



Table 2

3.2. Course description

Basic description		
Course coordinator	Prof. dr. sc. Alessandra Pokrajac-Bulian	
Course title	Educational psychology	
Study programme	Graduate study of phsiotherapy	
Course status	compulsory	
Year	I	
ECTS credits and teaching	ECTS student 's workload coefficient	4,5
	Number of hours (L+E+S)	15+15+15

1. COURSE DESCRIPTION		
1.1. Course objectives		
An overview of psychological theories and research as it applies to education. General topics include theories of learning, human developmental and Individual differences in learning processes, motivation, memory, and intelligence, general principles of efficient education and assessment and evaluation of knowledge in educational settings.		
1.2. Course enrolment requirements		
No requirements		
1.3. Expected course learning outcomes		
After taking this course, students will be able to:		
<ul style="list-style-type: none"> - describe and explain the key principles and theories that guide teachers in educational process, - explain how self-concept and self-esteem affect the classroom performance of students and teachers, - describe and explain the role played by <i>self-efficacy</i> in learning, and identify how teachers can enhance self-efficacy in students, - describe and explain the components of <i>self-regulation</i>, and explain how teachers can promote this behaviour in their students, - define motivation and explain its role in learning and teaching (compare and contrast intrinsic and extrinsic motivation), - critically analyse the different modes of class (as a group) management in efficient way, - analyse and understand of weaknesses and strengths of different way of teaching, - compare and contrast the different forms assessment can take in classroom settings. 		
1.4. Course content		
Introduction to educational psychology. Personal, social and moral development – self-esteem and self-concept. Learning theories: behavioural theories of learning – classic and instrumental conditioning and how it can be used in educational context. Social learning theories. Cognitive learning theories – self-efficacy and self-regulated learning. Memory and forgetting. Memory and emotions. Individual differences: intelligence, learning styles. Motivation in learning – extrinsic and intrinsic motivation, behavioural and humanistic approach in understanding motivation. Classroom management. Educational strategies. Assessing methods.		
1.5. Teaching methods	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input checked="" type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other
1.6. Comments		



1.7. Student's obligations

- class attendance
- to prepare seminar paper and to present it in public

1.8. Evaluation of student's work

Course attendance	0,5	Activity/Participation	1	Seminar paper	1	Experimental work	
Written exam		Oral exam	1	Essay		Research	
Project		Sustained knowledge check	1	Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

- Class activity - active participation in class discussion and exercise
- Prepare seminar paper and present it in public
- Midterm-exam and final exam

1.10. Assigned reading (at the time of the submission of study programme proposal)

1. Vizek Vidović, V., Rijavec, M., Vlahović Štetić, V. i Miljković, D.(2003). Psihologija obrazovanja. Zagreb: IEP - Vern.
2. Zarevski, P. (2007). Psihologija pamćenja i učenja. Jastrebarsko: Naklada Slap.
3. Articles and chapters related to the topic of research papers.

1.11. Optional / additional reading (at the time of proposing study programme)

1. Sternberg, R. (2009). *Educational Psychology 2th Edition*. Allyn & Bacon.
2. Woolfolk, A.E. (2007). *Educational psychology*. Boston, MA: Allyn & Bacon.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

Standard procedure set up by the Committee for Quality Assurance of the University of Rijeka.