

## Course: Psychological Principles for Advancing Teaching and Learning

**Type and level of studies:** MAS

**Study program:** International Teacher Education Programme

**Teacher(s):** Bojana Dimitrijević, Jelena Starčević, Jelena Joksimović

**Language of instruction:** English

**ECTS:** 6

**Prerequisites:** /

**Semester:** Fall semester



### Course objectives:

Enabling teachers to understand and critically evaluate theoretical approaches in educational psychology and their contributions to the field of education; to understand basic concepts related to cognitive and non-cognitive processes influencing educational achievement; to analyze and improve teaching/learning processes and assessments from the standpoint of cognitive stimulation and enhancing motivation; fostering attitudes that contribute to readiness to individualize teaching approach while working with students who require additional support.

### Learning outcomes:

Students will be able to:

- Reproduce the basic characteristics of theoretical approaches in educational psychology and their contributions to the teaching and learning; identify defining features and key differences among approaches; explain various phenomena in the domain of educational psychology using different theoretical frameworks; provide new examples for basic concepts and explanatory frameworks
- Evaluate literature content from the standpoint of internal logical consistency
- Distinguish defining characteristics of cognitive, motivational and emotional processes involved in learning, and apply their understanding to design tasks that engage relevant cognitive processes; evaluate lesson plans from the perspective of alignment of students' activities with intended objectives
- Provide recommendations for improving the teaching process by considering individual differences
- Reproduce the basic characteristics of motivation theories and identify their core similarities and differences, develop strategies for fostering motivation for learning
- Apply scientifically founded strategies of classroom management

### Course contents:

Introduction:

- Main principles from educational and developmental psychology for advancing teaching and learning
- Basic dimensions of quality teaching practice: cognitive activation, student support and classroom

management Cognitive activation:

- Relationship between students' cognitive development and learning
- Prior knowledge, understanding and learning in a zone of proximal development
- Learning for the transfer to the new contexts
- Taxonomy for learning, teaching, and assessment: Dimension of different types of knowledge; Dimensions of various cognitive processes; Planning of instruction (objectives, outcomes, activities, and assessment) in accordance with Revised taxonomy principles
- Knowledge assessment: Formative and summative assessments; Standards of quality and fairness; Assessment interpretation; Psychologically appropriate feedback – clear, explanatory and timely

Student support:

- Socioemotional aspects of learning and motivation
- Students' beliefs or perceptions about intelligence and ability that affect their cognitive functioning and learning
- Intrinsic and extrinsic motivation
- Mastery goals and performance goals
- Setting proximal, specific, and moderately challenging goals

- Teachers' expectations about their students affect students' learning outcomes and motivation – Pygmalion effect and self-fulfilling prophecy
- Interpersonal relationships and teacher–student communication influences learning process and the social-emotional functioning of student

Classroom management:

- Enhancing students' self-regulation assists learning
- Teaching appropriate classroom conduct and social interaction
- Effective classroom management strategies

#### References:

1. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Rath, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). Longman.
2. Coalition for Psychology in Schools and Education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning*. American Psychological Association.
3. Daniels, H., & Edwards, A. (Eds.). (2004). *The RoutledgeFalmer reader in psychology of education*. Psychology Press. (selected chapters)
4. Praetorius, A. K., Klieme, E., Herbert, B., & Pinger, P. (2018). Generic dimensions of teaching quality: The German framework of three basic dimensions. *Zdm*, 50, 407-426. doi: 10.1007/s11858-018-0918-4
5. Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2010). *The psychology of education*. Routledge. (selected chapters)
6. Woolfolk, A. (2021). *Educational psychology* (14<sup>th</sup> ed.). Pearson Education Limited. (selected chapters)

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 15	Project work:	Independent work:	

#### Teaching methods:

Lectures; literature analysis and group discussion: written assignments and presentations.

#### Examination methods (maximum 100 points)

Exam prerequisites	No. of points:	Exam prerequisites	No. of points:
Student's activity during lectures	10	oral examination	/
practical classes/tests	10	written examination	50
seminars/home work	10	project presentation	
Project		portfolio	
Other		Other	

#### Grading system

Grade	Number of points	Description
10	91 – 100	Excellent
9	81 – 90	Exceptionally good
8	71 – 80	Very good
7	61 – 70	Good
6	51 – 60	Passing
5	≤50	Failing