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Education and Psychology Module: Bachelor State Exam (FE MU)

Valid for from spring semester 2019.

The Bachelor state exam is conducted as a 50-item multiple choice test with one right answer out of four answers. The test takes 60 minutes. The test items were tested in previous study at the Faculty of Education of MU. The test items reflect the studied subjects: Introduction to education and psychology, Theory and methodology of education, Educational communication, Research in the educational practice, Special and inclusive education, Educational assessment, Developmental and social psychology, and Teacher assistant practical training. The exam grade is based on normal distribution, test difficulty and expert rating. A quarter of a point is subtracted for a wrong answer.

Areas of interest

Introduction to Education and Psychology

1. Education as a scientific field. Selected models of education (pedocentrism, democratic schools, learner-centred approach etc.)
2. Professions in education. Reflection and self-reflection of a teacher. Professional portfolio.
3. A pupil at school. Characteristics of pupils (gender, social status, social and cultural capital, elaborated and restricted language code etc.).
4. National curriculum (Framework Educational Programmes) and school system in the Czech Republic according to ISCED. Results and effects of education, PISA.
5. Object of psychology and its development. Conditionality of psyche. Cognition, sensation and perception.
6. Attention, memory, imagination. Thinking, problem solving. Thinking and speech. Intelligence, abilities. Creativity.
7. Learning. Learning outcomes, types of learning. Emotions.
8. Personality – concept, definition, structure and dynamics. Motivation, needs. Stress, stressors, burnout syndrome, psycho-hygiene. Volition a volition processes, decision-making.

Wood, K. (2012). *Education: the Basics*. Routledge.

Atkinson, R. L. (2000). *Hilgard's Introduction to Psychology*. Fort Worth: Harcourt College.

Kalat, J. W. (2014). Introduction to Psychology. Belmont, CA: Wadsworth Cengage Learning.

Wyse, D., Hayward, L., & Zacher Pandya, J. (2016). *The Sage Handbook of Curriculum, Pedagogy and Assessment*. Los Angeles: Sage.

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Developmental Psychology

1. The general principles of mental development and the basis of developmental psychology: the methods of developmental psychology, the principles of periodization of mental development, the principles of developmental changes, the basic characteristics of development stages. The cognitive and social characteristics of a child at school age.

2. Theories related to the special aspects of mental development: cognitive development (Piaget), moral development (Kohlberg, Gilligan), psychodynamic concepts of development (Freud, Jung, Winnicott, Mahler), psychosocial development (Erikson), attachment theory (Bowlby, Ainsworth) emotional development and emotional deprivation (Langmeier, Matějček).

Harris, M. (Ed) (2008). *Exploring Developmental Psychology: Understanding Theory and Methods*. Los Angeles: SAGE.

Piaget, J. & Inhelder, B. (1972). *The Psychology of the Child.* Basic Books.

Erikson, E. H. (1995). *Childhood and Society.* Vintage Books.

Langmeier, J. & Matějček, Z. (1976). *Psychological Deprivation in Childhood.* University of Queensland Press.

Theory and Methodology of Education

1. Multi-ethnic classes
2. Family and education
3. Axiological dimension in diverse world
4. Alternative education

Berger, P. L. & Luckmann, T. (1967). *The social construction of reality: a treatise in the sociology of knowledge*. London: Penguin Press.

Lojdová, K. (2016). Student nonconformity at school. *Studia paedagogica, 21*(4), 53–76. URL: http://www.phil.muni.cz/journals/index.php/studia-paedagogica/article/view/1570/1832

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied psychology, 46*(1), 5–34.

Obrovská, J. (2018). R*oma Identity and Ritual in the Classroom: The Institutional Embeddedness of Ethnicity*. Springer.

Nemo, P. (2006). *What is the West?* Pittsburgh: Duquesne University Press.

Woods, P. A. & G. Woods (2009). *Alternative Education for the 21st Century: Philosophies, Approaches, Visions.* Palgrave Macmillan.

Special and Inclusive Education

1. Inclusive education – philosophical, historical and pedagogical perspective, the legislative framework of inclusive education.

2. Child, pupil, student with special educational needs/disability (SEND) – approaches to defining students with SEND (medical, functional, social, educational, etc.), categories according to the extent of support needs.

3. Work with heterogeneous group of pupils at school and in free-time activities. Teacher assistant.

4. Support needs based on a pupil´s health disability or health condition (pupils with physical and sensory disabilities, intellectual impairments, autism spectrum disorders, impaired communication abilities) – characteristics, communication, means of support, counselling.

5. Support needs derived from a pupil´s cultural environment and other life conditions (pupils from ethnic and cultural minorities, asylum-seekers, pupils from socially and economically disadvantaged backgrounds) – characteristics, specific aspects of education, the means of support.

6. Support needs of pupils at substantial risk of school failure (namely pupils at risk of behaviour disorders) – characteristics, means of support.

Heward, W. L. (2014). *Exceptional children: An introduction to special education.* Pearson: Harlow.

