

Study program: IAS Subject Teaching Technics and Informatics, UAS Entrepreneurial Management			
Type and level of studies: Undergraduate academic studies, Integrated (basic + master)			
<b>Course unit: PSYCHOLOGY</b>			
<b>Teacher in charge: Dragana Bjekić, Milica Stojković</b>			
Language of instruction: English			
ECTS: 6			
Prerequisites: /			
Semester: Winter			
<b>Course unit objective</b> – Introduction to the system of psychological branches formative for education and teaching; improving students’ capacities to direct and model educational process and teaching.			
<b>Learning outcomes of Course unit</b> – Students are functionally able to: explain basic concepts and theories, psychological processes, personality functioning and psychological development; recognize effects of developmental agents; recognize psychological aspects of educational and teaching procedures; analyze and plan psychological aspects of teaching and education, social and teaching interaction and communication; recognize psychological dimensions of teachers professional life; develop their own professional skills.			
<b>Course unit contents</b>			
<b>Content:</b> Psychology as a science system, importance of teachers’ professional development. Research methodology. Organic basis of psychical life.			
The basis of general psychology: cognitive processes, dynamic processes (emotion, motivation). Personality, traits, structure and dynamics of personality. Psychological development: concept and factors&agents. Critical period of development, developmental crisis, maturity. Development of psychical processes and functions. Periodization of psychical development. Psychological characteristics of adolescence.			
Psychology of education: domains of learning, school learning, dimensions of learning. Factors of learning and memory. Transfer of learning. Learning improvement. Social dimensions of education and teaching; education as psychological process, class climate, style of education, style of leadership. Individualization: gifted students, students with difficulties; psychological aspects of inclusive education. Professional development. The basis of work psychology. Psychology of teachers: teacher’s personality, effectiveness, roles.			
<b>Practice:</b> Recognizing psychical processes. Improvement of intra- and interpersonal awareness. Recognizing of course of development. Selection of methods of learning and managing of learning. Planning procedures of monitoring student school improvement. Group dynamics. Identification of students with specific characteristics. Teacher’s roles in professional development of students. Professional selection. Group analysis and discussion on some topics and books.			
<b>Literature</b>			
Bjekić, D. (2008.. 2015). <i>Psychology for teachers</i> , e-books in Moodle FTN.			
Slavin, R. (2012). <i>Educational Psychology: Theory and Practice</i> , Pearson.			
Woolfok, A. (2008). <i>Educational Psychology, Active Learning Edition</i> , Pearson.			
Lectures: 2	Practice:1	Other forms of classes: <i>mentoring and monitoring – 1</i>	Independent work:
			Other classes
<b>Teaching methods – blended learning, interactive instruction:</b> lectures, discussion, method of practical activities, workshops, role playing, e-teaching; based on verbal meaningful receptive learning, discovery learning, cooperative learning, practical learning; supported with e-course.			
<b>Examination methods ( maximum 100 points)</b>			
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>
Student’s activity during lectures	10	oral examination	40
Practical classes/tests	10 + *25	written examination	25* (0)
Seminars/homework	10	.....	
Project	5		
Other			
<b>Grading system</b>			
<b>Grade</b>	<b>No. of points</b>	<b>Description</b>	
10	91-100	Excellent	
9	81-90	Exceptionally good	
8	71-80	Very good	
7	61-70	Good	
6	51-60	Passing	
5	Less than 51	Failing	