

P006	Obligatory 2 nd semester	Psychology of Education II	L	P	S	ECTS 3
			1	1	1	

Course objective. Introduce students to the practical aspects of psychology of education.

Prerequisites. Completed undergraduated study; completed course Psychology of education I (or its equivalent)

Content (Course curriculum)

1. Motivation
2. Understanding of emotions - the role of emotions in the learning process
3. Teaching
4. Planning the educational process
5. Measurement and assessment of knowledge
6. Teacher evaluation
7. Group processes and group dynamic
8. Classroom management and discipline
9. Maladjusted behavior
10. Alternative approaches to education

LEARNING OUTCOMES

No.	LEARNING OUTCOMES
1.	Define the basic concepts from various theories of motivation and emotions
2.	Describe and compare alternative approaches to education
3.	Analyze and select procedures for motivating students in class
4.	Describe and critically analyze the various factors of school (no) success
5.	Describe and compare various group processes and group dynamic
6.	Describe and critically analyze classroom processes and select appropriate methods for classroom management and discipline
7.	Select and plan various methods of measurement and evaluation of knowledge in specific academic domains

RELATING THE LEARNING OUTCOMES, ORGANIZATION OF THE EDUCATIONAL PROCESS AND ASSESSMENT OF THE LEARNING OUTCOMES

TEACHING ACTIVITY	ECTS	LEARNING OUTCOME **	STUDENT ACTIVITY*	EVALUATION METHOD	POINTS	
					min	max
Class attendance	0,75	1-7	Class attendance	Evidence list	-	-
Activity in class	0,5	1-7	Homework and assignments	Evidence list	0	5
Knowledge test (preliminary exam)	0,75	1-7	Preparation for written examination	Written preliminary exam	36	60

Knowledge test (practical assignment)	0,5	1-7	Preparation for practical assignment	Written practical assignment	12	20
Final exam	0,5	1-7	Repetition of teaching materials	Oral exam (and written exam)	12	20
Total	3	1-7			60	105

Teaching methods and knowledge assessment. Classes will be conducted through lectures, seminars and discussion groups. Regular assessment during the classes (assignments, homework). The exam consists of a written examination and of the practical assignment during the year and the final oral examination.

Can the course be taught in English: Yes

Basic literature:

1. V. Vizek-Vidović, V. Vlahović-Štetić, M. Rijavec, D. Miljković, Psihologija obrazovanja. Zagreb: IEP-VERN, 2003.

Recommended literature:

1. B. M. Barth, Razumjeti što djeca razumiju. Zagreb: Profil International, 2004.
2. M. Beck, Motivacija. Jastrebarsko: Naklada Slap, 2000.
3. M. Čudina-Obradović, Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga, 1991.
4. D. C. Gossen, Restitucija - preobrazba školske discipline (2. izdanje). Zagreb: Alineja, 2011.
5. T. Grgin, Edukacijska psihologija (2. izdanje). Jastrebarsko: Naklada Slap, 2004.
6. T. Grgin, Školsko ocjenjivanje znanja (4. Izdanje). Jastrebarsko: Naklada Slap, 2001.
7. M. Matijević, Ocjenjivanje u osnovnoj školi. Zagreb: Tipex, 2004.
8. A. Woolfolk, Educational psychology (12th ed.). New York: Allyn and Bacon (poglavlje 10, 11, 12), 2012.
9. V. Vlahović-Štetić, (ur.), V. Vizek Vidović, L. Arambašić, N. Vojnović, Daroviti učenici: Teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja, 2005.
10. Članci iz tekuće periodike