

Study program: Physical Education and Sport				
Type and level of studies: Master academic studies				
<b>Course title: Educational Psychology</b>				
<b>Lecturer or lecturers</b> (for lectures): prof. Dušanka Lazarević, Ph.D				
<b>Lecturer / Associate</b> (for practice): associate prof. Ana Orlić, Ph.D				
Course status: Obligatory				
<b>ECTS: 5</b>				
Condition:				
<b>Course objectives:</b>				
To enable students to acquire knowledge about psychological basis of educational process and to apply this knowledge in Physical education, as well as in educational practice outside the school (sport and recreation); to acquire knowledge about learning process; psychological development and individual differences of students through education; to acquire knowledge about social skills in educational process; to understand all aspects of teacher`s role.				
<b>Course outcome:</b>				
1. Students will know and understand factors and mechanisms of learning process in school in general, and specifically in Physical education. 2. Students will know and understand individual differences in learning process and how to apply principles of individualization in teaching process. 3. Students will know importance of social skills in teaching and how to develop student`s social skills through teaching process. 4. Students will develop skills which are necessary for successful realization of teacher`s role.				
<b>Contents description:</b>				
<i>Theoretical instruction:</i> <b>I Introduction to Educational psychology:</b> Scope, topics and research methods in Educational psychology. <b>II Learning and teaching:</b> theories and mechanisms of learning, motor and verbal learning, learning of social skills, learning transfer, memory processes and forgetting; theories of motivation in educational process, improving students motivation for learning, self-regulated learning, motivational climate in Physical education; evaluation in process of education. <b>III Student and teacher in educational process:</b> characteristics of students personality and school achievement (personality traits, state anxiety in learning process, self-concept); individualization in teaching process; students with developmental disabilities, gifted students, principles of inclusive education; teacher roles and competences; social skills in educational process, communication in educational process – principles, conflicts and conflict resolution.				
<i>Practical classes:</i> Practical classes represent the elaboration of key contents from theoretical instruction aimed at enabling students to apply that knowledge in direct work with students and groups in Physical education, as well as in educational practice outside the school (sport and recreation).				
<b>References:</b>				
1. Vizek Vidović, V., Vlahović-Štetić, V., Rijavec, M., Miljković, D. (2013). <i>Psihologija obrazovanja (Educational Psychology)</i> , Beograd: Klett (pp. 21-45; 83- 95; 99-101; 113-139; 155-207; 217-270.)				
2. Havelka, N. (2000). <i>Učenik u nastavnik u obrazovnom procesu (Student and Teacher in Educational Process)</i> . Beograd: Zavod za udžbenike i nastavna sredstva (pp. 104-106; 123-134;163 -185).				
3. Liukkonen, J., Vanden Auweele, Y., Vereijken, B., Alfermann D. and Theodorakis Y. (eds) (2007): <i>Psychology for Physical Educators - Student in focus</i> . Champaign, IL: Human Kinetics (pp. 3-15; 76-119).				
<b>No. of active classes</b>				Other classes:
Lectures: 3 per week	Exercises/ Practical classes: 1 per week	Other forms of teaching:	Study research work:	
<b>Teaching method</b>				
Theoretical lectures with video presentations; Practical lectures: interactive instruction, workshops.				
<b>Knowledge assessment (maximum score 100)</b>				
<b>Exam prerequisites</b>	<b>points</b>	<b>Final examination</b>	<b>points</b>	
Class Activities	10	Written examination		
Practical instruction	10	Practical examination		
Preliminary exam / Colloquium	30	Oral examination	40	
Seminar papers	10	.....		