

Aim of the course

The course describes the process of education as a socialization process equally emphasizing parent-child and teacher-student relationships, and in line with ecological approaches provides description of interactions among processes at society, family and educational institution levels. As a part of discussing educational models, psychological theories and their impact on teaching methods, the organizational aspects of educational institutions and on peer-relations among students will also be identified. The course will emphasize the identification of individual differences among students (special needs, exceptional children) and the different models of service provision and their impact on student wellbeing. Organizational aspects of educational institutions will be analyzed, their role in primary prevention (evidence based efficient models) and their effect on student learning outcomes, including traditional and student-centered approaches. The evolution of school psychological services, present trends and future challenges will be discussed.

Learning outcome, competences

knowledge:

- knows the most important expressions and phenomena of social psychology (social cognition, attitude organization, cognitive styles, individual and social systems of views, social behavior, helping and aggressive behavior, social roles, social identity) and the fundamental texts and contexts of the development of European identity;
- has appropriate knowledge in the main fields of analysis and interpretation of the typical research questions of psychology;

attitude:

- is sensitive to and interested in noticing psychological phenomena and problems;
- his/her behavior in human relationships is ethical and humane;
- when using his/her knowledge, s/he is empathic, tolerant, flexible, and creative;

skills:

- is able to interpret psychological phenomena and knows the historical rootedness of psychology as science;
- is able to see causal relationships, can think logically, and can prepare comprehensive reviews;
- can perceive human behavior distinctly and can recognize situations efficiently;

Content of the course

Topics of the course

- Major topics and key-words:
- Ecological perspectives of child-rearing, basic processes of socialization
- Life-cycle of the family, family dysfunctions
- Parenting styles and their correlates in different cultural contexts
- Students' cognitive and temperament styles as basis of individual differences
- Socialization of children with special education needs (theoretical approaches, adaptation of families)
- Meeting special education needs in schools: models of service provision
- Giftedness and talent: identification, types and
- Motivation and school learning – emotion-regulation
- Specific learning difficulties: dyslexia, dyscalculia and dysgraphia
- Successful career-planning: necessary skills and knowledge, models of transition planning and the role teacher as facilitator
- Belongingness-relatedness-connectedness: school climate and values – a part of primary prevention
- Teacher centered vs. student centered classrooms: psychological principles utilized in reform schools and alternative schools
- School psychology international – the evolution of school psychological services, models, future

Learning activities, learning methods

whole-group discussion, analyzing films

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- Oral exam – questions to be posted after the spring break consisting of
 - a) *vignettes* – short descriptions of problem-situations that characteristically appear in educational contexts. The student has to identify possible causes and solutions based on lectures, class discussions and required readings.
 - b) *definitions* – 10 randomly assigned key-concepts from the course to be defined
- For those less comfortable with an oral exam (e.g. Erasmus students) – as a partial fulfillment of the course a completion of a **mini-project** by the end of the study period of the semester on one of the themes in the syllabus is an option. The precise theme and content overview has to be discussed with the lecturer beforehand (before spring break at the latest).

mode of evaluation:

- grading on a 1-5 scale: 0-55 points – 1 (fail); 56-67 points – 2 (pass); 68-80 points – 3 (satisfactory); 81-90 points – 4 (good); 91-100 points – 5 (excellent)

criteria of evaluation:

- *Mini-project*: succinct description of the phenomenon to be discussed, its implication for socialization/education, identification of theoretical underpinnings of compared aspects and their importance for students outcomes – 35 000-40 000 characters – including APA style references (maximum 50 points)
- *Vignettes* – where the reasoning behind identifying the problem and its possible solutions, the appropriate use of technical terms, citation and utilization of information present in literature are evaluated. (maximum 30 points if mini-project is written – and 80 points without mini-project)
- *Definitions* – every correct definition gets 2 points (maximum 20 points)

Reading list

Compulsory reading list

Santrock, J. W. (2010). *Educational psychology*. New York, NY: McGraw-Hill.

