

## **Educational Psychology**

Identification of psychological processes influencing the effectiveness of educational processes in the process of institutional education, recognition and recognition of the consequences of the practical application of educational methods, organizational methods and principles, evaluation and feedback processes at the individual and institutional level. Introducing modern pedagogical procedures and providing one's own experience to support students' individual and group cognition and pedagogical differentiation.

### **Results and acquired competencies**

#### **Knowledge:**

- The student is informed about the main problem areas of development, education, and training, and is able to interpret everyday teaching-learning situations critically in the context of different environmental factors and taking into account the perspectives and objectives of different actors.
- The student is informed about the scientific theories of reflection and self-awareness and also familiar with simple techniques of self-analysis and group process analysis which helps to analyse educational and learning support situations and to reflect consciously on one's activities.
- The student has a broad knowledge of mental health in the field of pedagogy and is familiar with the tools and techniques of maintaining mental health.
- The student knows the basic concepts, theories and their practical aspects of the most important scientific topics related to the psychology of education and understands the dilemmas and difficulties of the role of educator.
- The student knows the main theories and research on the teacher-student relationship and the organization of student groups, together with their practical implications.

#### **Skills/Abilities:**

- The student has a problem-sensitive approach to the interpretation of pedagogical phenomena and is able to conduct analysis from multiple perspectives using professional theories to take different points of view into consideration, and to introduce new perspectives.
- The student is able to critically interpret pedagogical phenomena and problems from multiple perspectives.
- The student is able to assist, prepare, organise, analyse and evaluate a research to understand pedagogical phenomena.
- The student is able to initiate communication in different social situations, and to create communication situations to learn about the opinions of others and record the experiences in a primary way.
- The student is able to show understanding and attentiveness when communicating with others. He/she is able to interpret the verbal and non-verbal signals of his/her partner, to listen to and understand the other, while asking meaningful, diverse and sophisticated questions.
- The student is able to empathise with the situation of others and take their point of view into account.
- The student applies interdisciplinary models, is able to analyse a given problem from several perspectives, which also allows for a realistic interpretation of the situation and effective alternatives in specific situations.
- The student is able to integrate psychological theories related to upbringing and teaching into practice (e.g., feedback to students).
- The student is able to professionally assess problem situations.

#### **Attitude:**

- The student constantly reassesses his/her own attitudes towards social and cultural differences and embraces a sense of fairness.
- The student will seek broad professional collaboration and be open and reflective in problem situations.

- The student approaches the relationship between practice and theory with a reflective, interpretive reflexivity. Expresses his/her opinions in a convincing and rigorous manner.
- He/she is committed to continuous professional development and to keeping abreast of issues relevant to his/her profession and field of specialisation, and is therefore particularly open to learning about, using and evaluating new professional developments.
- The student recognizes the importance of effective communication and related (digital) techniques in pedagogical work.
- The student accepts listening to others and the use of a multi-perspective analysis for effective communication as a basic principle.
- The student is able to support different developmental and learning pathways through empathic communication.
- The student is sensitive and open to the role of preventive communication.

### **Autonomy, responsibility:**

- The student is able to identify methods for the development of others based on his/her professional self-development; to support and enhance development as an assistant; to plan and implement simple routine methods independently.
- The student is committed to implementing and supporting a reflective professional role and therefore considers it important to know and to apply the methodology of self-reflection and self-analysis in his/her professional activities.
- Consciously assume and apply their knowledge to support the individual development of children.
- Strengthens your own professional confidence, realistically assesses your own professional opportunities and competence limits. Through conscious self-development, he is able to work responsibly independently.
- Builds children's communities responsibly.

### **Az oktatás tartalma angolul:**

Major topics:

- Psychological aspects of the role of teacher
- Psychology of learning
- Motivation
- Communication and self-knowledge: praise and punishment alternatives, feedback
- Psychology and pedagogy of emotions
- Communication and self-knowledge: working together in a group and treating our own negative feelings as an educator
- Stress, burnout, and coping
- Group development and psychological implications
- Opinion formation: the role of attitudes in education
- Special learning difficulties and behavioral problems
- Communication and self-knowledge: empathic behavior
- Art-based psychological methods for maintaining mental health

### **Planned student activities and tasks (in and out of class)**

- participation in class discussions, discussions, individual and group assignments
- Home preparation and lesson presentation within a chosen topic

### **Teaching methods**

- Lecture and discussion • Case analysis • Project work in pairs or small groups • Debate • Round table discussion • Jigsaw / puzzle technique • Syndicate • Role play • Think, Pair & Share • Silent conversation technique

## **A számonkérés és értékelés rendszere angolul:**

### **Requirements**

- Regular class attendance (maximum 3 absences)
- Participation in one of the optional project works: Couples work on a topic, and then about one. A 45-60 minute interactive presentation will be held at the indicated time. Focus on the main theories, basic concepts, curiosities, and link practice to the theoretical parts. Process your chosen topic based on the scientific literature, so the project includes a list of at least 10 recommended readings. The list of literature should be prepared in the APA 7 reference style.

In addition to the common tasks, an individual task is also part of the project: an approx. A 1-2 page summary where you highlight to your peers the practical importance of theory or research within the topics for pedagogical work; OR a 1-2 page informative educational article for parents presenting a theory and / or research related to your topic.

- It is important that you work from SZAK literature (eg Google Scholar database, library books on educational psychology and psychology)
- An example of the APA (American Psychological Association) reference style is a list of references at the end of the slide shows, and the rules can be accessed via the link below in pages 7-9. on the website: [https://nevtud.ppk.elte.hu/dstore/document/2326/szakdolg\\_kovetelmeny\\_nevelestudomanyi\\_MA\\_1119.pdf](https://nevtud.ppk.elte.hu/dstore/document/2326/szakdolg_kovetelmeny_nevelestudomanyi_MA_1119.pdf)

### **Assessment method:**

- Practical grade

### **Assessment criteria:**

- use of language appropriate to the genre (educational and scientific article)
- Compliance of the bibliography with the scientific criteria and application of the chosen reference style
- creativity
- the accuracy of the presentation of the chosen theory or research, highlighting its essence to the target audience

### **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:**

#### **Readings:**

- Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2011). *The Psychology of Education*. New York: Routledge Press.
- Nolen-Hoeksema, S., Fredrickson B.L., Loftus, G.R. & Wagenaar, W. A. (2009). *Atkinson & Hilgard's Introduction to Psychology*. Cengage Learning EMEA.  
<https://hostnezt.com/cssfiles/psychology/Introduction%20to%20Psychology%2015th%20Edition%20By%20Atkinson%20&%20Hilgard.pdf>