

General Information			
Course name	Educational Psychology	ECTS Credits	6
		Semester	summer
Aims			
<p>The course aims to provide students with a systematic interpretation of expanding knowledge of educational psychology with an emphasis on understanding how to develop personality in the process of education and use of the latest research findings. Emphasis is also placed on application of the knowledge by students.</p>			
Contents			
<p>Brief outline of the course:</p> <ol style="list-style-type: none"> 1 Educational Psychology - concepts and principles. Current and classical approaches to the topics of educational psychology. 2 Taxonomy of educational objectives and its application to the development of personality in the process of education. Psychological conceptions of the learning process. 3. Learning, current approaches, theories and applications. 4 Meaningful learning vs mechanical learning. Basic concepts. Internal processes and structures of learning. Variables of meaningful learning. Discovery learning and meaningful learning, their nature and contribution to the effectiveness of school learning. 5 Learning motivation, personality and environmental factors of motivation. 6 Motivational techniques in teaching. Training programs of motivation. 7 Creativity and talents - learning, developing creativity and talents. 8 Psychological aspects of optimization and implementation of the educational process. 9 Individualized and group instruction from a psychological point of view. 10 Educational activity - methods of educating. Learner-centered approach. 11 Pedagogical-psychological approaches to the acquisition of reading, writing, mathematics, science. Acquisition of reading fluency and reading comprehension. 12 Understanding and management of learning disorders from the viewpoint of curriculum based assessment. 13 Alternative methods of ability assessment (format response to intervention - RTI, functional diagnostics, curriculum based assessment) in relation to school performance. Dynamic assessment of the capabilities and performance of students in relation to their classrooms potential. 14. Individual education program and its pedagogical and psychological content and characteristics. 15. Educational intervention programs and their effectiveness. 			
Evaluation			
<ol style="list-style-type: none"> I. Activity at seminars - preparation and reporting from lectured topics, from topics in compulsory literature, from the study of current relevant journal sources from domestic and foreign literature - 10 points. Ongoing tasks II. Two continuous written examinations, in the form of essay questions - a total of 20 points. III. Pedagogical-psychological evaluation of the student - dynamic testing of learning 			

potential. Practical work with the pupil, student with the application of the principles and methods of dynamic evaluation, elaboration of a report from pedagogical-psychological evaluation - 20 points.

IV. Examination in the form of a written examination and an essay: A) Final semester examination - questions requiring analysis, synthesis, application, evaluation of acquired knowledge - 15 points.

B) Final test in the form of an essay on an individually assigned topic, range 12-15 s. The essay should be in the form of an overview of relevant latest findings from scientific monographs, research studies taking into account domestic and foreign studies (minimum 10 studies), using own applications, analyzes, synthesizing perspectives, evaluation - 35 points. Deadline: 7 days before the exam.

For A is needed minimum 91 points, for B minimum 81 points, for C minimum 71 points, for D minimum 61 points, for E minimum 51 points, for FX = 50 and less 2.

ACTIVE DISCUSSING AND PARTICIPATING during semester 10%

3. COMPARISON OF ETHIC CODES OF CONDUCT (Slovak to APA, Israeli to APA) 20% 4. CLASS PRESENTATION 40% = 100%

Bibliography

Recommended literature:

Obligatory sources:

Lectures

ČÁP, J., MAREŠ, J.: Psychologie pro učitele. Praha: Portál, 2007

ĎURIČ, L., BRATSKÁ, M. a kol.: Pedagogická psychológia- terminologický a výkladový slovník. Bratislava: SPN, 1997.

FONTANA, D.: Psychologie ve školní praxi. Praha: Portál, 2003

MAREŠ, J.: Pedagogická psychologie. Praha, Portál, 2013. ISBN978-80-262-0174-8

Recommended reading:

BELLAND, B. R., KIM, C., & HANNAFIN, M. J. (2013). A Framework for Designing Scaffolds that Improve Motivation and Cognition. *Educational Psychologist*, 48(4), 243-270.

BOWMAN, R. (2011). Rethinking What Motivates and Inspires Students. *Clearing House*, 84(6), 264. doi:10.1080/00098655.2011.592164

CONSTAS, M. A., STERNBERG, R. J. (eds): *Translating Theory and Research into Educational Practice: Developments in Content Domains, Large Scale Reform, and Intellectual Capacity (The Educational Psychology Series)*. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2006.

DOČKAL, V.: *Zaměřeno na talenty aneb Nadání má každý*. Praha: Nakladatelství Lidové noviny, 2005.

ĎURIČ, L. a kol. *Pedagogická psychológia*. Bratislava: SPN 1988, Jaspis 1991

HUNT, EARL *Teaching intelligence: Why, why it is hard and perhaps how to do it*. *Intelligence*. Jan2014, Vol. 42, p156-165. 10p.

HVOZDÍK, J. *Základy školskej psychológie*. Bratislava: SPN, 1986

KAPRÁLEK, K., BĚLECKÝ, Z.: *Jak napsat a používat individuální vzdělávací program*. Praha: Portál, 2004.

KOSÍKOVÁ, V.: *Psychologie ve vzdělávání a její psychodidaktické aspekty*. Praha: Grada, 1. vyd., 2011.

KOŠŤÁLOVÁ, H., MIKOVÁ, Š., STANG, J.: *Školní hodnocení žáku a studentu*. Praha: Portál, 2008.

MESÁROŠOVÁ, M.: *Intervenčné programy a ich aplikácia v skupine žiakov zo sociálne znevýhodňujúceho prostredia*. In: I. Kovalčíková (Ed.): *Kognitívna*

stimulácia individuálnych edukačných potrieb žiaka zo sociálne znevýhodňujúceho prostredia. Prešov, Vydavateľstvo Prešovskej univerzity, 2010, s.7-20.

MESÁROŠOVÁ, M.: Nadané deti., Poznávanie a rozvíjanie ich osobnosti. Prešov: Manacon, 1998.

NORMAN, K. (2013). Understanding and supporting the flourishing of the exceptional ability: A positive psychology approach to educational psychology practice. *Educational & Child Psychology*, 30(2), 29-43.

RYAN, RICHARD M. "Intrinsic and extrinsic motivations: Classic definitions and new directions." *Contemporary educational psychology* 25.1 (2000): 54-67.

SLAVIN, R. E.: *Educational Psychology: Theory and Practice*. 8. vyd. 2005, Pearson Educ Lim. 10. vyd. 2014

STERNBERG, R. (2008). Applying psychological theories to educational practice. *American Educational Research Journal*, 45(1), 150-165.

WOOLFOLK, A. (2014) *Educational Psychology. Active Learning Edition*. 12th Ed. Boston etc Pearson.

ZELINKOVÁ, O.: *Pedagogická diagnostika a individuální vzdělávací program*. Praha: Portál, 2007.

