SYLLABUS

1. Course title:

EDUCATIONAL PSYCHOLOGY

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 5

9. Weekly contact hours:

9.1. Lectures:	3
9.2. Seminars:	2
9.3. Laboratory/Practice classes:	0

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

Teacher Education

12. Lecturer:

Melisa Husaric

13. Lecturer's e-mail:

melisa.husaric@unitz.ba

14. Web site:

www.untz.ba; www.unitz.ba

15. Course aims:

The aim of this course is to familiarize students with basic principles, theories and methodology in learning processes and teaching.
Students will be introduced to: learning, memory and forgetting processes, motivation, ways of respecting individual differences among students in the learning and teaching process, self-regulated learning skills, classroom management skills, classical and modern teaching methods, assessment and measurement of school achievement.

16. Learning outcomes:

Students will be trained to:

• comparison of theoretical models and application of appropriate research methods in the field of learning and teaching.
• understanding the process of learning, remembering, forgetting and analyzing the factors that affect the learning and teaching process
• getting acquainted with the possibility of applying different principles of learning in the classroom
. recognizing individual differences among students relevant to the education and teaching process
. comparing theories of motivation and the application of theoretical knowledge in motivating students in the learning process
. practical teaching of their students the skills of self-regulated learning
• analyzing the relationship between the teaching process and learning outcomes in individual academic domains.
• application and evaluation of various classical and modern forms of teaching with regard to learning outcomes
• getting acquainted with the basic components and techniques of assessing the classroom atmosphere and improving it

17. Course content:

-Educational psychology: subject, goals and methods of research
-Properties of students; Cognitive, moral and psychosocial development and ability to learn
-Theoretical approaches to the learning process and application in education: Behavioral approach and theory of social learning and education; cognitive approach and education; Knowledge transfer
-Self-regulated learning
-The importance of motivation in learning; Types of motivation; Developing and preventing intriguing motivation in learning
-Recognition of individual differences in students' cognitive characteristics: Theories of intelligence; The importance of early learning and experience in intelligence development; Recognition of differences in cognitive and learning styles; Giftedness and creativity - how to encourage the development of giftedness and creativity in students
-Developing a positive learning environment; productive socio-emotional climate, discipline, psychosocial relations
-Planning, outcomes and evaluation of the educational process;
-Classic and modern teaching methods;
-Education of students with learning and development difficulties: characteristics and specifics of work
-Instruction, analysis and evaluation of knowledge; Assessing and measuring school achievement
-Evaluation of teaching and teacher work; Competence profile and personality traits of a competent teacher

18. Learning methods:

Lectures and practical classes with the use of various multimedia teaching aids, including active participation of students.
In lectures and practical classes will be used: the method of oral presentation, method of demonstration and illustration, seminar discussions, interactive teaching methods.

19. Assessment methods:

To check the acquired knowledge will be used:
- written and
- oral form

The written method of assessment includes two tests, including the topics covered during the semester up to that point both in lectures and in practical classes. Students can earn a maximum of 20 points per test.
The final exam is in written form, and includes the topics covered over the entire semester. Students can earn a maximum of 50 points on the final exam.
Pre-exam points amount to a total of 50 points (40 points for the two tests and another 10 for attendance and active in-class participation. By fulfilling all of their requirements, students can thus earn a maximum of 100 points.
Test points count towards the final grade cumulatively if students score at least 50% points on both the test and final exam.
In order for students to earn the minimum passing grade, they need to score at least 54 cumulative points, of which at least 25 on the final exam. The final grade is formed as a sum of all points earned in-class, the test and the final exam.

20. Assessment components:

Attendance in lectures and practical classes: 10 points
Active participation in lectures and practical classes: 10 points
Individual project: 20 points
Group project: 10 points
Final written exam: 40 points
Final oral exam: 10 points
Total points: 100
The following is the grading scale, showing the points, numerical grade, descriptive grade and letter grade:
0-53 5 (five) fail F
54-63 6 (six) satisfactory E
64-73 7 (seven) good D
74-83 8 (eight very good C
84-93 9 (nine) excellent B
94-100 10 (ten) outstanding A

21. Required reading list:

-Vizek-Vidović, V., Vlahović-Štetić, V., Rijavec, M., Miljković, D., (2003), Psihologija obrazovanja. Zagreb, IEP-VERN
- Voolfolk, A. (2016). Edukacijska psihologija. Jastrebarsko: Naklada Slap.
- Vulfolk, A., Hjuz, M., Volkap, V. (2014). Psihologija u obrazovanju I. Beograd, Clio.
- Vulfolk, A., Hjuz, M., Volkap, V. (2014). Psihologija u obrazovanju II. Beograd, Clio.
-Zarevski, P. (2007). Psihologija pamćenja i učenja, Jastrebarsko: Naklada Slap.
-Grgin, T. (2004). Edukacijska psihologija. Jastrebarsko: Naklada Slap
-Stojaković, P. (2011). Psihologija za nastavnike. Banja Luka: Grafid
- Cvetković Lay, J., Sekulić Majurec, A. (2008). Darovito je, što ću s njim?-priručnik za odgoj i obrazovanje djece predškolske dobi. Zagreb: Alinea
- Stojaković, P. (2000). Kognitivni stilovi i stilovi učenja. Filozofski fakultet, Banja Luka;
- Sorić, I. (2014): Samoregulacija učenja: Možemo li naučiti učiti. Jastrebarsko: Naklada Slap

22. Web sources:

http://www.edpsycinteractive.org/edpsyc/edpframe.html
Articles/Readings http://www.edpsycinteractive.org/materials/elecfile.html
Audio/Video Materials http://www.edpsycinteractive.org/materials/videos.html

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: