



“EDUCATION PSYCHOLOGY” SYLLABUS

Basic data of the subject	
Academic Unit:	Faculty of Education (Elementary Education)
Course title:	Education Psychology
Program:	Elementary Education
Level:	Bachelor
Course status:	Mandatory
Study year:	2025/26 (Viti III- Sem VI)
Number of hours per week:	2 + 1
Credit value – ECTS:	5 ECTS
Time / location:	
Lecturer:	Assoc. Prof. Dr. Esen SPAHI KOVAÇ
Contact details:	esen.spahi@uni-prizren.com
Course description:	The content of the course is to create an understanding of what education and psychology is, its basic topics, concepts, interests, and to become familiar with the topics they will see in more detail in the following years. For these purposes, topics such as historical development of educational psychology, basic concepts of educational psychology, realization of learning and memory process, individual differences in learning, motivation, classroom management, school discipline, cooperation with parents, students with special needs, gifted students and education will be included.
Course objectives:	The aim of this course is to find the relationship between education and psychology, definition and functions of educational psychology, basic concepts related to learning and development, developmental characteristics (physical, cognitive, emotional, social and moral development), factors affecting learning, learning theories, reflections of learning theories on teaching processes, effective learning (motivation, individual factors, group dynamics and the effect of these factors on classroom teaching process).
Learning outcomes:	As a result of this course, the achievements of the students are stated below: (Knowledge)

	• Defines the basic concepts of educational psychology; explains the role of learning, memory, and motivation in the teaching-learning process. • Explains the research techniques used in educational psychology and the steps of the scientific method; states the contribution of research findings to educational practices. • Explains learning differences (cognitive, gender, sociocultural, and individual differences related to personality traits); defines the characteristics of students with special needs and highly gifted students. (Skills) • Analyzes learning and memory processes through case examples; evaluates the conditions for learning to occur and the factors affecting learning. • Selects and applies learning strategies and motivation-enhancing methods suitable for the teaching process, taking individual differences into account. • Plans classroom management, discipline maintenance, teacher-student interaction, and collaboration with parents; develops appropriate approaches to create a positive learning environment. (Competences) • Evaluates the learning process scientifically by using knowledge of educational psychology; makes multidimensional decisions for effective teaching practices. • Develops an inclusive and ethical teaching approach that is sensitive to student diversity (special needs, giftedness, sociocultural differences). • Critically evaluates the educational process according to assessment and evaluation principles; gains responsibility and professional awareness to improve in-class practices.
--	--



Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	Days/week	Total
Lectures	2	15 weeks	30
Exercise theoretical/laboratory	1	15 weeks	15
Practice work	1	10 weeks	10
Contact with lecturer/consultations	1	5 days	5
Field exercises	1	5 days	5
Mid-terms, seminars	5	2 days	10
Homework	1	5 days	5
Individual time spent studying (at the library or home)	3	10 days	30
Final preparation for the exam	3	1 days	3
Time spent in evaluation (tests, quiz, final exam)	2	5 days	10
Projects, presentations, etc.	1	2 days	2
Total			125 hours (5 ECTS)
Teaching methods :	• The narration or presentation made by me, • Question answer, • Discussion, • Brainstorming, • Problem solving, • Precedent, • Case study, • Teaching and enforcement.		
Evaluation methods:	Mid-term exams and written exams will be held at the end of the semester by making use of the lecture notes, textbooks and other auxiliary materials provided by the		

	students at the beginning of the semester. Responsibilities given to students within the scope of the course (doing research, preparing homework in APA6 standards and presenting their homework, designing and presenting activities) will also be included in the exam and will be evaluated. While evaluating, 30% of the midterm exam, 10% of the homework grade and 60% of the final exam will be evaluated and the grade will be determined.
Literature	
Basic Literature:	• “Psikologjia e Edukimit” Bardhyl Musai, Tiranë, 1999. • “Psikologjia Sociale” Edmond Dragoti, Tiranë. Ribotim 2012. • “Psikologjia e adoleshentit” Edmond Dragoti, Tiranë. 2012. • Dr. Neki Juniku, Kaptina nga Psikologjia, Shkup, 1994 • Psikologjia zhvillimore e fëmijës.” Theodor Karaj, Tiranë, Botimi i dytë, 2015.
Additional Literature:	• Eđitim Psikolojisi, Binnur Yeşilyaprak, Pagema Yayıncılık. 2017. • Eđitim Psikolojisi, Editör: Gürhan Can, Anadolu Üniversitesi Yayınları. 2013. • Eđitim Psikolojisi, Bülent Gündüz ve Burhan Çapri, Krahani Kitabevi. 2018. • Psikoloji, Zeynep Cemalcılar, Anadolu Üniversitesi Yayınları. 2016. • Psikolojiyi Anlamak, Morris, Charles, Türk Psikologları Yayınları. 1991. • Psikolojiye Giriş, Rita ve Richard C. Atkinson, Arkadaş Yayınları. 1953. • İnsan ve Davranış, Dođan Cücelođlu, Remzi Kitabevi. 1991.



	Theses related to the course topics and articles published in scientific journals from YÖK's official website will also be used as an auxiliary resource.
--	---

Designed study plan:		
Week	Lectures	Exercises
<i>First week:</i>	Introduction to Educational Psychology and Basic Concepts	The narration or presentation
<i>Second week:</i>	Research Techniques in Educational Psychology	Question answer, Discussion, Brainstorming
<i>Third week:</i>	Learning and Memory Process	Discussion, Case study
<i>Fourth week:</i>	Realization of Learning	Case study and play/improvisation
<i>Fifth week:</i>	Differences in Learning (Cognitive-Gender and Sociocultural Differences)	Case study and case analysis
<i>Sixth week:</i>	Differences in learning (Individual differences according to personality traits)	Brainstorming, discussion, drama activity and role playing
<i>Seventh week:</i>	Motivation	Question answer, Case study, Brainstorming
<i>Eighth week:</i>	Midterm Exam	
<i>Ninth week:</i>	Classroom Management (Positive learning environment, teacher-student interaction, teacher role in learning)	Question answer, discussion, brainstorming, role playing
<i>Tenth week:</i>	School discipline (Ensuring Class Discipline)	Discussion, Role playing and improvisation



<i>Eleventh week:</i>	Cooperation with parents (How to collaborate with parents)	Discussion, drama activity
<i>Twelfth week:</i>	Students with Special Needs	Discussion, brainstorming, role playing, observation sharing
<i>Thirteenth week:</i>	Highly talented Students	Case study, observation sharing
<i>Fourteenth week:</i>	Evaluation of the Training Process	Question answer, discussion, brainstorming,
<i>Fifteenth week:</i>	General review, preparation for the final exam	Question answer, discussion, brainstorming,
Academic policies and rules of conduct:		
• Students are free to ask questions and provide opinions • They can participate in activities that can be done according to the subject of the lesson. • It is forbidden to use the phone during class hours and exams • They are required to attend the class on time If the attendance rate is 80% during the semester, the student can participate in the midterm and final exams.		