Psychology of Education (Ist Year of study, Ist SEMESTER)

Credit value (ECTS) 5

Course category:
Facultative

Discipline Code: A.EMIAIA.C.119

Course holder:
PhD Lecturer Alina Sîrghea

Objectives of the academic subject (course and applications):
The course has the purpose of helping the students acquire the knowledge related to the theories and basic methods specific to the Education Psychology; the description of the basic characteristics of the Education Psychology, of its main paradigms and methodological orientations.
Moreover, they will study the identification and the description of the theories and of the psychical mechanisms that aim at the individual's psychical development, particularly in the school age stages; the explanation and the interpretation of the psychological phenomena, by using concepts and basic theories in the field accordingly.
The seminars' role is to help students get familiar to the methodology of psychological research and the interpretation of psychological research models; the elaboration of the research strategy by means of the proper identification and use of certain research methods according to the specific of the studied phenomenon.

Contents (syllabus):

Course (Chapters/subchapters)
Introduction into the issues of the psychology of education
Methods of knowing the pupils' age particular and individual features: The specific of the psychological knowledge: methods and techniques of the psychological knowledge.
Psycho-genetic reference points of the psychical development at the school ages: the psychical development concept; the psychological characterisation of the school ages.
Learning at school: a general characterisation; contemporary theories of the learning; psychological variables of the school-type learning.
Structure and dynamics of the pupils' personalities: the personality concept; theoretical explanatory models of the personality structure; subsystems and components of the personality.
Psycho-social perspectives in education: the school class as a social group; cooperation and competition; social identity and self esteem.
Psycho-social dimensions of the educator's activity: the pedagogical aptitude; the educator's style.
Behavioral deviations and the fight against them.

Practical works
The organisation of the seminar activity
Contemporary orientations in the education psychology
Methods and techniques of psychological knowledge of the educated ones
The pupil's psycho-pedagogical characterisation. The psycho-pedagogical characterisation record.
Defining features at school ages. Educational implications.
"Secrets" of the efficient learning. The learning of intellectual work skills for pupils and students.
The positive exploitation of the pupils' ability potential within the instructive educational process.
The formation of the character at school ages
The school class as a social group
The educator's role from the perspective of the efficient personality
The presentation of individual projects elaborated by students

References

1. Hattie, J. (2014). *Învățarea vizibilă. Ghid pentru profesori.* Editura Trei, București
2. Sălăvăstru Dorina (2009)-*Psihologia învăţării*, Polirom, Iaşi.
3. Stanciu Mihai (2005) *Elemente de psihologia educaţiei*, Editura Performantica, Iaşi

Final evaluation

Evaluation forms	Evaluation methods	Percentage of the final grade
Exam	Written evaluation	60%
Appreciation of the activity during the semester	Oral evaluation during the semester, verification tests, individual portfolio	40%

Contact

PhD Lect. Alina Sîrghea
Faculty of Agriculture - IULS Iasi
3 Mihail Sadoveanu Alley, Iaşi, 700490, Romania
Phone: 0040.232.407422
E-mail: alina.sirghea@iuls.ro