

Study programme: Bachelor with honours in Biology-, Physics-, Geography-, Mathematics Teaching, Bachelor with honours in Chemistry, Geography, Informatics, Master Professor in Informatics, Biology, Physics, Chemistry, Mathematics			
Course title: Developmental and educational psychology			
Teacher(s): dr Jovanović Tamara			
Status: compulsory/elective			
ECTS: 6			
Requirements: none			
Learning objectives			
The goal of this course is to help teachers gain insight into needs and possibilities of older elementary school and high school pupils. In addition, to provide better understanding of teacher's role in the process of education.			
Learning outcomes			
Acquired and integrated knowledge about basic concepts of developmental and educational psychology necessary for professional and competent performing of the teaching role.			
Syllabus			
<i>Theoretical part:</i>			
Defining the basic concepts: what is psychology, what does psychology research, developmental and educational psychology; Psychological development in childhood and youth; Psychological development in adolescence; Process of learning, types of learning; Learning in school, motivation and learning, grading pupils; Intelligence and abilities, intelligence and learning, gifted pupils; Learning disorders; Importance of teaching science, laic's view on science, science language (terminology), teaching and learning science; Preparing the lecture, transfer of knowledge; Emotions, types of emotions; Recognising and controlling emotions in the classroom; Inclusion in education process.			
<i>Practical part:</i>			
Constructive communication; Teacher-pupil relationship; Who has a problem – pupil, methods of solving problems; Who has a problem – teacher, methods of solving problems, problems with the environment; Conflicts, methods of solving conflicts; Solving conflicts in a win-win way, considering pros and cons of all methods of solving conflicts.			
Literature			
<ol style="list-style-type: none"> 1. Korać, N. (2007). Psihički razvoj u detinjstvu i mladosti. Autorizovana skripta. Novi Sad: PMF, UNS 2. Vranješević, J. (2003). O adolescenciji. Iz Vranješević, J. et al. Vršnjačka medijacija. Beograd: Kinderberg & GTZ. 3. Rot, N & Radonjić, S. (1995). Psihologija. Beograd: ZUNS. (pp. 36 - 49) 4. Furlan, I. Primenjena psihologija učenja. Zagreb: Školska knjiga. (pp. 49 - 55, 75 - 81, 100 - 108) 5. Hrnjica, S. (1990). Socijalizacija. Iz Hrnjica, S. (1990). Opšta psihologija sa psihologijom ličnosti. Beograd: Naučna knjiga. 6. Havelka, N. (2000). Ocenjivanje učenika. Iz Havelka, N. Učenik u nastavnik u obrazovnom procesu. Beograd: ZUNS. (pp. 164 - 185) 7. Vizek Vidović, V., Rijavec, M., Vlahović - Štetić, V. & Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, VERN. (pp. 106 - 141, 203 - 232, 321 - 377, 393 - 405) 8. Howe, M. (2008). Psihologija učenja - priručnik za nastavnike. Zagreb: Naklada Slap. (pp. 29 - 115) 9. Newton, D. P. (2008). <i>A practical guide to teaching science in the secondary school</i>. New York: Routledge. 10. Shaffer, D. R. & Kipp K. (2010). <i>Developmental Psychology: Childhood and Adolescence</i>. Wadsworth: Cengage Learning 			
Weekly teaching load 4 (60)	Lectures 3	Exercises 1	
Methods of Teaching			
Lectures, Illustration and Demonstration, Practical skills			
Grading method (maximum 100 points)			
Pre-examination assignments	points	Final examination	points
Activities during lectures	0-5	Written examination	
Activities during exercises	0-5	Oral examination	30-45
Colloquia	20-40	
Seminar paper	0-5		