

Study program: MAS Subject Teaching (Electrical and Computing Engineering; Mechanical Engineering)			
Type and level of studies: Master, Integrated (basic + master)			
<b>Course unit: PSYCHOLOGY OF TEACHING AND LEARNING IN E-EDUCATION</b>			
<b>Teacher in charge: Dragana Bjekić</b>			
Language of instruction: English			
ECTS: 6			
Prerequisites: /			
Semester: Winter			
<b>Course unit objective</b> – Introduction of the system of psychological and educational sciences, concepts and theories of teaching and learning in traditional and online/e-education. Improving capabilities for monitoring, directing and modeling learning and teaching in traditional and e-environment.			
<b>Learning outcomes of Course unit</b> – Students are able to: functionally explain basic processes and dimensions of education; teach and learn functionally; recognize effects of factors and determinants of learning and teaching; analyze interaction and communication in different teaching contexts; plan and model learning and teaching procedures; know dimensions of teacher and e/educator professional activities; plan own professional development as e-teachers.			
<b>Course unit contents</b>			
Content: Psychology of education, e-learning. Basic concepts of educational psychology in e-learning context. Methodology of research of e-education. Psychological basis of learning and teaching: cognitive, emotional and motivational processes in e-learning. Developmental psychological processes of e-learning. Domains, dimensions and methods of learning. E-learning transfer. Interactive learning. Teaching theories: educational instructivism and educational constructivism. Taxonomy. Factors of effective learning. E-environment for learning. Organizational factors and learning strategies. Personal dimensions of learning and personality traits: properties, abilities, skills and styles. Educational needs and motivation to e-education. Psychological framework of individualization and personalization of teaching and e-learning. Educational and teaching work with SEN students. Professional development and implementation of e-learning in teaching for specific professional groups. Communication and psycho-social dimensions of education and e-teaching. Communication in traditional face-to-face teaching and e-teaching, asynchronous and synchronous communication. Collaboration and cooperation in (e)learning. Class atmosphere, learning groups and online class. E-learning scenarios. Teachers in traditional and e-education. Profiles of experts in e-education. Competence, competencies and professional roles. Planning of online teachers' professional development.			
Practice: Group analysis and discussion on some topics and books. Comparative analysis of theory and teaching/learning models. Presentation of special examples of implementation. Development of evaluative procedure. Development of online teachers' professional competence.			
<b>Literature</b>			
Bender, T. (2003). <i>Discussion Base online Teaching to Enhance Student Learning</i> , Stylus Publishing LLC.			
Bjekić, D. (2008.... 2014). Psychology of Teaching and Learning in Online (e) Education, e-books Moodle FTN.			
Bjekić, D., Krneta, R., Milošević, D. (2010). Teacher Education from E-Learner to E-Teacher: Master Curriculum, <i>TOJET – Turkish Online Journal of Educational Technology</i> , 9(1), 202-212, Available on <a href="http://www.tojet.net/articles/9122.pdf">http://www.tojet.net/articles/9122.pdf</a>			
Bjekić, D., Obradović, S., Vučetić, M. & Bojović, M. (2014). E-teacher in inclusive e-education for students with specific learning disabilities, <i>Procedia – Social and Behavioral Sciences</i> 128(2014), 128-133. Available on <a href="http://www.sciencedirect.com/science/article/pii/S1877042814022228">http://www.sciencedirect.com/science/article/pii/S1877042814022228</a>			
Carteli, A. ed. (2006). <i>Teaching in the Knowledge Society – New Skill and Instruments for Teachers</i> , Hershey-London-Melbourne-Singapore: Information Science Publishing.			
Salmon, G. (2009, 2011 ). <i>E-Moderating: The Key to Teaching and Learning Online</i> , Routledge			
Slavin, R. (2012). <i>Educational Psychology: Theory and Practice</i> , Pearson.			
Woolfolk, A. (2008). <i>Educational Psychology, Active Learning Edition</i> , Pearson.			
<b>Number of active teaching hours</b>			Other classes
Lectures: 2	Practice: 1	Other forms of classes: <i>mentoring and monitoring</i> – 0,5	
<b>Teaching methods:</b> blended learning, e-course, traditional lectures, workshops, dialog and online discussion (forums, chat, skype), group seminars, online self-evaluation procedures.			
<b>Examination methods ( maximum 100 points)</b>			
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>
Student's activity during lectures	10	oral examination	20

practical classes/tests	<b>30</b>	written examination	<i>15</i>
Seminars/homework	<b>25</b>	.....	
<b>Grading system</b>			
<b>Grade</b>	<b>No. of points</b>	<b>Description</b>	
<b>10</b>	<b>91-100</b>	Excellent	
<b>9</b>	<b>81-90</b>	Exceptionally good	
<b>8</b>	<b>71-80</b>	Very good	
<b>7</b>	<b>61-70</b>	Good	
<b>6</b>	<b>51-60</b>	Passing	
<b>5</b>	<b>Less than 51</b>	Failing	