Friend, M. & Bursuck, W. D. (1999). *Including Students with Special Needs: A practical Guide for Classroom Teachers (3).* New York: Pearson.

Corbett, J. (2001). *Supporting Inclusive Education*. London: Routledge Falmer.

MoE. (2004). *Act no. 561/2004 Coll. of 24 September 2004 on Pre-school, Basic, Secondary, Tertiary, Professional and Other Education* (2011). Online. Available at: http://www.msmt.cz/vzdelavani/skolstvi-v-cr/act-no-561-2004-coll-of-24-september-2004-on-pre-school

Research in the Educational practice

1. The model of empirical science. Types of educational research (longitudinal, cross-sectional, action research, evaluation research etc.). Qualitative research designs (case study, ethnography, grounded theory, phenomenology, biography etc.); quantitative research designs (descriptive,

correlation design, causal (experiment – types of experimental plans, experimental effects, randomization etc.); mixed methods designs.

2. A research project and the process of research. Literature review, systematic review. A research problem and a research question (descriptive, relational, causal), hypothesis, variables (categorical/nominal, ordinal, ratio, interval), the definition of operationalization. Population and a sample, probability and nonprobability sampling, sample size, representativeness. Informed consent. Ethical issues.

3. Data collection methods: Observation (types, classroom observation, observation sheets, field notes, video-recordings, transcription etc.), interview (types etc.), questionnaire (construction rules, types of items etc.), rating scales (types etc.), knowledge tests (types of tests, types of test items – the Bloom´s taxonomy of educational objectives, evaluation and assessment, an item difficulty and sensitivity), documents/artefacts collection, other methods. The quality of quantitative (validity, reliability, standardization) and qualitative research (trustworthiness, authenticity, an impact on community).

4. Data analysis methods: Qualitative analysis (grounded theory designs: types of coding, analytic procedures, saturation; the relationship between transcription and analysis in a qualitative research, analytic generalization). Quantitative analysis (a dataset, descriptive statistics – the scale of measurement, data distribution, frequencies, median, mean/SD etc.; inferential statistics – tests of difference and correlation, statistical significance; graphs etc.). Software (SPSS, Atlas.ti etc.). Research report (qualitative; quantitative – IMRAD). APA publication standard.

Creswell, J. W. (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Pearson.

Gall, J. P., Gall, M. D., & Borg, W. R. (2014). *Applying Educational Research: How to read, Do, and Use Research to Solve Problems of Practice*. Essex: Pearson.

Field, A. (2013). *Discovering Statistics Using SPSS*. Thousand Oaks: Sage.

APA (2009, resp. last edition). *Publication Manual of the American Psychological Association*. APA.

Teacher assistant practical training – Assisting, Tutoring

1. Teacher´s assistant at school performs assistant teaching activities instructed by teachers in classes or schools for children/students physically or socially disadvantaged – school legislation. A teacher assistant at school: competencies and the requirements of the profession.

2. The process of supporting pupils with SEN (special education needs), organization of goals and the choice of methods that are useful in the process of tutoring with respect to a specific child.

3. Communication with a teacher regarding the planning, the implementation, and the evaluation of educational activities in a classroom, communication with parents.

4. The principles of tutoring. Cooperation with a regular teacher, other teachers, and parents. The tutoring of kids with special needs; Roma children; children of foreign nationalities; children with specific learning needs and children with autism spectrum disorders. Tutoring at home, at school clubs, or non-profit organizations.

5. The strategies of a problem-based learning. The structure of tutoring lessons (goals, assignments, etc.).

Act No. 563/2004 Coll. on Teaching Staff – as amended by Act No. 379/2015 Coll. (with effect from 12 January 2016).

Friend, M. & Bursuck, W. D. (2014). *Including students with special educational needs: a practical guide for classroom teachers.* Harlow: Pearson.

Hmelo-Silver, C. E., & Barrows, H. S. (2006). Goals and strategies of a problem-based learning facilitator. *Interdisciplinary Journal of Problem-Based Learning, 1*(1). URL: https://doi.org/10.7771/1541-5015.1004

Korthagen, F. A. J. & Jos Kessels, J. (2008). *Linking Practice and Theory: the Pedagogy of Realistic Teacher Education.* London: Routledge.

Korthagen, F. A. J., Kim, Y. M., & Greene, W. L. (Eds.) (2013). *Teaching and Learning from within: a Core Reflection Approach to Quality and Inspiration in Education*. New York: Routledge.

Russell, T., & Korthagen, F. A. J. (Eds.) (1995)*. Teachers who Teach Teachers: Reflections on Teacher Education.* London: Routledge Falmer.

Social Psychology

1. Socialization, social phenomena in a perspective of evolutionary psychology, social brain hypothesis (Dunbar).

2. Early childhood social relations: influence of early social experience on later life.

3. Social influences in personality formation at different ages; role behaviour. Theory of social learning.

4. Social cognition: social stereotypes, social biases, halo effect, attribution theory, attribution errors etc.

5. Social group dynamics: social facilitation and inhibition, social loafing, conformity, desirability, obedience to an authority, the influence of a social role on behaviour of an individual.

