Course Syllabus

Code - Course Title	**PSİ192U -**
Course Type	VIII. SEMESTER
Laboratory + Practice	0+0
ECTS	**5.0**
Language of Instruction	Türkçe
Course Type	Required Courses
Course Instructor(s)	Prof. Dr. Coşkun BAYRAK

Mode of Delivery	Distance Education
Prerequisites	There is no prerequisite or co-requisite for this course.
Courses Recomended	There is no recommended optional programme component for this course.
Recommended Resources	Bayrak, B. –Yücesoy, Ş. – Ağaoğlu, E.- Sak, U. – Akdoğan, R.- Güven, M.- Şimşek, Y.- Terzi, Ç. : (2016). Eğitim Psikolojisi . (Ed. Coşkun Bayrak) Eskişehir: Anadolu Üniversitesi Yayınları.
Work Placement	Not applicable.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Introduction to Educational Psychology: Introduction, Relationship between Education and Psychology, Areas of Study of Educational Psychology Psychology, Methods of Collecting Information of Educational Psychology.	
Week - 2		The Development of the Individual: Introduction, Basic Concepts Related to Development, Variables Affecting Development, Biological Variables, Environmental Variables, Development Principles, Development Periods, Development Areas.	
Week - 3		Physical Development: Periods of Physical Development, Physical Development, Prenatal Period, Infancy Period, Late Childhood Period, Adolescence Period, Sensory Development, Psychomotor Development	
Week - 4		Cognitive Development: Piaget's Theory of Cognitive Development, Sensory Motor Period, Pre-Processing Period, Concrete Operations Period, Abstract Operations Period	
Week - 5		Psychosocial Development: Emotional Development, Temperament Development, Moral Development, Koglberg's Theory of Moral Development	
Week - 6		Personality Development: Introduction, Personality Concept, Personality Theories, Factors Affecting Personality.	
Week - 7		intermediate	

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Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 8		The theory of mental development and intelligence: intelligence definitions, in the course of the study of historical intelligence intelligence tests general intelligence theory, theory of Primary mental abilities, Fluid intelligence and Crystallized intelligence theory, a three-Layered intelligence theory, multiple intelligence theory, the theory of successful intelligence, intelligence genetic and environmental factors, the interaction of genetic and environmental factors, the rise of global intelligence.	
Week - 9		Learning Psychology and Behavioral Learning Theory: Introduction, Basic Concepts in Learning Psychology, Factors Affecting Learning, Teaching Principles, Behavioral Learning Theory, Classical Conditioning, Operant Conditioning.	
Week - 10		Social learning theory, Gestalt theory and the information processing model of learning: social learning theory, social learning theory and cognitive learning theories, the differences between learning in Gestalt learning theory, Gestalt perception laws in learning theory, information processing model.	
Week - 11		Constructivist Approach: Introduction, Constructivism, Learning-Teaching Process in Constructivist Approach, Student Characteristics in Constructivist Approach, Teacher Characteristics in Constructivist Approach, Learning Theories Based on Constructivist Approach.	
Week - 12		Motivation in the Classroom: Introduction, Concept of Motivation, Sources of Motivation, Theories of Motivation, Scope Theories, Process Theories, Motivation in the Classroom, Planning of Motivation in the Classroom, Principles of Motivation in the Classroom, Principles of Motivation in the Classroom.	
Week - 13		Classroom Management and Discipline Models in the Classroom: Classroom Management, Characteristics and Dimensions of the Classroom, Classroom Management Models, Teacher's Role in Classroom Management and Teaching Management, Management of Unwanted Behavior in the Classroom, Classroom Discipline Models.	
Week - 14		Final Exam	

Learning Outcomes

#	Learning Outcome
1	Students will be able to decipher important relationships between psychological science and the operation of educational processes: Know the developmental characteristics of the individual. Know the personality traits. Know the teaching methods suitable for personality traits. Takes into account the developmental characteristics of the individual in education. Takes into account the personality traits of an individual in education.
2	Students will know the contributions of psychological science to the explanation of behavior and mental processes in educational processes: Recognizes behaviors in educational processes. Explains the behavior in educational processes. Recognizes mental processes in educational processes. Explain the mental processes in educational processes. Uses the science of psychology in the evaluation of behavior and mental processes in educational processes.

Learning Outcomes

#	Learning Outcome
3	Students will be able to reveal what educational activities consist of in order to change attitudes and behavior in schools. Knows the educational activities related to attitude change. Know the educational activities related to behavior change. Understands that there are students with different past lives in the classroom. Understands that there are students in the classroom who have different requirements from each other. Understands that there are students with different socio-cultural characteristics in the classroom.
4	Students will be able to have guiding information about the problems faced by teachers in the classroom. Understands what are the psychological dimensions of the classroom and the main features of classroom management. Knows the principles and strategies used in the planning stages of classroom motivation. Understands the roles that need to be exhibited in the classroom and in the management of teaching. Explains undesirable behaviors in the classroom and their causes. Applies appropriate discipline models in the classroom.
5	Students will be able to decipher important relationships between psychological science and the operation of educational processes: Know the developmental characteristics of the individual. Know the personality traits. Know the teaching methods suitable for personality traits. Takes into account the developmental characteristics of the individual in education. Takes into account the personality traits of an individual in education.
6	Students will know the contributions of psychological science to the explanation of behavior and mental processes in educational processes: Recognizes behaviors in educational processes. Explains the behavior in educational processes. Recognizes mental processes in educational processes. Explain the mental processes in educational processes. Uses the science of psychology in the evaluation of behavior and mental processes in educational processes.
7	Students will be able to have guiding information about the problems faced by teachers in the classroom. Understands what are the psychological dimensions of the classroom and the main features of classroom management. Knows the principles and strategies used in the planning stages of classroom motivation. Understands the roles that need to be exhibited in the classroom and in the management of teaching. Explains undesirable behaviors in the classroom and their causes. Applies appropriate discipline models in the classroom.
8	Students will be able to reveal what educational activities consist of in order to change attitudes and behavior in schools. Knows the educational activities related to attitude change. Know the educational activities related to behavior change. Understands that there are students with different past lives in the classroom. Understands that there are students in the classroom who have different requirements from each other. Understands that there are students with different socio-cultural characteristics in the classroom.

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	30
Final Exam	1	70
	Sum (%)	**100**