



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
Department of chemistri

Object code: HON363	Course title: PEDAGOGICAL PSYCHOLOGY		
Cycle: FIRST	Godina: III	Semestar: VI	ECTS credits: 4
Status: MANDATORY		Total hours: 60 Optionally elaborate distribution of hours by type: Lectures:30 Inježbe: 30	
Participants in the classes	Teachers and associates selected in the area to which the subject belongs/subject		
Prerequisite for enrollment:	-		
The objective (objectives) of the case:	<ul style="list-style-type: none"> • Getting to know and understand the fundamental determinants of pedagogical psychology as a scientific discipline • students will acquire basic knowledge about theoretical approaches to learning and their application in the class • will be able to understand learning differences and motivational and social processes in the school context 		
Thematic units: <i>(if necessary, the performance plan per week is determined by respecting the specifics of the organizational units)</i>	<ul style="list-style-type: none"> • Introduction to educational psychology. • Methods and techniques of research in educational psychology. • The learning process and memory. • Phenomena that accompany learning. • Learning and memory factors. • Differences in learning-individual differences in some personality traits. • Motivation. • Abilities. • A rational organization of learning. • External learning opportunities. • Learning and personality. • Special categories of students in the teaching process -(gifted students and their education) -students with developmental disabilities • Class management. • Discipline at school. • Evaluation of educational achievements. 		
Learning outcomes:	Knowledge: After listening to the course, students should recognize the importance of student-teacher interaction for the success of the learning process. They also need to define and analyze		



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	<p>the basic principles of rational organization of learning.</p> <p>Skills: Students will be able to independently plan and apply procedures to stimulate motivation to learn while preventing indiscipline in the classroom and modifying undesirable forms of behavior in students.</p> <p>Compentences: It will master knowledge of children with special needs and evaluation of the educational process. The knowledge gained in this subject will be able to be observed in educational work</p>																																																												
<p>Methods of teaching:</p>																																																													
<p>Methods of verification of knowledge with a rating structure:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="background-color: #e0e0e0;">Check knowledge and criteria</th> </tr> <tr> <th></th> <th>Criterion</th> <th>Points/Points</th> <th>Condition</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Attendance</td> <td>5</td> <td>3</td> </tr> <tr> <td>2.</td> <td>Activity in class</td> <td>15</td> <td>8</td> </tr> <tr> <td>3.</td> <td>Test I</td> <td>30</td> <td>17</td> </tr> <tr> <td>4.</td> <td>Final exam</td> <td>50</td> <td>27</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total</td> <td>100</td> <td>55</td> </tr> <tr> <th colspan="4" style="background-color: #e0e0e0;">Points criterion and rating</th> </tr> <tr> <th></th> <th>Number of points won</th> <th>Rating (BiH)</th> <th>ECTS rating</th> </tr> <tr> <td></td> <td>< 55</td> <td>5</td> <td>F, FX</td> </tr> <tr> <td></td> <td>55-64</td> <td>6</td> <td>And</td> </tr> <tr> <td></td> <td>65-74</td> <td>7</td> <td>D</td> </tr> <tr> <td></td> <td>75-84</td> <td>8</td> <td>C</td> </tr> <tr> <td></td> <td>85-94</td> <td>9</td> <td>B</td> </tr> <tr> <td></td> <td>95-100</td> <td>10</td> <td>A</td> </tr> </tbody> </table>	Check knowledge and criteria					Criterion	Points/Points	Condition	1.	Attendance	5	3	2.	Activity in class	15	8	3.	Test I	30	17	4.	Final exam	50	27	Total		100	55	Points criterion and rating					Number of points won	Rating (BiH)	ECTS rating		< 55	5	F, FX		55-64	6	And		65-74	7	D		75-84	8	C		85-94	9	B		95-100	10	A
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<p>Literature:</p>	<p>Required:</p> <ul style="list-style-type: none"> • Vizek, V. V., Rijavec, M., Vlahović-Štetić, V. & Miljković, D. (2003). Psychology of education. Zagreb: IEP. (selected chapters) • Grgin, T. (1997). Educational Psychology, Jastrebarsko: Circulation Slap. • Andrić, V. (1991). Methods and techniques of research in the psychology of education. It's a school book. Zagreb. • Andrić, V. & Čudina-Obradović, M. (1966) Psychology of Learning and Teaching, IV supplemented edition. school book, Zagreb. (selected chapters) <p>Additional:</p> <ul style="list-style-type: none"> • Kocijan-Hercigonja, D. (1999). Hyperactive child: upset parents and educators. Slap Publishing, Jastrebarsko. • Brdar, I. & Rijavec, M. (1998). What to do when a child gets a bad grade. Zagreb: IEP. • Bosniak, B. (1985) the second face of the school: research into the class-teaching climate. Alinea, Zagreb. 																																																												