

P005	Psychology of Education I	L	P	S	ECTS 3
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Course objective. Introduce students to the practical aspects of psychology of education.

Prerequisites. Completed undergraduate study

Content (Course curriculum)

1. Introduction to scientific psychology
2. Defining fields of psychology of education
3. The biological basis of behavior
4. The development of the individual
5. Cognitive abilities and creativity
6. Personality and individual differences
7. Memory
8. Learning
9. Students with learning difficulties and special educational needs

LEARNING OUTCOMES

No.	LEARNING OUTCOMES
1.	Define the basic concepts of psychology of education.
2.	Describe the biological basis of behaviour.
3.	Differentiate and compare the developmental stages of the individual.
4.	Explain the relationship between the teaching process, memory process and learning outcomes.
5.	Explain the relationship between the individual development (cognitive), personality traits and education process.
6.	Describe the specifics of teaching students with learning difficulties.
7.	Describe the specifics of teaching students with special needs.
8.	Describe the specifics of teaching students with behavioral disorders.

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	1-8	Class attendance	Evidence list	-	-
Activity in class	0,5	1-8	Homework and assignments	Evidence list	0	5
Knowledge test (preliminary exam)	0,75	1-8	Preparation for written examination	Written preliminary exam	36	60

Knowledge test (practical assignment)	0,5	1-8	Preparation for practical assignment	Written practical assignment	12	20
Final exam	0,5	1-8	Repetition of teaching materials	Oral exam (and written exam)	12	20
Total	3	1-8			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.
2. P. Zarevski, Psihologija učenja i pamćenja (5. izdanje). Jastrebarsko: Naklada Slap, 2007.

Recommended literature:

1. Atkinson i Hilgard, Uvod u psihologiju. Jastrebarsko: Naklada Slap, 2007,
2. M. Beck, Motivacija. Jastrebarsko: Naklada Slap, 2004.
3. D. Čorkalo Biruški, Primijenjena psihologija: pitanja i odgovori. Zagreb: Školska knjiga, 2009.
4. M. Čudina-Obradović, Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga, 1991.
5. H. Gardner, M. L. Kornhaber, W. K. Wake, Inteligencija. Jastrebarsko: Naklada Slap, 1999.
6. T. Grgin, Edukacijska psihologija (2. izdanje). Jastrebarsko: Naklada Slap, 2004.
7. T. Grgin, Školsko ocjenjivanje znanja (4. Izdanje). Jastrebarsko: Naklada Slap, 2001.
8. R. R. Hock, Četrdeset znanstvenih studija koje su promijenile psihologiju. Jastrebarsko: Naklada Slap, 2004.
9. S. A. Rathus, Temelji psihologije. Jastrebarsko: Naklada Slap, 2001.
10. K. Ribić, Psihofizičke razvojne poteškoće. Zadar: ITP Forum, 1991.
11. R. E. Slavin, Educational psychology: Theory and practice (10th ed.). New York: Pearson, 2012.
12. R. Vasta, M. M. Haith, S. A. Miller, Dječja psihologija (3. izdanje). Jastrebarsko: Naklada Slap, 2004.
13. Članci iz tekuće periodike