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|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty**  | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **Psychology** |
| Study Module (if applicable) | - |
| Course title | Psychology of Teaching |
| Level of study | X Bachelor ☐ Master’s ☐ Doctoral |
| Type of course | X Obligatory ☐ Elective |
| Semester  |  ☐ Autumn X Spring |
| Year of study  | fourth |
| Number of ECTS allocated | 4 |
| Name of lecturer/lecturers | Gordana Đigić, PhD, Assistant ProfessorMila Dosković, MA, Assistant |
| Teaching mode |  X Lectures ☐Group tutorials ☐ Individual tutorials ☐Laboratory work X Project work ☐ Seminar ☐Distance learning ☐ Blended learning X Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| *Expected learning outcomes:**- understanding the school as a system, its roles, the complexity and interdependence of social interactions in it;**- understanding the nature, objectives, the forms and methods of teaching, understanding the interaction of many factors which affect teaching efficiency, based on the relevant theoretical knowledge;**- understanding of the diverse roles of teachers and their importance for effective educational work;**- ability to apply knowledge about the nature of learning and other mental processes in designing teaching process, i.e. activities of students, taking into account their individual characteristics;**- understanding the key theoretical concepts and important theories of teaching and their application in the analysis of current teaching practice;**- capacity for critical examination of teaching and other forms of work with students, as well as to design possible solutions based on relevant theoretical and empirical knowledge in this field;**- knowledge of the professional role of the school psychologist in real school context.* |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| 1. Introduction to Psychology of Teaching 2. Factors of educational achievement – students’ personality factors, factors acting from the social environment 3.4. Theories about the structure of intelligence - classical theory of the structure of intelligence and understanding of recent theories on intelligence 5. School and intelligence - understanding the implications of various theories on intelligence on educational practice, 6,7,8. Psychology of teaching - concepts based on different theories of teaching (Bruner, Gagné) and on the recent theories of transfer, educational goals 9. Methods of teaching and learning - meaningful versus rote learning, practical vs. verbal learning, receptive learning vs. learning through discovery, convergent versus divergent learning, 10.11. Psychology of teachers - personality, the teachers’ roles, the relationship between teachers and students, classroom management, 12.13. Problems in education of gifted students and students from vulnerable groups, 14. The alternative approaches in teaching - a humanistic approach to education, alternative school, 15 Final ReviewExercises: Getting to know the current processes in education in the world and in our country, learning about the characteristics of current educational practices in Serbia, presenting researches of the effectiveness of education, work on tasks that involve the integration and application of theoretical content to solve some specific problems or situations from practice, presentation and analysis of students’ work, working through the theoretical content through discussion |
| **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** | **5** | **Written examination** | **20** |
| **Practical teaching** | **25** | **Oral examination** | **30** |
| **Teaching colloquia** | **20** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |