error Learning Behavioral Learning Theories: Social Learning	
9	Cognitive learning theories -Cognitive learning theories Cognitive learning theories	
10-11	Motivation: Theoretical trends, types and their relationship to the objectives -Motivation: self-learning and learning difficulties The Second Exam	
12	Learning Environment: the classroom environment Enabling Learning Environment: Code of Conduct for Students with Disabilities -Classroom problems	
13-14	Measurement and evaluation in school Building achievement tests according to the specifications table Build and adapt achievement tests -Review	
15	Final Exam	

➤ **Course assessments (Assignments):**

- **Research Poster (10%)** Students are required to design a research poster in the field of Educational Psychology
 - Choose a topic in the field of educational psychology, for example, classroom environment, collaborative learning... etc.
 - Gather research articles related to the topic and review them.
 - Search for questions you can raise and answer them by synthesizing the previous studies around that topic.

- Design a research poster in which you present the topic and deliver the conclusion you want to share with your classmates.
- The poster should include, title, introduction, research question, method, previous studies, results, conclusion and references.
- The poster needs to be attractive therefore use colors, pictures, tables, etc. (Please see the rubric for further details about the assignment requirements).

- **Achievement Test Assignment (5%):** Build an Achievement Test for a unit of the age group that you will be teaching, including:
 A table of specifications including objectives, number of questions, type, relative weights & scores.
 Test instructions.
 Test questions with any modifications to suit a student with a disability (a specific disability).
 Attach answer key and the unit of study.

- **Motivation Assignment(10%)** a Critique of a motivation assessment tool, and adapt it to suit students with disabilities Search for a tool to measure students’ motivation to learn appropriate for students in early years of school (kindergarten / first three grades).

- Provide a reference (APA) and a copy of the assessment tool and attach it to the report (2 marks).
- Criticize the tool in terms of:
 - Accuracy in capturing the concept and components of motivation (explain your answer with examples from the tool) (2 marks)
 - Providing the theoretical framework (explain your answer with examples from the tool (2 marks)
 - usability of the tool (data collection method) (2 marks)
 - What modifications can you make to the tool to make it appropriate to measure the motivation of students with disabilities? (2 marks)

(Note: If the tool is used to measure the motivation of a student with a disability, discuss its suitability from your point of view).

- **Exams (45%).** First and Second exams (20%) & Final Exam (35%) A mid-term exam will be given to assess candidates’ comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.

➤ **Grades distribution:**

N	Assignment	Points	Due Date
1	Research Poster	10	
2	Achievement Test Assignment	5	
3	Motivation Assignment	10	
4	First and Second exams	20	
5	Final Exam	35	
Total		100	

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:

http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in

several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➤ **Qatar National Professional Standards for Teachers:**

- 1.Planning for student progress and achievement.
- 2.Engaging students and developing them as learners.
- 3.Creating safe, supportive and challenging learning environments.
- 4.Assessing students' learning and uses assessment data to improve achievement.
- 5.Demonstrating high professional practices and engaging in continuous professional Development.
- 6.Maintaining effective partnerships with parents and community.

