國立清華大學國民小學師資職前教育課程專門課程與教育專業課程
課程大綱

開課學年度	112 學年度	開課學期	第 2 學期
科目中文名稱	教育心理學	學分	3
科目英文名稱		Educational Psychology	
任課教師	李元萱	上課時間	Mon 789
先修(擋修)科目	無		
是否全英語授課/英語授課比例	□是，英語授課比例:__90__% □否		

融入議題註記說明	主議題	子議題
1.粗體字：法定相關議題 2.＊：12年國教課綱所列相關議題 3.下底線：教育部重大教育議題 4.藍色字：111學年度教育部重點政策議題	■ 性別平等教育＊	■ 情感教育 ■ 認識及尊重不同性別－性別特徵、性特質、性認同、性傾向等 □性侵害－性騷擾、性霸凌防治教育 □性教育－性健康、愛滋病防治、月經教育 □兒少網路行為－含網路性剝削防治(新增) ■性別多元族群認同LGBTIQ
	■人權教育＊	■人權五公約－兒童權利公約、消除對婦女一切形式歧視公約、身心障礙者權利公約、經濟社會文化權利國際公約、公民與政治權利國際公約 □轉型正義 □公民教育 □融合教育*含通用教育
	■家庭教育＊	■家庭暴力防治 □家政教育 □其他
	□本土教育	□原住民族及文化教育相關課程＊ □閩南語文相關課程(新增) □客語文相關課程(新增) □性平教育議題融入本土語專門課程
	■生命教育＊	■自我傷害、自殺防治 □藥物教育
	□法治教育＊	□國民法官法 □修復式正義 □加強犯罪被害人保護 □反詐騙 □淨化選舉風氣 □消費者保護教育

		□其他
	■資訊教育＊	■資訊素養與倫理 ■數位教學 ■數位學習
	□安全教育＊	□交通安全 □其他
	□戶外教育＊	□觀光休閒教育 □山野教育(新增) □風險管理知識與技能
	□環境教育＊	□食安教育
	□生涯規劃教育及職業教育與訓練＊	□勞動教育-勞權知能
	■多元文化教育＊	
	□海洋教育＊	
	■科技教育＊	
	□能源教育＊	
	■品德教育＊	
	□防災教育＊	
	■閱讀素養＊	
	■國際教育＊	
	□其他議題	□高齡教育-人口教育 □媒體素養教育 □食農校育 □特殊教育 □其他：

一‧素養指標

專業素養	專業素養指標
■1.了解教育發展的理念與實務	■1-1 了解有關教育目的和價值的主要理論或思想，以建構身的教育理念與信念。 ■1-2 敏銳覺察社會環境對學生學習影響，以利教育機會均等。 □1-3 了解我國教育政策和法規與學校實務，以作為教育實踐基礎。
■2.了解並尊重學習者的發展與學習需求	■2-1 了解並尊重學生身心發展、社經及文化背景的差作為教學與輔導的依據。 ■2-2 了解並運用學習原理，以符合學生個別學習需求。 □2-3 了解特殊需求學生的特質與鑑定歷程，以提供適育與支持。
■3 規劃適切的課程、教學及多元評量	■3-1 依據課程綱要/大綱、課程理論及教學原理，以規劃素養導向課程、教學與評量。

