



UNIVERSITY OF PRIZREN
FACULTY OF EDUCATION
DEPARTMENT OF BOSNIAN LANGUAGE
PROGRAM: BASIC

CURRICULUM– SYLLABUS							
<i>Level of study</i>	BACHELOR	<i>Department</i>	B &P	<i>Academic year.</i>	2018/2019		
SUBJECT		PSYCHOLOGY OF EDUCATION					
<i>Year</i>	III	<i>Status of the subject</i>	Obligatory	<i>Code</i>	EDU 140	<i>ECTS credit.</i>	6
<i>Semester</i>	VI						
<i>Teaching weeks</i>	15		<i>Teaching hours</i>		<i>Lectures</i>	<i>Exercises</i>	
					2	1	
<i>Methodology of teaching</i>	Lectures, exercises, consultations, tests, case studies.						
<i>Consultations</i>	One hour after the lecture						
<i>Lecturer</i>	Dr. sci. Vedat Bajrami, prof. ass.			<i>e-mail</i>	vedat.bajrami@uni-prizren.com		
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				<i>tel.</i>	/		

1. SUBJECT GOAL	Introducing students with the subjects' field of studies of psychology and with its methods and techniques of research. Students will acquire basic knowledge about theoretical approaches to learning and their application in the classroom. They will be able to understand the differences in learning and the motivational-social processes in the school context. They will recognize the importance of student-teacher interaction for a successful learning process. They will be able to plan and apply procedures to stimulate motivation for learning while preventing the lack of discipline in the classroom and modifying unwanted behaviours among students. They are expected to gain knowledge about children with special needs and to master the evaluation of the educational process. Cognitions acquired	
1.1. Subjects which are required as		
1.2. The basic thematic units that are being processed	WEEK	THEME
	1. week	Introduction to psychology of education - The subject of the study of educational psychology - History of Educational Psychology - Definition and importance of learning - Maturation and learning - Basic learning conditions
	2. week	Methods and techniques of research in the psychology of education - Types of research drafts
	3. week	The process of learning and memory - Theoretical approaches to learning and their application - Learning mechanisms - Memory

4. week	<p>Occurrences that accompany learning</p> <ul style="list-style-type: none"> - Transfer and interference in learning
	<ul style="list-style-type: none"> - Retroactive and proactive interference - Forgetting <p>Learning and memory factors</p> <ul style="list-style-type: none"> - Subjective and objective (physical) learning and memory factors - Organizational factors of learning and memory
5. week	<p>Differences in learning</p> <ul style="list-style-type: none"> - Individual differences in cognitive qualities (intelligence; cognitive styles) - Girls and boys: differences in class. - Racial, ethnic and socio-cultural differences in education
6. week	<p>Differences in learning - individual differences in some personality traits</p> <ul style="list-style-type: none"> - Extroversion-introverted - Examination anxiety and school phobia - Dealing with stress due to poor evaluation
7. week	<p>Motivation</p> <ul style="list-style-type: none"> - What is motivation? - Establishing motivation in the classroom (developing a pupil's positive school image of himself, developing student self-excitement, fostering autonomy, developing a sense of belonging) - Forms of motivation and non-motivation in the classroom (intrinsic and extrinsic motivation) - Correction of motivation - Office and feedback
8. week	Recapitulation/Test
9. week	<p>Class Management</p> <ul style="list-style-type: none"> - How to achieve a positive learning environment (structural characteristics of the class, beginning of the school year, procedures and rules ...) - General principles of leadership and dimension of class climate (interaction of teachers and students, social environment, climate of competition and cooperation,
10. week	<p>Discipline at school</p> <ul style="list-style-type: none"> - School indiscipline - Forms of undisciplined behavior - Causes of undisciplined behavior - Achieving discipline in the classroom (creating a "learning climate", preventing indiscipline, solving every day class issues, solving serious violations) <p>Tiredness and boredom at school</p>
11. week	<p>Cooperation with parents</p> <ul style="list-style-type: none"> - Forms of cooperation with parents

		- How to improve cooperation with parents - Education of teachers for cooperation with parents
	12. week	Students with special needs - Who are children with special needs? - Types of developmental disorders (sensory impairment, speech impairment, mental retardation, learning difficulties, hyperactivity and attention deficit, behavioral difficulties and emotional difficulties) - Teaching students with special needs
	13. week	Gifted students - The notion and definitions of giftedness - Teaching gifted - The role of teachers in working with gifted students - Creativity
	14. week	Evaluation of the educational process - Assessment and measurement of knowledge (the purpose of examining knowledge; oral and written examination of knowledge; rating)
	15. week	Recapitulation of all areas

2. TEACHING / ASSESSING

Activity description (%)		
2.1. Method of teaching	1. ex cathedra	80%
	2. presentations	10%
	3.	10%
Učešće u ocjeni (%)		
2.2. Student Assessment Mode	1. essay (written work + presentation)	20%
	2. test	30%
	3. final exam	50%

3. LITERATURE

3.1. Required literature	<ol style="list-style-type: none"> Šestanović, M. (2004). Psihologija odgoja i obrazovanja, Pedagoška akademija Univerziteta u Sarajevu, Sarajevo. Andrilović, V. i Čudina-Obradović, M. (1996). <i>Psihologija učenja i nastave</i>, IV dopunjeno izdanje. Školska knjiga, Zagreb. (odabrana poglavlja) Grgin, T. (1997). <i>Edukacijska psihologija</i>, Naklada Slap, Jastrebarsko. (odabrana poglavlja) Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. i Miljković, D. (2003).
3.2. Additional literature	<ol style="list-style-type: none"> Andrilović, V. (1991). <i>Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja</i>. Školska knjiga, Zagreb. Bošnjak, B. (1985). <i>Drugolice škole: istraživanja razredno-nastavnog ozračja</i>. Alinea, Zagreb. Brdar, I. i Rijavec, M. (1998). <i>Štoučinitik adijetodobijelošuočjenu</i>. Zagreb: IEP. Kocijan-Hercigonja, D. (1999). <i>Hiperaktivnodijete: uznemireni roditelji</i>

	<p><i>odgajatelji</i>. Naklada Slap, Jastrebarsko.</p> <p>5. Mustić, V. (1996). <i>Radsaučenicimasteškoćama razvoju osnovnoj školi: priručnik za prosvjetne djelatnike</i>. Školska knjiga, Zagreb.</p> <p>6. Neill, S. (1994). <i>Neverbalna komunikacija u razredu</i>. Educa, Zagreb.</p> <p>7. Schachl, H. (1999). <i>Učenje bez straha: višeradostni uspjeh u školi</i>. Educa, Zagreb.</p> <p>8. Zarevski, P. (ur.) (2000). <i>Učitelj i učiteljice: primjeri provedbene načela Aktivne/efikasne škole</i>. Zagreb: IEP.</p> <p>9. Zvizdić, S. (2003). <i>Usporedba školske fobije i anksioznosti u ispitnim situacijama</i>. NAŠA ŠKOLA, Časopis za teoriju i praksu odgoja i obrazovanja. SAVEZ DRUŠTAVA PROSVJETNIH RADNIKA BiH, Sarajevo, (str. 15-24).</p> <p>10. Zvizdić, S. (2004). <i>Gubitak kao faktor promjena u učenju</i>. NAŠA ŠKOLA, Časopis za teoriju i praksu odgoja i obrazovanja. SAVEZ DRUŠTAVA PROSVJETNIH RADNIKA BiH, Sarajevo, (str. 85-95).</p>
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