

Course description

Course abbreviation:	KPS/PPSZS	Page:	1 / 4
Course name:	Educational Psychology for Sec. School		
Academic Year:	2023/2024	Printed:	30.05.2024 11:45

Department/Unit /	KPS / PPSZS			Academic Year	2023/2024
Title	Educational Psychology for Sec. School			Type of completion	Exam
Long Title	Educational Psychology for Secondary School				
Accredited/Credits	Yes, 4 Cred.			Type of completion	Combined
Number of hours	Lecture 2 [Hours/Week] Seminar 2 [Hours/Week]				
Occ/max	Status A	Status B	Status C	Course credit prior to	YES
Summer semester	0 / -	0 / -	0 / -	Counted into average	YES
Winter semester	115 / -	0 / -	5 / -	Min. (B+C) students	10
Timetable	Yes			Repeated registration	NO
Language of instruction				Semester taught	Winter semester
Optional course	Yes			Internship duration	0
Evaluation scale	1 2 3 4			Ev. sc. – cred.	S N
No. of hours of on-premise					
Auto acc. of credit	Yes in the case of a previous evaluation 4 nebo nic.				
Periodicity	K				
Substituted course	KPS/PPSZ				
Preclusive courses	N/A				
Prerequisite courses	N/A				
Informally recommended courses	N/A				
Courses depending on this Course	N/A				

Course objectives:

The aim of the course is mediating the patterns of educational processes with an emphasis on pupil autonomy, developing metacognition and self-regulation in the learning process.

Requirements on student

Submit portfolio of seminar assignments

Content

1. Pedagogical psychology and its tasks, the subject of Pedagogical psychology. Research methods in pedagogical psychology. Diagnostic methods in pedagogical psychology. Diagnostic methods of examining the personality of the pupil in the pedagogical process at elementary school.
2. Personality of the pupil and its structure from the point of view of school - school ability, school success, school failure. Causes of inconvenience.
3. Learning theory, patterns and types.
4. Individual learning traits - cognitive style, learning style, influencing (not affecting) learning styles. Styles of pupils learning - types, theoretical starting points. Diagnosis of pupils' learning styles.
5. Self-regulation of learning - theoretical approaches, metacognition and learning, creation of metacognitive skills in teaching.
6. Teaching profession - views on teaching Preparation for professional vocation, characteristics of teachers' professions. Teacher personality, teacher's teaching concept, teaching style.
7. The personality of the elementary school teacher and his competence. Development of pedagogical and social-psychological skills - specifics of pedagogical work at elementary school, coping with disturbing behavior of children in class.
8. Motivation and willingness in school - selected theoretical approaches, types of motivations, specifics of motivation procedures in children at elementary schools, development possibilities (causal attribution, relationship standards, flow).
9. Paradoxical effects of pedagogical motivational approaches. Learned helplessness and learned optimism at elementary school. Boredom at school.
10. School assessment - principles, functions, forms of assessment, self-evaluation. Teacher perceptions - teacher attitudes and expectations towards pupils, causal attribution.

11. Communication at school. Teacher and pupil interaction (teacher interaction styles, concept of professional role, etc.)
Principles of effective pedagogical communication.
12. Climate of school classes - definition of the concept, basic climate dimension, diagnostics. School culture, school climate.
13. Sociocultural background of pupil, theory of socio-cultural disability.

Fields of study

Studentům je k dispozici kurz v Moodle se všemi podstatnými informacemi a materiály.

Guarantors and lecturers

- **Guarantors:** Doc. Mgr. Dana Buršíková, Ph.D. (100%)
- **Lecturer:** Doc. Mgr. Dana Buršíková, Ph.D. (100%), Mgr. Kateřina Kubíková, Ph.D. (100%)
- **Seminar lecturer:** PhDr. et PaedDr. Věra Kosíková, Ph.D. (100%), Mgr. Kateřina Kubíková, Ph.D. (100%)

