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|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty**  | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **Psychology** |
| Study Module (if applicable) | Developmental and Educational Psychology |
| Course title | Psychology of Education |
| Level of study | ☐Bachelor X Master’s ☐ Doctoral |
| Type of course | X Obligatory ☐ Elective |
| Semester  |  X Autumn ☐Spring |
| Year of study  | first |
| Number of ECTS allocated | 6 |
| Name of lecturer/lecturers | Gordana Đigić, PhD, Assistant Professor |
| Teaching mode |  X Lectures ☐Group tutorials ☐ Individual tutorials ☐Laboratory work X Project work X Seminar ☐Distance learning ☐ Blended learning ☐ Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| *Outcomes:**Student knows the key aspects and factors of quality of education, understands the interconnectedness of processes taking place within the educational system and their importance for the quality of education; student has the capability to identify problems in educational work, to design and conduct research and find appropriate solutions for the problems of the educational practice; student is qualified for implementation of various forms of educational work and for active participation in all processes related to the quality of educational work in the institution, as well as to provide appropriate support to students, teachers and parents.* |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| 1. Researches in educational psychology; 2. Effective schools, quality education, quality standards in education; 3. Improving the quality of education – school development, project and action planning; 4. Assessment, monitoring and evaluation, their forms and functions in education; 5. The teacher as a factor of effective teaching, classroom management and classroom climate; 6. Professional development of teachers - monitoring and self-evaluation of the quality of teachers' work, career development planning; 7. Equity in education; the education of vulnerable children; 8. Education of gifted students; 9. Personality and learning styles as factors of school achievement; 10. Professional development and professional orientation of students; 11. Textbooks and their quality; 12. The partnership between families and schools; 13. Communication in education; 14. Discipline in schools and violence problem - the challenge of the modern school; 15. Final review.Exercises: work on practical tasks - devising solutions for particular practical problems, demonstration of procedures that are used in the process of school development planning, practicing communication skills and team work, simulation of work with students, parents, teachers, designing a plan of support for students with specific educational needs, designing teachers’ professional development plan |
| **LANGUAGE OF INSTRUCTION** |
| X Serbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)X 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** | **30** | **Oral examination** | **20** |
| **Teaching colloquia** | **20** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |