

Faculty: Faculty of Law
Department: Psychology
Professional area: Psychology
Major: Psychology
Educational-and-qualification Degree: Master

COURSE DESCRIPTION

1. Course unit title: Educational Psychology
2. Course unit code: PSY 3065
3. Type of course unit: compulsory
4. Level of course unit: Master
5. Year of study: first
6. Semester: second
7. Number of ECTS credits allocated: 3
8. Name of lecturer: Prof. D. Sc. Galya Gercheva
9. Learning outcomes of the course unit: After finishing the course the students:
 - are acquainted with the theories and research which have direct applications in pedagogical practice;
 - are acquainted with the advantages and limitations of the various pedagogical practices;
 - are able to use theoretical knowledge to solve real problems of pedagogical practice;
 - have basic competence in solving professional tasks related to the problems of learning, training, etc. in different environments - family, school, organizational;
10. Mode of delivery: face-to-face
11. Prerequisites and co-requisites: Knowledge of the following courses is required for the study of this course: “Cognitive Psychology”, “Personality Psychology”, “Social Psychology”, “Psychology of Development in Childhood and Adolescence”, “Differential Psychology”, “Psychological Measurements”.
12. Course contents:
 1. Development in the context of pedagogical psychology.
 2. Main traditions in the understanding of the learning process from the perspective of pedagogical psychology.
 3. The problem of motivation in the context of pedagogical psychology.
 4. The problem of individual differences in the context of pedagogical psychology.
 5. Personality and social-psychological resources for adaptation and success in school environment
13. Recommended and/ or required reading:

Айзенк, Х., Айзенк М. Наблюдение на психиката. С., 2005.

Байчинска, К., М. Бакрачева, С. Савова. Статуси на психосоциална идентичност и национална идентичност, ценности и психично благополучие в юношеска възраст. С., 2009

Гарднър, Х. Нова теория за интелигентността. С., 2004

Голман, Д. Новата социална интелигентност. С., 2010

Кол, М. Социокултурна психология. С. 2000

Селигман, М. Как да бъдем оптимисти. С., 2001

Славин, Р. Педагогическа психология, С., 2004

Ууд, Р., Х. Толи. Професионални тестове за емоционална интелигентност. С. 2007

Сlkszentmihalyi, M., (2005). Motivating People to Learn. www.edutopia.org/

Deci, E. L., & Ryan, R. M. Intrinsic Motivation and Self-Determination in Human Behaviour. Penum Press, New York, 1985.
14. Planned learning activities and teaching methods: Lectures and discussions are used in class. The out-of-class workload includes preparation for the next classes (individual assignment on posed issues and work with literature sources) as well as preparation for the final test (test, individual coursework or empirical research in a team).
15. Assessment methods and criteria:

30% of the assessment is based on a total score of the individual out-of-class assignments of the student. At the next session, the students receive back their assignment paper with a brief written review.

30% of the final assessment is the average of the extent of involvement and the contribution to the team work. The assessment is formed at every session: presence – 1 point, participation in group discussion – 1 point, a proposed topic for discussion – 2 points, presiding a discussion – 2 points. All of the students are familiar with the standards and each student can assess his/her participation under this system.

40% of the assessment is based on the final individual project assignment, participation in group research project or final exam - a test (optional).

16. Language of instruction: Bulgarian, English.

17. Work placement: not intended.