		□3-2 依據課程綱要/大綱、課程理論及教學原理，以協同發展跨領域/群科/科目課程、教學與評量。 □3-3 具備任教領域/群科/科目所需的專門知識與學科教學知能，以進行教學。 ■3-4 掌握社會變遷趨勢與議題，以融入課程與教學。 ■3-5 應用多元教學策略、教學媒材與學習科技，以促進學生有效學習。 ■3-6 根據多元評量結果調整課程與教學，以提升學生學習成效。	
	□4 建立正向學習環境並適性輔導	□4-1 應用正向支持原理，共創安全、友善及對話的班習環境，以養成學生良好品格及有效學習。 □4-2 應用輔導原理與技巧進行學生輔導，以促進適性發展。	
	□5 認同並實踐教師專業倫理	□5-1 思辨與認同教師專業倫理，以維護學生福祉。 □5-2 透過教育實踐關懷弱勢學生，以體認教師專業角色。 □5-3 透過教育實踐與省思，以發展溝通、團隊合作、決及持續專業成長的意願與能力。	
二、專業素養核心內容	專業素養核心內容 1.了解教育發展的理念與實務 ■(1)教育本質、教育目的與內容 ■(2)主要教育理論與思想 ■(3)教育與社會變遷及進步 ■(4)教育與社會流動及公平 □(5)學校與教育行政制度的理念、實務與改革 □(6)我國主要教育政策、法規及實務		
	2.了解並尊重學習者的發展與學習需求 ■(1)主要身心發展理論及其教育應用 ■(2)主要學習理論及其教育應用 ■(3)主要學習動機論及其教育應用 ■(4)學習策略 ■(5)身心、社經與文化等背景差異及其與學習、發展的關係 ■(6)學生特質與需求的辨識 □(7)特殊教育學生的特質與鑑定歷程 □(8)特殊教育學生個別化教育計畫/個別輔導計畫		
	3 規劃適切的課程、教學及多元評量 ■(1)主要課程、教學與評量的理論 ■(2)重要議題融入課程、教學與評量 □(3)我國課程、教學與評量的重要政策 □(4)12年國民基本教育素養導向(單科/跨領域統整/跨科統整)課程、教學及評量的發展及實踐 ■(5) 課程、教學與評量的創新及學習科技的應用 □(6)學生特質與需求的辨識 □(7)領域/學科(或科目)/群科專門知識與學科教學知能 □(8)分科/分領域(群科)教材教法(8)探究與實作設計與實施		
	4 建立正向學習環境並適性輔導 □(1)主要輔導理論		

	□(2)輔導技巧與正向管教 □(3)三級輔導與資源整合 □(4)學生輔導倫理與主要法規 □(5)班級經營的意義、目的、內容與方法 □(6)學生自律與自治 □(7)親師生關係 5 認同並實踐教師專業倫理 □(1)教師專業、倫理及其承諾 □(2)教師專業角色及其權利與義務 □(3)教師角色與社區關係 □(4)服務學習與實務體驗 □(5)教師自我反思、溝通互動與解決問題 □(6)教師專業社群與終身學
三、課程概述	本課程旨在探討如何將心理學的原理原則運用於教與學，並期能有助於學習者個人的發展與成長。在此目標下，可納入的相關主題包括： 1. 發展理論及其對教與學的含意 2. 學習理論及其對教與學的含意 3. 個別差異 4. 學習動機 5. 有效的教學及評量
四、授課說明	
五、指定用書	Slavin, R. E. (2014). Educational psychology: Theory and practice. Pearson.
六、參考書籍	張春興　（民96）。教育心理學: 三化取向 (重修二版)。台北：東華。 Robert J. Sternberg& Wendy M. Williams原著（周甘逢、劉冠麟 合譯）（民 93）。教育心理學。台北：華騰文化。 R.E.Slavin 原著（張文哲譯）（民 94）。教育心理學。台北：學富 **Omrod, J.E. (2015)。教育心理學-學習者的發展與成長(第六版)。台北：洪葉。**
七、教學方式	Preview the course material using the pretraining method by self-identifying the unfamiliar professional vocabulary words in the textbook. 2. Lecture：Instructor will deliver a lecture each week for 1-1.5 hours. 2. Group problem-solving learning: The majority of the course session will be in the PBL format. Students are expected to conduct self-directed learning to solve the ill-structured real-life problem. Members of a group will work together to analyze facts, propose solutions, identify learning gaps, and carry out action plan for the problem scenario in a google document. 3. Micro-teaching demonstration：Using the problem-based learning approach, each group will choose a subject in elementary school, design a lesson plan, and perform teaching demonstration using English.

	Wk	Content	Learning activities and Assignment
八、教學進度	1	Introduction to the course CH1: Educational Psychology: A foundation for teaching	Join the Facebook group: "110 Educational psychology" Individual & group work: Each group creates only a post to introduce yourself and your group members with a picture of ALL members. The post will include all group member's name in Chinese (and English) and their department. Then use the reply function to introduce yourself and comment on the introduction of your group members (at least 2).
	2	Development:	Pretraining for the professional vocabulary words

