

Study program: MAS Subject Teaching					
Type and level of studies: Master					
Course unit: PSYCHOLOGY OF TEACHING AND LEARNING IN E-EDUCATION					
Teacher in charge: Dragana Bjekić					
Language of instruction: English					
ECTS: 6					
Prerequisites: /					
Semester: Winter					
Course unit objective – Introduction to the system of psychological and educational sciences, concepts and theories of teaching and learning in traditional and online/e-education. Improving capabilities for monitoring, directing and modeling learning and teaching processes in traditional and e-environment.					
Learning outcomes of Course unit – Students are able to: functionally explain basic processes and dimensions of education; teach and learn in a functional way; recognize effects of factors and determinants of learning and teaching; analyze interaction and communication in different teaching contexts; plan and model learning and teaching procedures; know dimensions of teacher and e/educator professional activities; plan their own professional development as e-teachers.					
Course unit contents					
Content: Psychology of education, e-learning. Basic concepts of educational psychology in e-learning context. Methodology of research of e-education. Psychological basis of learning and teaching: cognitive, emotional and motivational processes in e-learning. Developmental psychological processes of e-learning. Domains, dimensions and methods of learning. E-learning transfer. Interactive learning. Teaching theories: educational instructivism and educational constructivism. Taxonomy. Factors of effective learning. E-environment for learning. Organizational factors and learning strategies. Personal dimensions of learning and personality traits: properties, abilities, skills and styles. Educational needs and motivation to e-education. Psychological framework of individualization and personalization of teaching and e-learning. Educational and teaching work with SEN students. Professional development and implementation of e-learning in teaching for specific professional groups. Communication and psycho-social dimensions of education and e-teaching. Communication in traditional face-to-face teaching and e-teaching, asynchronous and synchronous communication. Collaboration and cooperation in (e)learning. Class atmosphere, learning groups and online class. E-learning scenarios. Teachers in traditional and e-education. Profiles of experts in e-education. Competence, competencies and professional roles. Planning of online teachers' professional development.					
Practice: Group analysis and discussion on some topics and books. Comparative analysis of theory and teaching/learning models. Presentation of special examples of implementation. Development of evaluative procedure. Development of online teachers' professional competence.					
Literature					
Bender, T. (2003). <i>Discussion Base online Teaching to Enhance Student Learning</i> , Stylus Publishing LLC.					
Bjekić, D. (2008.... 2014). Psychology of Teaching and Learning in Online (e) Education, e-books Moodle FTN.					
Bjekić, D., Krneta, R., Milošević, D. (2010). Teacher Education from E-Learner to E-Teacher: Master Curriculum, <i>TOJET – Turkish Online Journal of Educational Technology</i> , 9(1), 202-212, Available on http://www.tojet.net/articles/9122.pdf					
Bjekić, D., Obradović, S., Vučetić, M. & Bojović, M. (2014). E-teacher in inclusive e-education for students with specific learning disabilities, <i>Procedia – Social and Behavioral Sciences</i> 128(2014), 128-133. Available on http://www.sciencedirect.com/science/article/pii/S1877042814022228					
Carteli, A. ed. (2006). <i>Teaching in the Knowledge Society – New Skill and Instruments for Teachers</i> , Hershey-London-Melbourne-Singapore: Information Science Publishing.					
Salmon, G. (2009, 2011). <i>E-Moderating: The Key to Teaching and Learning Online</i> , Routledge					
Slavin, R. (2012). <i>Educational Psychology: Theory and Practice</i> , Pearson.					
Woolfolk, A. (2008). <i>Educational Psychology, Active Learning Edition</i> , Pearson.					
Number of active teaching hours					
Lectures: 2	Practice: 1	Other forms of classes: <i>mentoring and monitoring</i> – 0,5	Independent work 0,5	Other classes	
Teaching methods: blended learning, e-course, traditional lectures, workshops, dialog and online discussion (forums, chat, skype), group seminars, online self-evaluation procedures.					
Examination methods (maximum 100 points)					
Exam prerequisites		No. of points:		Final exam	No. of points:
Student's activity during lectures		10		oral examination	20

practical classes/tests	30	written examination	<i>15</i>
Seminars/homework	25	
Grading system			
Grade	No. 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	Less than 51	Failing	