

Faculty of Philology / RUSSIAN LANGUAGE AND LITERATURE / Pedagogical psychology

Course:	Pedagogical psychology			
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exercises+Laboratory)
12673	Mandatory	2	3	2+0+0
Programs	RUSSIAN LANGUAGE AND LITERATURE			
Prerequisites				
Aims	Preparation and training of students to understand the complex psychological processes that determine the learning process and the teaching process. The goal is to prepare them for the role of advisers in the school, coordinators of activities related to raising the level of motivation for work, organizers of a productive organizational climate in the school and promoters of the value of the idiographic approach in teaching.			
Learning outcomes	After the student passes this exam, he will be able to: 1. apply research methods and techniques in pedagogical psychology; 2. takes adequate measures to correct and improve the teaching process; 3. identifies behaviors that are atypical for the observed age and, in cooperation with parents, the school and wider social community, works on their elimination and prevention; 4. manages student motivation and interpersonal relationships; 5. write reports on the student (file); 6. describe the position and role of the pedagogue in the entire educational process.			
Lecturer / Teaching assistant				
Methodology				
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	.Introduction to pedagogical psychology, basic concepts.			
I week exercises	.Introduction to pedagogical psychology, basic concepts.			
II week lectures	2. Research methods and techniques in pedagogical psychology.			
II week exercises	2. Research methods and techniques in pedagogical psychology.			
III week lectures	3. Cognitive development and learning. Concept and types of learning.			
III week exercises	3. Cognitive development and learning. Concept and types of learning.			
IV week lectures	4. Factors that determine the learning process.			
IV week exercises	4. Factors that determine the learning process.			
V week lectures	5. Learning transfer, remembering and forgetting.			
V week exercises	5. Learning transfer, remembering and forgetting.			
VI week lectures	6. Motivational techniques in learning.			
VI week exercises	6. Motivational techniques in learning.			
VII week lectures	7. Personality traits, learning abilities and individualization of teaching.			
VII week exercises	7. Personality traits, learning abilities and individualization of teaching.			
VIII week lectures	8. Identification of cognitive styles and their application in the field of learning and teaching.			
VIII week exercises	8. Identification of cognitive styles and their application in the field of learning and teaching.			
IX week lectures	9. Interaction in the department and interpersonal relations.			
IX week exercises	9. Interaction in the department and interpersonal relations.			
X week lectures	10. Communication skills.			
X week exercises	10. Communication skills.			
XI week lectures	11. Evaluation of achievements, evaluation problems.			
XI week exercises	11. Evaluation of achievements, evaluation problems.			
XII week lectures	12. Identification of gifted and disabled students. II colloquium			
XII week exercises	12. Identification of gifted and disabled students. II colloquium			
XIII week lectures	13. Work with delinquent students.			

XIII week exercises	13. Work with delinquent students.					
XIV week lectures	14. Position and role of pedagogues in educational institutions.					
XIV week exercises	14. Position and role of pedagogues in educational institutions.					
XV week lectures	15. Final exam					
XV week exercises	15. Final exam					
Student workload	Weekly 7 credits x 40/30 = 9 hours and 20 minutes Structure: 3 hours of lectures 2 hours of exercises 4 hours and 20 minutes of independent work, including consultations					
Per week			Per semester			
3 credits x 40/30=4 hours and 0 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 0 excercises 2 hour(s) i 0 minuts of independent work, including consultations			Classes and final exam: 4 hour(s) i 0 minuts x 16 =64 hour(s) i 0 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 4 hour(s) i 0 minuts x 2 =8 hour(s) i 0 minuts Total workload for the subject: 3 x 30=90 hour(s) Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) 18 hour(s) i 0 minuts Workload structure: 64 hour(s) i 0 minuts (cources), 8 hour(s) i 0 minuts (preparation), 18 hour(s) i 0 minuts (additional work)			
Student obligations			Students are required to attend classes, participate in discussions and do two colloquiums. The final exam is mandatory.			
Consultations						
Literature			Grgin, T. (2004). Edukacijska psihologija. Jastrebarsko: Naklada Slap. Kolić - Vehovec, S. (1999). Edukacijska psihologija. Filozofski fakultet u Rijeci. Stojaković, P. (2002). Pedagoška psihologija I. Filozofski fakultet u Banja Luci. Stojaković, P. (2002). Pedagoška psihologija II. Filozofski fakultet u Banja Luci. Vučić, L. (2005). Pedagoška psihologija. Beograd: Savez društava psihologa Srbije.			
Examination methods			Kolokvijumi i ispit.			
Special remarks						
Comment						
Grade:	F	E	D	C	B	A
Number of points	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points