# Course Description
## Introduction to Educational Psychology
### Leading Lecturer: Nóra Katona

### Aim of the course

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….is to describe the process of education as a socialization process equally emphasizing parent-child and teacher-student relationships, and in line with ecological approaches provide description of interactions among processes at society, family and educational institution levels, so as students can identify the processes described in theories as they surface in the applied field. As a part of discussing educational models, psychological theories and their impact on teaching methods, the organizational aspects of educational institutions and on peer-relations among students are also be identified so that students will be able to identify possible causes of problem situations. To heighten awareness of social norms and standards of behavior towards persons with special needs the course will emphasize the identification of individual differences among students (special needs, exceptional children) and the different models of service provision and their impact on student wellbeing. To heighten awareness regarding historical roots of the science and the social embeddedness of psychological processes, the organizational aspects of educational institutions will be analyzed, their role in primary prevention (evidence based efficient models) and their effect on student learning outcomes, including traditional and student-centered approaches, as well as the evolution of school psychological services, present trends and future challenges will be discussed.

### Learning outcome, competences

**knowledge:**

- knows the most important expressions and phenomena of social psychology (social cognition, attitude organization, cognitive styles, individual and social systems of views, social behavior, helping and aggressive behavior, social roles, social identity) and the fundamental texts and contexts of the development of European identity;
- has appropriate knowledge in the main fields of analysis and interpretation of the typical research questions of psychology;

**attitude:**

- is sensitive to and interested in noticing psychological phenomena and problems;
- his/her behavior in human relationships is ethical and humane;
- when using his/her knowledge, s/he is empathic, tolerant, flexible, and creative;

**skills:**

- is able to interpret psychological phenomena and knows the historical rootedness of psychology as science;
- is able to see causal relationships, can think logically, and can prepare comprehensive reviews;
- can perceive human behavior distinctly and can recognize situations efficiently;

### Content of the course

#### Topics of the course

- **Ecological systems and the family**
  (Ecological perspectives of child rearing: basic processes of socialization; Life-cycle of the family, family dysfunctions; Parenting styles and their correlates in different cultural contexts)
• **Individual differences**
(Students’ cognitive and temperament styles as a basis of individual differences; Socialization of children with special education needs; Meeting special education needs in schools: models of service provision; Specific learning disabilities: dyslexia, dyscalculia, dysgraphia and ADHD; Giftedness and talent: identification, types and models of service provision)

• **Key processes in schools**
(Normative crises in schools: transition planning & social-emotional learning; Learning and motivation)

• **Schools as organizations**
(School as an organization – school climate & values; Teacher vs. student centered classrooms; Helping professions in schools– school psychology: an international perspective)

**Learning activities, learning methods**
whole-group discussion, analyzing films,

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Learning requirements, mode of evaluation, criteria of evaluation:
requirements

- Oral exam – questions to be posted after the spring break consisting of
  a) **vignettes** – short descriptions of problem-situations that characteristically appear in educational contexts. The student has to identify possible causes and solutions based on lectures, class discussions and required readings.
  b) **definitions** – 10 randomly assigned key-concepts from the course to be defined
- For those less comfortable with an oral exam (e.g. Erasmus students) - as a partial fulfillment of the course a completion of a **mini-project** by the end of the study period of the semester on one of the themes in the syllabus is an option. The precise theme and content overview has to be discussed with the lecturer beforehand (before spring break at the latest).

mode of evaluation: grading on a 1-5 scale
0-55 points – 1 (fail); 56-67 points – 2 (pass); 68-80 points – 3 (satisfactory); 81-90 points – 4 (good); 91-100 points – 5 (excellent)

criteria of evaluation:

- **Mini-project**: succinct description of the phenomenon to be discussed, its implication for socialization/education, identification of theoretical underpinnings of compared aspects and their importance for students outcomes – 35 000-40 000 characters – including APA style references (maximum 50 points)
- **Vignettes** – where the reasoning behind identifying the problem and its possible solutions, the appropriate use of technical terms, citation and utilization of information present in literature are evaluated. (maximum 30 points if mini-project is written – and 80 points without mini-project)
- **Definitions** – every correct definition gets 2 points (maximum 20 points)

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**Compulsory reading list**
Choose at least four articles for each main topic!

**Ecological systems and the family**

• Trommsdorff, G. (2002). An Eco-Cultural and Interpersonal Relations Approach to Development over the Life Span. Online Readings in Psychology and Culture, 6(2). http://dx.doi.org/10.9707/2307-0919.1057


Individual differences


**Key processes in schools**


**Schools as organizations**


