SYLLABUS

1. Course title:

Psychology

2. Code:

(max. 20 characters)

3. Cycle of study:

1

4. ECTS credits:

3

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

no prerequisites

7. Class restrictions:

no restrictions

8. Duration / semester:

1 5

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 1

9.3. Laboratory/Practice classes: 0

10. Faculty:

Faculty of Sciences

11. Department/study program:

Mathematics; Physics; Chemistry; Biology; Geography

12. Lecturer:

dr.sc. Tamara Efendić-Spahić, prof.

13. Lecturer's e-mail:

tamara.efendic-spahic@untz.ba

14. Web site:

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15. Course aims:

The aim of this course is to introduce students with basic psychological aspects of human development, principles, theories and methodology in learning and teaching processes.
Students will be introduced with basic human development theory and psychological processes such as learning, memory, forgetting, motivation, individual differences in student abilities and cognitive styles, as well as with their applying to the field of teaching and coaching, and the interpretation of the learning and teaching process. Students will also meet different aspects of classroom atmosphere, and aspects of working with students with special needs (gifted and creative learners, and learners with learning and development difficulties).

16. Learning outcomes:

Students will be trained for:
• comparison of theoretical models and application of appropriate methods of research in the field of learning and teaching
• understanding the processes of learning, memorizing, forgetting, motivation, ability and cognitive styles
• getting acquainted with the factors that affect the learning and teaching process
• getting familiar with the possibility of applying different learning principles to the classroom
• analysis of the relationship between the teaching process and the learning outcomes in certain academic domains.
• application of the procedures for encouraging the development of learning strategies and techniques and teaching skills in work with students and teachers
• getting acquainted with the basic components and techniques for assessment and improvement of the classroom atmosphere

17. Course content:

Psychology of Education: subject, goals and methods of research
Characteristics of students; cognitive, moral and psychosocial development and learning ability
Theoretical approaches to the process of learning and applying in education: Behaviorists and the theory of social learning and education;
Cognitive approach and education; Transfer of knowledge
Memory and forgetting; Cognitive processing of information; Improving the process of learning and learning
Motivation and learning; Types of Motivation; Lokus Control and School Achievement; Developing and Preventing Learning Motivation
Creating Efficient Learning Strategies; Understanding the Abilities and Theory of Intelligence; The Importance of Early Learning and Experience in the development of intelligence
Cognitive Styles and their Application in the Field of Teaching and Education; Teaching Styles and Student Learning Styles
Education of gifted and creative students: characteristics and specifics of work
Education of students with learning and development difficulties: characteristics and specifics of work
Instruction, analysis and evaluation of knowledge; Evaluation and measurement of school achievement
Atmosphere and interaction in the classroom; Development of a productive class climate
Evaluation of teacher teaching and work; Profile of competence and personality traits of a competent teacher

18. Learning methods:

In the proces of teaching in lectures and exercise the following didactic methods will be used:
- method of oral lecture
- method of demonstration and illustration
- method of conversation
- method of written work
- the method of reading and working on the text

19. Assessment methods:

a) Written examination: objective type questions, essay test.
b) Oral examination: oral
The following methods will be used to measure accepted knowledge:
- written method, and
- oral method
Written method includes written knowledge testing (objective type questions and essay). Knowledge assessment will be realized through the questions and answers from the content of the subject. This method will be applied after the realization of the foreseen lectures. Minimum number of points for passing the written part of the exam is 25 (more than 60%).
The oral method will be applied on students who achieve a minimum number of points on a written examination of knowledge (25 points).

Written method of knowlwdgw examination:
After completing the course, the students will be able to access a written examination of the knowledge (objective type questions and essay). Students will be offered a combination of essay questions and a series of objective type questions. Students who pass a written exam and achieve 25 to 40 points attend the oral exam.
The term of the written part of the exam will be communicated to the students at least fifteen (15) days before the exam is held. The maximum number of points a student can achieve on the written part of the exam is 40 and the minimum number of points needed to pass the test is 25.
Exchanging any stuff or materials between students during an exam is not allowed.
Students who are trying to cheating on the exam, or the one who discuss during the exam will be removed from the exam and their work will not be evaluated.

Oral method of knowledge examination:
Oral part of the exam will be made on the basis of multiple questions from the course content and student responses for 15-30 minutes.
The maximum number of points a student can earn on this part of the exam is 10, and the minimum for the exam to pass is 6 points.

20. Assessment components:

Criterion- maximum points:
a) attendance and activity in lectures: attendance at lectures and exercises 10p; activity in lectures and exercises 10p.
b) individual / team project: individual project 10p ; t / group project 10p.
c) written exam: 50p
D) oral exam: 10p
Total number of points: 100 points.
Gradeing based on the number of points awarded:
94-100=10, 84-93=9, 74-83=8, 64-73 =7, 54-63=6; up to 53=5

21. Required reading list:

- Zarevski, P. (2007). Psychology of Memory and Learning, Jastrebarsko: Naklada Slap.
- Vulfolk, A., Hjuz, M., Volkap, V. (2014). Psychology in Education I. Beograd, Clio.
- Vulfolk, A., Hjuz, M., Volkap, V. (2014). Psychology in Education II. Beograd, Clio.
- Vizek-Vidović, V., Vlahović-Štetić, V., Rijavec, M., Miljković, D., (2003), Psychology of Education. Zagreb, IEP-VERN
- Woolfolk, A. (2012.) Educational Psychology, (12th.ed.), New York, Allyn and Bacon
- Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.
- Stojaković, P. (2011). Pedagogical Psychology I, Filozofski fakultet, Univerzitet u Banja Luci.
- Stojaković, P. (2011). Pedagogical Psychology II, Filozofski fakultet, Univerzitet u Banja Luci.
- Stojaković, P. (2000). Cognitive Styles and Learning Styles. Filozofski fakultet, Banja Luka;
- Radonjić, S. (2004). Psychology of Learning I. Zavod za udžbenike i nastavna sredstva, Beograd.

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:

2016/2017

24. Adopted in the Faculty/Academy session: