

Study programme(s): Information Technologies			
Level: bachelor			
Course title: Developmental and educational psychology			
Lecturer: Jovanović Tamara			
Status: obligatory/elective (depending on the study programme)			
ECTS: 6			
Requirements: non			
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. Also, to provide better understanding of teacher's role in the process of education.			
Learning outcomes Acquired and interconnected knowledge about basic concepts of developmental and educational psychology necessary for professional and competent performing of the teaching role.			
Syllabus <i>Theoretical instruction</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; Recognizing and controlling emotions in the classroom; Inclusion in educational process. <i>Practical instruction</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 surrounding; Conflicts, methods of solving conflicts; Solving conflicts without losers, considering pros and cons of all methods of solving conflicts.			
Literature 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. (str. 36 - 49) 4. Furlan, I. Primenjena psihologija učenja. Zagreb: Školska knjiga. (str. 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. (str. 164 - 185) 7. Gordon, T. (1998). Kako biti uspešan nastavnik. Beograd: Kreativni centar. 8. Popadić, D. et al. (1998) Pametniji ne popušta: vodič kroz sukobe do sporazuma. Beograd: Grupa Most: Centar za antiratnu akciju			
Weekly teaching load			Other:
Lectures: 3	Exercises: 1	Other forms of teaching:	Student research:
Teaching methodology Plenary sessions and practical workshops with smaller groups of students.			
Grading method (maximal number of points 100)			
Pre-exam obligations	points	Final exam	points
Active participation in lectures	0-5	Written exam	
Practical instruction	0-5	Oral exam	30-45
Colloquia	20-40	
Seminar(s)	0-5		