		Cognition and Language learning Piaget & Vygotsky	(collaborative google doc). CH2: Patricia Wang's science class.
	3	Development: Social, moral and emotional development	Pretraining for the professional vocabulary https://www.youtube.com/watch?v=IhcgYgx7aAA CH3: Billy and Sam, tutoring Part I Individual report： An anecdote about your personal learning experience, whether it is a success or failure. It should be at least 1-page A4 in length. Due: 3/14
	4	Learning theory: the behaviorist approach	Pretraining for the professional vocabulary https://www.youtube.com/watch?v=jd7Jdug5SRc CH6: Ms. Esteban's teaching about classroom behavior
	5	Learning theory: Social learning theory: Bandura	CH6
	6	Learning theory: Information Processing	Pretraining for the professional vocabulary https://www.youtube.com/watch?v=EYbCE1udazw CH5: Creating your own diagram for Information Processing and cognitive theories of learning
	7	Learning theory: Student-centered and constructivist approaches to instruction	Pretraining for the professional vocabulary CH8: Mr. Dunbar's math class-area and volume
	8	Drafting your teaching plan for bilingual micro-teaching	https://www.youtube.com/watch?v=ayefSTAnCR8 https://www.youtube.com/watch?v=yQx4X23XoHI **Aligning Assessments to Student Learning Outcomes**
	9	Diversity: Grouping, Differentiation, and technology	Pretraining for the professional vocabulary CH9: Mr. Arbuthnot's math class-long division
	10	Diversity: Individual differences: Culture, gender, SES, intelligence	Pretraining for the professional vocabulary CH4: Thanksgiving pageant.
	11	Motivation and learning: Motivating students to learn	Pretraining for the professional vocabulary CH10: Mr. Lewis's history class
	12	Assessment: Assessing student learning	Pretraining for the professional vocabulary CH13: Mr. Sullivan's teaching about Civil War. https://www.youtube.com/watch?v=HLg24dnvYXw **Formative Assessment for Reflective Practice**
	13	Issues in Educational Psychology –Bilingual Education in elementary school	Guest speaker
	14	**Micro-teaching demonstration**	Effective learning
	15	**Final Examination**	

	16	Wrap up, Online discussion and submission of all required assignments	Part II Individual report due: Use theories and concepts learned in this course to analyze your own leaning experience.
九、成績考核	1. Pre-learning activity, attendance, quiz, class participation and discussion（30%）： - Before the class, preview the chapter to be taught by identifying terminologies (or important concepts and ideas) in that chapter and collectively complete the annotations to the terminologies, following the QRAC process. - Throughout the semester, we will have 5-8 times of quizzes. Later comers will not be offered with opportunity to make up for the quiz. The completion of the quiz is treated as the evidence of attendance and partial course performance. The quizzes are similar to those for teacher certification tests. - Each student is required to contribute to the class discussion. Bonus points will be rewarded to individuals or groups that present in English. - Collaboratively respond to the structured white board each week. 2. Individual report (10%)： - Part I: An anecdote about your personal learning experience, whether it is a success or failure. It should be at least 1-page A4 in length. - Part II: Use theories and concepts learned in this course to analyze your own leaning experience. - Group project—Micro-teaching demonstration (20%)：Each member in a group is required to get involved in designing and composing the lesson plan for micro-teaching and playing a role in the micro-teaching demonstration. When composing the lesson plan, be specific in the subject (Mathematics) and lesson to teach, identify the learning difficulties or advantages of students due to individual or group differences, and propose strategies to help students learn better. If possible, conclude the teaching demonstration with an evaluation to explain what contribute to the success or lead to the failure of the teaching. - Each student should submit a peer evaluation form, explaining your personal contribution and peer contribution to the project as well as a brief reflection of your project collaboration. - A critiquing group will be responsible to comment on the quality of the micro-teaching as well as ask questions that they don't understand (the more the better). - Facebook critiquing and discussion will be available for all students. 3. Hands-on computer-lab work with Educational Psychology：Participate in a hands-on work associated with Educational Psychology issues (10%). Full credit will be awarded to those who completed all required tasks. Final exam (30%)：similar to teacher certification tests		
十、AI 使用規則	Based on the principles of transparency and accountability, this course encourages students to utilize AI for collaboration or mutual learning to enhance the quality of output in this course. According to the university's published "Guidelines for Collaborative AI, Co-learning, and Literacy Cultivation in Higher Education," this course adopts conditional openness, as explained below: - Students must briefly explain in the "footer of the title page" or "after citing references" in class assignments or reports how they used generative AI for idea generation, sentence refinement, or structural references. If the use is found without proper acknowledgment in assignments or reports, the teacher, school, or relevant authorities reserve the right to re-evaluate or not score the assignment or report. - If course teaching materials or learning resources quote from generative AI, the teacher will also indicate this on slides or orally. - Students enrolled in this course are considered to agree to the above ethical declaration		

	when selecting the course.
十一、可連結之 網址/相關網頁 (教材資源)	