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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Pedagogy** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | Educational Psychology | | |
| Level of study | | | | ☒ Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☒ Obligatory☐ Elective | | |
| Semester | | | | ☒ Autumn ☐Spring | | |
| Year of study | | | | 2 | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Gordana D. Đigić | | |
| Teaching mode | | | | ☒ Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☒ Project work ☒ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *Adoption and understanding of basic concepts and conceptual structure of educational psychology, understanding the nature of relationships among key concepts, and recognizing its transfer value in professional hiring of future pedagogues.*  *Learning outcomes:*  *- Understanding the basic concepts of educational psychology, ability to connect acquired theoretical knowledge with real school practice*  *- Understanding the nature of the learning process involved in achieving academic achievement and phenomena associated with these processes*  *- Understanding how different factors influence the success in learning*  *- Ability to critically review current school practice in the light of the relevant psychological knowledge about the factors of successful learning*  *- Understanding the function of assessment and principles underlying the different forms of assessment and evaluation of educational achievements*  *- Ability for independent use of psychological literature that deals with specific topics in the field of educational psychology* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Subject and problems of educational psychology; research methods in educational psychology. 2. Learning (basic forms of learning, progress in learning). 3. Learning and Development. 4. Fatigue, forming work habits. 5. Learning methods (distributed-concentrated learning, global-partitive, active). 6. Motivation to learn. 7. The self-regulated learning. 8. Remembering and Forgetting. 9. Intelligence and learning. 10. Transfer of learning (theory, types of transfers, the factors affecting the transfer). 11. Programmed learning. 12. Function and forms of knowledge testing, assessment and evaluation of educational achievement. 13. Tests of knowledge or achievement. 14. Action research in education. 15.Final review.  Methods: discussions, analysis of original scientific papers, individual and group presentations, practical work arising from the theoretical content. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☒ Serbian (complete course)☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☒ Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **10** | | **Written examination** | | | **20** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **20** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |