

NAME OF THE COURSE		Educational Psychology II					
Code	PMS116	Year of study					
Course teacher	doc.dr. sc. Nikola Marangunić	Credits (ECTS)		3,0			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				30	15		
Status of the course		Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Adopting fundamental terms of memory and learning, recognizing students with special needs, perceiving elements of drug abuse.						
Course enrolment requirements and entry competences required for the course	Pass the Educational psychology I exam.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Describe fundamental terms of human memory capabilities 2. Interpret theoretical preferences of learning mechanisms 3. Compare methods of evaluating student knowledge 4. Recognize and interpret special needs of students in school 5. Recognize different types of addiction and its prevention 						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Course introduction; 2. Memory: types and processes; 3. Memory: phases and mnemonic techniques; 4. Memory: memory loss, proactive and retroactive inhibition; 5. Learning: types; 6. Learning: elements of successful learning; 7. Learning: learning and memory; 8. Dokimology: theory and practical aspects of evaluating knowledge; 9. Dokimology: role of a teacher; 10. Dokimology: grading methods and exam anxiety; 11. Children with special needs in schools; 12. Criteria and types of special needs; 13. Drug abuse – addiction types; 14. Drug abuse – addictive behavior; 15. Methods of addiction prevention. 						
Format of instruction							
Student responsibilities	Attending lectures, active participation, written seminar, midterm exams (optional).						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Name	Ects	Name	Ects	Name	Ects	

Grading and evaluating student work in class and at the final exam	The presence and activity in class, midterm exam results (optional), course exam.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
		0	
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Brdar, M. Rijavec: Što učiniti kad dijete dobije lošu ocjenu, IEP, Zgb., 1998.; 2. M.Čudina - Obradović: Nadarenost - razumijevanje, prepoznavanje i razvijanje, Školska knjiga, Zgb., 1990.; 3. D. C. Gossen: Restitucija - preobrazba školske discipline, Alinea, Zgb., 1994.; 4. J. Janković: Zločesti Đaci genijalci, Alinea, Zgb., 1996.; 5. D. Lalić, M., Nazor: Narkomani: smrtopisi, Alinea, Zgb, 1997. 6. P. Zarevski: Psihologija učenja i pamćenja, Naklada "Slap", Jastrebarsko, 1997. 7. V. Vizek Vidović, M. Rijavec, V. Vlahović - Štetić, D. Miljković: Psihologija obrazovanja, IEP - Vern, Zgb.,2003. 8. D. Wood: Kako djeca misle i uče, Educa, Zgb., 1995. 9. Psihologijski rječnik, Prosvjeta, Zgb., 1992. 		
Quality assurance methods that ensure the acquisition of exit competences	Conversation, active participation, evaluation of subject and teacher.		
Other (as the proposer wishes to add)	-		