6. Emotion: non-verbal communication, basic emotions, the role of non-verbal behaviour in teaching.

7. Aggression: the theory of aggression, frustration.

8. Conflict: types and the course of a conflict, conflicts at school and its solution.

9. Inter-group relations: the theories of intergroup behaviour, the role of social groups in social life.

10. Social identity and self-concept: the way an individual is affected by membership in social groups; social traits, attitudes.

11. The influence of school: the role of a teacher in a human development, the characteristics of a small social group, group influence; patterns, types and possibilities of using group dynamics in working with children.

Atkinson, R. L. (2000). *Hilgard's introduction to psychology*. New York: Harcourt College Publishers.

Denzin, N. K. (2010). *Childhood socialization*. New Brunswick, N.J.: Transaction Publishers.

Hewstone, M., & Stroebe, W. (2012). *An introduction to social psychology*. Chichester: Wiley.

Hogg, M. A., & Vaughan, G. M. (2013). *Social psychology*. Harlow, UK: Pearson.

The Basics of Pedagogical-Psychological Diagnostics

1. Definition of basic terms: pedagogical diagnostics, diagnosis, diagnosis determination; types of diagnostic activities, diagnostic process, teachers' errors in diagnostic activities.

2. Legal aspects of pedagogical diagnostics and ethical principles: the obligation of a student and a legal representative to inform, the processing of personal data, student evaluation requests, individual educational plans, and pedagogical support plans.

3. Dynamic diagnostics: basis, methods, and an application in the school environment.

4. The methods of pedagogical diagnostics.

Katz, J. (2013). *Resource Teachers: A Changing Role in the Three-Block Model of Universal Design for Learning*. Canada: Portage & Main Press.

Pollard, A. et al. (2014). *Reflective Teaching in Schools*. London: Bloomsbury.

Woolfolk, A. (2010). *Educational Psychology*. New Jersey: Merrill.

Butler, S., & McMunn, N. D. (2006). *A Teacher Guide to Classroom Assessment.* San Francisco: Jossey-Bass.

Feuerstein, R., Feuerstein, R. S., & Falik, L. H. (2010). *Beyond Smarter: Mediated Learning and the Brain's Capacity for Change.* New York: Teachers College Press.

Kozulin, A. (2000). *Diversity of Instrumental Enrichment Applications* [online]. [cit. 2017-04-27]. URL: https://www.researchgate.net/publication/288592337_Diversity_of_instrumental_enrichment_applications

Support Measures in Education; Catalog of Support Measures. URL: http://katalogpo.upol.cz/obecna-cast/2-podpurna-opatreni-ve-vzdelavani/

Education Act No. 561/2004 Sb., as amended.

Decree No. 27/2016 Sb., on the education of students with special needs and gifted students, effective from 1 September 2017.

Decree No. 48/2005 Sb., on elementary education and some requisites of elementary school attendance.

Educational Communication

1. Classroom communication and classroom interaction, the effect of a teacher's self-concept on their teaching actions.
2. Verbal communication (spoken and written) and nonverbal communication. The use of space in classroom communication, proxemics.
3. The specifics of classroom communication (IFR structure, dialogue in instruction, conditions, methods, content, resources, objectives).
4. Effective communication with parents: teacher – pupil – parent.
5. Teacher's questions – according to stages and teaching methods. Teacher´s questions – according to cognitive and affective goals.
6. Feedback – its types, a function and the importance for individualized learning.
7. The techniques of interviewing, listening, summarizing, recapitulation.
8. The emotional side of classroom communications (acceptance, empathy, positivity, expressivity, humour etc.).
9. Nonviolent communication.
10. Presentation skills – PowerPoint, Prezi.

Cazden, C. B. (2001). *Classroom Discourse: the Language of Teaching and Learning*. Portsmouth: Heinemann.

Brookhart, S. M. (2017). *How to Give Effective Feedback to your Students.* Alexandria, Virginia: ASCD.

Burton, G. (2013). *Presenting: Deliver Presentations with Confidence*. London: Collins.

Pikhart, M. (2011). *A Handbook of Basic Presentation Skills in English*. Hradec Králové: Gaudeamus.

Tůma, F. (2015). Using conversation analysis in classroom interaction research. In M. Černá, J. Ivanová, & Š. Ježková. *Learner Corpora and English Acquisition. A Collection of Studies* (pp. 163–171). Pardubice: Univerzita Pardubice.

Eemeren, F. H. van, Grootendorst, F., & Snoeck Henkemans, A. F. (2002). *Argumentation: Analysis, Evaluation, Presentation.* Mahwah: Lawrence Erlbaum Associates.

Tůma, F. (2014). Dialogism and classroom interaction in English language teaching: A review of Czech research. *Pedagogická orientace, 24*(6), 878–902. doi:10.5817/PedOr2014-6-878.