



Subject code: PGP-355-309		Subject name: Educational Psychology	
Study cycle: I	Year: III	Semester: VI	ECTS credits: 6
Status: mandatory		Contact hours: 60 Lectures: 30 Practical courses: 30	
Assigned professors and assistants:		Lecturers and assistants selected for the field to which the course belongs	
Prerequisites:		/	
Subject objectives:		– Getting acquainted with and understanding the fundamental principles of educational psychology as a scientific discipline. – Students will acquire basic knowledge of theoretical approaches to learning and their application in the classroom. – They will be able to understand differences in learning as well as motivational and social processes in the school context.	
Teaching units:		1. Introduction to Educational Psychology. 2. Methods and Techniques of Research in Educational Psychology. 3. Learning Process and Memory. 4. Phenomena Accompanying Learning. 5. Factors of Learning and Memory. 6. Differences in Learning – Individual Differences in Certain Personality Traits. 7. Motivation. 8. Abilities. 9. Rational Organization of Learning. 10. External Conditions of Learning. 11. Learning and Personality. 12. Special Categories of Students in the Teaching Process: Gifted Students and Their Education Students with Developmental Difficulties 13. Classroom Management. 14. Discipline in School. 15. Evaluation of Educational Achievements.	
Learning outcomes:		Knowledge: After completing the course, students should recognize the importance of student-teacher interaction for the success of the learning process. They should also be able to define and	



	analyze the basic principles of the rational organization of learning. Skills: Students will be able to independently plan and implement strategies to encourage learning motivation while preventing classroom indiscipline and modifying undesirable student behavior. Competencies: They will acquire knowledge about children with disabilities and the evaluation of the educational process. The insights gained in this course will be applicable in their educational and pedagogical work.																																													
Teaching methods:																																														
Knowledge testing methods with grading structure¹:	<table><tr><td></td><td><i>Maximum points</i></td><td><i>Minimum points</i></td></tr><tr><td>Attendance</td><td>5</td><td>3</td></tr><tr><td>Participation on lectures</td><td>15</td><td>8</td></tr><tr><td>Test</td><td>30</td><td>17</td></tr><tr><td>Final exam</td><td>50</td><td>27</td></tr><tr><td colspan="3"> </td></tr><tr><td>TOTAL</td><td>100</td><td>35</td></tr></table> Assessment: <table><tr><td><i>Grade</i></td><td><i>ECTS grade</i></td><td><i>Points scale</i></td></tr><tr><td>10</td><td>(A) excellent</td><td>95 - 100</td></tr><tr><td>9</td><td>(B) very good</td><td>85 - 94</td></tr><tr><td>8</td><td>(C) good</td><td>75 - 84</td></tr><tr><td>7</td><td>(D) satisfactory</td><td>66 - 74</td></tr><tr><td>6</td><td>(E) sufficient</td><td>55 - 64</td></tr><tr><td colspan="3"> </td></tr><tr><td>5</td><td>(F, FX) insufficient</td><td><55</td></tr></table>		<i>Maximum points</i>	<i>Minimum points</i>	Attendance	5	3	Participation on lectures	15	8	Test	30	17	Final exam	50	27				TOTAL	100	35	<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>	10	(A) excellent	95 - 100	9	(B) very good	85 - 94	8	(C) good	75 - 84	7	(D) satisfactory	66 - 74	6	(E) sufficient	55 - 64				5	(F, FX) insufficient	<55
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Literature²:	Mandatory: 1. Vizek, V. V., Rijavec, M., Vlahović-Štetić, V. & Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP. (odabrana poglavlja) 2. Grgin, T. (1997). Edukacijska psihologija, Jastrebarsko: Naklada Slap. 3. Andrilović, V. (1991). Metode I tehnike istraživanja u psihologiji odgoja I obrazovanja. Školska knjiga.																																													

¹ The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton

² The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.



Zagreb.

4. Andrilović, V. & Čudina-Obradović, M. (1966). Psihologija učenja I nastave, IV dopunjeno izdanje. Školska knjiga, Zagreb. (odabrana poglavlja)

Recommended:

1. Kocijan-Hercigonja, D. (1999). Hiperaktivno dijete: uznemireni roditelji i odgajatelji. Naklada Slap, Jastrebarsko.
2. Brdar, I. & Rijavec, M. (1998). Što učiniti kad dijete dobije lošu ocjenu. Zagreb: IEP.
3. Bošnjak, B. (1985) drugo lice škole: istraživanja razredno-nastavnog ozračja. Alinea, Zagreb.