



FACULTY OF APPLIED SCIENCES
BACHELOR OF SCIENCE IN COMPUTING
LEARNING MODULE OUTLINE

Academic Year	202 3 4/2024 5	Semester	2
Module Code	EDUC321		
Learning Module	Educational Psychology and Counselling		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	3	Contact Hours	45 hrs
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MODULE DESCRIPTION

Educational psychology and counselling is an introductory module designed to be useful to students who plan to explore the teaching profession. This module intends to provide an overview of developmental, learning, and motivational theories with a focus on their application to the field of education. This module also focuses on understanding the theories and processes of effective counselling and wellness programs for individual students and groups of students.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	Describe developmental characteristics, developmental theories, learning and teaching theories in educational psychology; (D6p)
M2.	Describe counselling theories and apply counselling methods; (D4p, D6p)
M3.	Generate psychology-based solutions to teaching and learning problems; (D4p)
M4.	Apply psychological concepts, developmental, learning, and motivational theories relating to education. (ET2p, ET3p)

These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4
P1. Select and apply proven methods, tools and techniques to the effective and efficient implementation of information systems;				
P2. Evaluate computer systems in a local area network, and understand the additional requirements for connection to other networks through wide area networks;				
P3. Be competent in system development in the Internet and the web platform;				



P4.	Work independently to design and implement a relational database, with an emphasis on how to organise, maintain and retrieve information from a DBMS;				
P5.	Acquire essential knowledge in specific fields of computing disciplines including multimedia, security and artificial intelligence;				
P6.	Acquire the perceptive skills needed to understand information presented in the form of UML diagram, flow chart or other industry standard formats;				
P7.	Understand the need for and use of the necessary mathematical techniques;				
P8.	Work independently to develop an understanding of, and the knowledge and skills associated with the general support of computer systems and networks;				
P9.	Work as an effective member of a team in the analysis, design and development of software systems;				
P10.	Use project planning and management techniques in systems development;				
P11.	Understand the fundamental and operational issues of computer systems in business environments;				
P12.	Equip with adequate written, oral communication and interpersonal skills;			✓	✓
P13.	Build the capacity and desire for lifelong learning and to learn advanced and emerging technologies on one's own;				
P14.	(For Enterprise Information Systems specialization) Gain an in-depth understanding of the information technology related to enterprise information systems, with an emphasis on development of such systems to support business processes;				
P15.	(For Gaming Technology specialization) Acquire the general and advanced knowledge of current technologies and operating environment in the gaming industry;				
P16.	(For Computer Education specialization) Acquire the general and practical knowledge of computer education and its practicing environment in secondary education.	✓	✓	✓	✓

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	1 Introduction to Educational Psychology	3
2-3	2 Developmental Characteristics and Theories	6
	2.1 Theories of Psychosocial and Cognitive Development	
	2.2 Age-level Characteristics	
	2.3 Understanding Learner Differences and Learning Needs	
4-7	3 Motivation	15
	3.1 Expectancy-Value Theory	



	3.2 Self-determination Theory	
	3.3 Community of Practice	
	3.4 Goal Setting Theory	
8-12	4 Learning in multimedia environment	15
	4.1 Cognitive Theory in Multimedia Learning	
	4.2 Cognitive Load Theory	
	4.3 Technology Acceptance Model	
	4.4 Unified Theory of Acceptance and Use of Technology (UTAUT)	
	4.5 Community of Inquiry	
13-15	5 Counselling	6
	5.1 The Counselling Process	
	5.2 Characteristics of an Effective Counsellor	

TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4
T1. Classroom discussion			✓	
T2. Reflective their learning experience	✓	✓		✓
T3. Case study learning		✓	✓	

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

ASSESSMENT

In this learning module, students are required to complete the following assessment activities:



Assessment Activities	Weighting (%)	AHEP3 LOs	ILOs to be Assessed
A1. Classroom discussions	10	D4p, D6p, ET2p, ET3p	M1, M3
A2. Presentation	10	D6p, ET2p	M2, M3
A3. Test	20	D4p, ET2p, ET3p	M1, M2, M4
A4. Examination	60	D4p, ET2p, ET3p	M1, M2, M4

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

Students with an overall score of less than 35 in the coursework must take the re-sit examination even if the overall score for the module is 50 or above.

Students with a score of less than 35 in the final examination must take the re-sit examination even if the overall score for the module is 50 or above.

Students with an overall final grade of less than 35 are NOT allowed to take the re-sit examination.

REQUIRED READINGS

There is no official text for this module. Module notes are distributed in the [moduleclass](#).

REFERENCES

1. Snowman, J. & McCown, R. (2015). *Psychology Applied to Teaching* (14th ed.) Cengage.
2. Snowman, J. & McCown, R. (2013). *Ed Psych*. Cengage.
3. Slavin, R. (2014). *Educational Psychology: Theory into Practice* (10th ed.). Pearson.
4. Ormrod, J. E. (2014). *Essential of Educational Psychology: Big Ideas to Guide Effective Teaching* (3rd ed.). Pearson.
5. Neukrug, S. E. (2017). *A Brief Orientation to Counseling* (2nd Edition). Cengage.
6. Corey, S. M. & Corey, G. (2016). *Becoming a Helper* (7th Edition). Cengage.

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students



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should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.