Literature

- **Basic:** Mareš, Jiří. *Pedagogická psychologie*. Vyd. 1. Praha : Portál, 2013. ISBN 978-80-262-0174-8.
- **Recommended:** Hrabal, Vladimír; Pavelková, Isabella. *Jaký jsem učitel*. Vyd. 1. Praha : Portál, 2010. ISBN 978-80-7367-755-8.
- **Recommended:** Šed'ová, Klára; Švaříček, Roman,; Šalamounová, Zuzana. *Komunikace ve školní třídě*. Vyd. 1. Praha : Portál, 2012. ISBN 978-80-262-0085-7.
- **Recommended:** Vágnerová, Marie. *Psychologie školního dítěte*. 1. vyd. Praha : Karolinum, 1997. ISBN 80-7184-487-X.
- **Recommended:** FONTANA, D. *Psychologie ve školní praxi: příručka pro učitele*. Praha:Portál, 2014. ISBN 978-80-262-0741-2.
- **Recommended:** BERTRAND, Y. *Soudobé teorie vzdělávání*. Praha : Portál, 1998. ISBN 80-7178-216-5.
- **Recommended:** Fisher, Robert. *Učíme děti myslet a učit se : praktický průvodce strategiemi vyučování*. Vyd. 3. Praha : Portál, 2011. ISBN 978-80-262-0043-7.

Time requirements

All forms of study

Activities	Time requirements for activity [h]
Contact hours	52
Preparation for formative assessments (2-20)	10
Preparation for an examination (30-60)	40
Presentation preparation (report) (1-10)	10
Total:	112

assessment methods

Knowledge - knowledge achieved by taking this course are verified by the following means:

- Combined exam
- Seminar work
- Continuous assessment
- Test

Skills - skills achieved by taking this course are verified by the following means:

- Combined exam
- Individual presentation at a seminar
- Group presentation at a seminar

Competences - competence achieved by taking this course are verified by the following means:

- Skills demonstration during practicum
- Combined exam

prerequisite**Knowledge - students are expected to possess the following knowledge before the course commences to finish it successfully:**

- fundamental orientation in psychological terminology of general, developmental and social psychology .

Skills - students are expected to possess the following skills before the course commences to finish it successfully:

- properly use and apply basic psychological terminology to specific situations
- create a presentation, or a paper that will be presented to the group

Competences - students are expected to possess the following competences before the course commences to finish it successfully:

- N/A
- N/A
- N/A

teaching methods**Knowledge - the following training methods are used to achieve the required knowledge:**

- Discussion
- Lecture
- Self-study of literature
- Individual study
- One-to-One tutorial

Skills - the following training methods are used to achieve the required skills:

- Seminar
- Discussion
- Cooperative instruction
- Collaborative instruction

Competences - the following training methods are used to achieve the required competences:

- Practicum
- Students' portfolio
- Task-based study method

learning outcomes**Knowledge - knowledge resulting from the course:**

- describe individual methods of pedagogical psychology,
- compare the different types of learning and define their main features,
- explain the laws and conditions of learning,
- focus on the motivation of the elementary school pupil and to define the causes of the disability,
- characterize the psychological aspects of testing and evaluation,
- define the specifics of pedagogical communication,
- become acquainted with the methods of teacher self-diagnosis,
- describe the children with special educational needs at elementary schools,
- characterize the psychological aspects of inclusion.

Skills - skills resulting from the course:

- Properly use professional terminology, explain the functioning of basic pedagogical-psychological processes in practice,
- identify the causes of child's poor school performance and propose remedies,
- effective use of psychological tools and methods designed for school practice,
- use rules for proper pedagogical communication,
- recognize a child with special educational needs and propose a procedure for further education,
- apply knowledge from the area of teacher self-diagnosis,
- working with pupils from a socio-cultural environment,
- develop metacognitive skills of elementary school pupils.

Competences - competences resulting from the course:

N/A

N/A

N/A

Course is included in study programmes:

Study Programme	Type of	Form of	Branch	Stage	St. plan v.	Year	Block	Status	R.year	R.
Lower Secondary School Teacher Training	Postgraduate Master	Full-time	Pedagogicko-psychologický modul (navazující)	1	2022	2023	Povinné předměty	A	1	ZS
Lower Secondary School Teacher Training	Postgraduate Master	Full-time	Pedagogicko-psychologický modul (navazující)	1	2020	2023	Povinné předměty	A	1	ZS
Lower Secondary School Teacher Training	Postgraduate Master	Full-time	Pedagogicko-psychologický modul (navazující)	1	2021	2023	Povinné předměty	A	1	ZS
Lower Secondary School Teacher Training	Postgraduate Master	Full-time	Pedagogicko-psychologický modul (navazující)	1	2023	2023	Povinné předměty	A	1	ZS