

Aim of training

Aim of the study program:

Students get acquainted with the literature and the basic terminology of educational social psychology as well as the relation between the different terms, research in the field of social psychology and their criticism, and the possibilities for investigation. It is important that they transfer the phenomena discussed and demonstrated in different ways into real school situations, that is to say they identify social psychological patterns, happenings and their connection in everyday and educational settings, the functioning of different social psychological phenomena. Furthermore students are able to use the terminology of educational social psychology in a comprehending way, to identify problems, formulate and interpret questions in a solution-oriented manner, and are able draw layered and moderate conclusions. They seek solutions for problems individually and with group case discussions and search for good practice.

Expected learning outcomes and related competencies

Knowledge:

- Has thorough knowledge of the most significant theories, connections and problem solving methods of education science and the neighboring disciplines.
- Has basic knowledge in the field of pedagogy, in the application of psychology in education and human relationships.
- Has an understanding of the general theories of communication and their forms of application in vertical and horizontal directions.

Attitude:

- Considers important the social scientist perspective in his/her professional identity, is open towards the interdisciplinary approach of education science.
- Continuously re-evaluates his/her attitude towards social and cultural differences, has sensitivity towards the situations of the minorities and respects human rights. Considers important in his/her professional work to pay attention to problems caused by social inequalities and acquires the approach of equity.
- Aims to implement expansive professional cooperation, is open to enter reflectively into problematic situations and is able to judge them professionally.
- Approaches connections of theory and practice with evaluative and interpretative reflectivity. Formulates relevant professional criticism, explicates his/her opinion convincingly and clearly, is able to argue in professional debates.

Skills:

- Applies the interdisciplinary models and is able to analyze a certain problem from different perspectives that enables the realistic interpretation of the situation with effective alternative solutions.
- Is able to interpret professional scientific discourses and to compare arguments of different viewpoints.
- Is able to communicate adaptively in professional environments and pedagogical situations and is able to lead and moderate situations of professional communication.
- Is able to demonstrate high-level oral and written communication skills while using constructively web sources of information.

Autonomy and responsibility

- Takes the proactive role in making phenomena understood, encouraging responsible thinking and applies a scientific-professional viewpoint in his/her decisions and actions.
- Makes individual decisions based on professional opinion, and prioritizes delivering opinion and acting based on research.
- Takes responsibility for his/her communication and for improving it continuously.

Main topics

Topics of the course:

- Educational social psychology – theory, research and teaching
- Family environments and children's outcomes
- Student development:
 - Moral development
 - Personal, social and emotional development
- Student diversity:
 - Multiple intelligences
 - Gifted and talented students
 - Gender differences
 - Differences in cultural expectations and style
- Student motivation
- Cooperation and competition
- Student-centered models of learning
- Classroom management and the learning environment
 - Trend in peer learning
 - Group process in the classroom
- The nature of classroom communication
- Teachers' roles; Teacher–student relationships

Planned teaching and learning activities

- Active participation in lectures, active group work during practical lessons

Teaching methodology

- Interactive lecture, group work during practices

Evaluation

Requirements, type and aspects of evaluation:

- End-of-term exam
- Mode of evaluation: 1-5 grades
- Criteria of evaluation: level of knowledge and understanding, use of professional language at the exam

Required reading

- Bennet, M. & Sani, F. (eds.2004): *The Development of the Social Self*. Psychology Press, New York.
- Brinkworth, M. E. & Gehlbach, H. (2015). Perceptual barriers to teacher-student relationships: Overcoming them now and in the future. In C. Rubie-Davies & J. M. Stephens (Eds.), *The Social Psychology of the Classroom International Handbook*.
- Corno, L. & Anderman, E. M. (eds., 2015): *Handbook of Educational Psychology*. Routledge, New York and London.
- Fiske, S., Gilbert, D. T. & Lindzey, G. (eds. 2010): *Handbook of Social Psychology*. Volume One. John Wiley & Sons, New Jersey.
- Gehlbach, H. (2010). The social side of school: Why teachers need social psychology. *Educational Psychology Review*, 22(3), 349-362.
- Morgan, G.a., Józsa, K. & Liao, H. F. (2017): Introduction to HERJ special issue on mastery motivation: Measures and results across cultures and ages. *Hungarian Educational Research Journal*, 7. (2), 5-14.
- Ross, A., Fülöp, M. & Pergar Kuscer, M. (2007): Teachers' construction of cooperation, competition and citizenship: a comparison of teachers in London, Budapest and Ljubljana. *Citizenship Teaching and Learning*, 3 (1) 45-58.