Assignment Rubric

Rubric for the Research Poster

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Presentation of Research Content	<ul style="list-style-type: none"> Title/students' names absent Does not sufficiently present main points of introduction, objectives/research questions, research methods, results, and conclusions and is not well-organized Answering of questions is lacking 	<ul style="list-style-type: none"> Contains title of paper/students' names Presents main points of introduction, objectives/research questions, research methods, results, and conclusions but not as sufficiently and not as well-organized 	<ul style="list-style-type: none"> Contains title of paper/students' names Adequately presents main points of introduction, objectives/research questions, research methods, results, and conclusions in a fairly well-organized manner 	<ul style="list-style-type: none"> Prominently positions title of paper/students' names Thoroughly but concisely presents main points of introduction, objectives/research questions, research methods, results, and conclusions in a well-organized manner Answering of questions is engaging, thorough, and adds greatly to the presentation
Visual Presentation and Design	<ul style="list-style-type: none"> Not very visually appealing; cluttered; colors and patterns hinder readability Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is inconsistent/distracting Graphics (e.g., tables, figures, etc.) do not enhance the text Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration 	<ul style="list-style-type: none"> Visual appeal is adequate; somewhat cluttered; colors and patterns detract from readability Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is somewhat inconsistent/distracting Graphics (e.g., tables, figures, etc.) adequately enhance the text Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration 	<ul style="list-style-type: none"> Overall visually appealing; not cluttered; colors and patterns support readability Adequate use of font sizes/variations to facilitate the organization, presentation, and readability of the research Graphics (e.g., tables, figures, etc.) enhance the text Content is arranged so that the viewer can understand order without narration 	<ul style="list-style-type: none"> Overall visually appealing; not cluttered; colors and patterns enhance readability Uses font sizes/variations which facilitate the organization, presentation, and readability of the research Graphics (e.g., tables, figures, etc.) are engaging and enhance the text Content is clearly arranged so that the viewer can understand order without narration
Quality of Sources and Citation	<ul style="list-style-type: none"> Number and quality of references indicate poor research 	<ul style="list-style-type: none"> References are limited in number and/or are from weak sources. 	<ul style="list-style-type: none"> Use of references indicate required amount of research; most references are 	<ul style="list-style-type: none"> Use of references indicates substantial research; all references are from

	<ul style="list-style-type: none"> • Does not cite sources in poster and bibliography. 	<ul style="list-style-type: none"> •Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. Not all sources properly cited in both poster and bibliography. 	<ul style="list-style-type: none"> from acceptable sources. •Cites most data obtained from other sources. APA citation style is accurate in both poster and bibliography. 	<ul style="list-style-type: none"> acceptable sources. •Cites all data obtained from other sources. APA citation style is accurate in both poster and bibliography.
Language, grammar, spelling and punctuation	<ul style="list-style-type: none"> • Incorrect word choices. •Excessive spelling, grammar and punctuation errors. 	<ul style="list-style-type: none"> •Correct word choice. •Noticeable spelling, grammar and punctuation errors. 	<ul style="list-style-type: none"> •Effective word choice. •Minimal spelling, grammar and punctuation errors. 	<ul style="list-style-type: none"> •Sophisticated and precise word choice. •No spelling, grammar and punctuation errors.

Rubric for Table of Achievement Test Specifications (Blueprint)

	Target	Satisfactory	Needs Improvement	Unsatisfactory
Blueprint Structure	Comprehensive and well-structured with accurate presentation of test specifications (content, objective, weight, number and type of item)	Adequate and well-structured with one specification is missing (content, objective, weight, number and type of item)	Misses more than one specification (content, objective, weight, number and type of item)	Misses most test specifications (content, objective, weight, number and type of item)
Content	Provides a comprehensive and accurate analysis of subject content to be tested (concepts, rules, relations...)	Shows adequate sample of subject content, or there are minor factual or conceptual errors.	Misses several key points; and there are significant factual or conceptual errors.	Misses most of the key points and there are many significant factual and conceptual errors.
Objectives	Reflect cognitive, affective and psychomotor knowledge domains. Present all cognitive levels in Bloom’s Taxonomy.	Present two knowledge domains, or present most of the cognitive level in Bloom’s taxonomy	Concentrate on one knowledge domain, or concentrate on specific cognitive levels in Bloom’s taxonomy	Concentrate on one knowledge domain and one level of Bloom’s taxonomy.
Test Items	Measure the appropriate cognitive levels, worded precisely, of several types (multiple choice, essay...), and their numbers are suitable for the time and purpose of the test.	Measure the appropriate cognitive levels, worded precisely, focus on one type, their numbers are suitable for the time of the test	Show some errors when linking items to cognitive levels. focus on one type of items, numbers of items are not suitable for the time of the test	Show many errors when linking items to cognitive levels focus on one type of items, numbers of items are not suitable for the time of the test
Test Instructions	Are clear, precise, and reveal test time, grade, and method of responding. Show almost no errors in grammar, format, and spelling.	Are clear, but missing one of the test instructions Show few errors in grammar, format, or/and spelling.	Are not clear and missing some instructions Show some errors in grammar, format and/or spelling.	Are missing



Pledge

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student’s name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).