**Title of the course:** The Social Psychology of School

**Course code:** PSYM21-CS-107

**Head of the course:** Fodor Szilvia

**Academic degree:** PhD

**Position:** Senior lecturer

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

This course aims to provide information about social psychological phenomena and group dynamics in schools, and also, the organizational aspects (e.g. school climate) of educational institutes. The course aims to help students understand the importance of system approach in the effectiveness of school-based interventions. Moreover, the course facilitates an all-inclusive multicultural approach that helps students from different cultural and social backgrounds and with any special needs to improve and have access to meaningful learning.

**Learning outcome, competences**

knowledge:

* is familiar with the characteristics of social psychological phenomena in schools
* is well-informed about the influence of school climate on students’ well-being, school engagement and academic achievement
* has got an overview about the characteristics of inclusive schools and multicultural education

attitude:

* takes into consideration the historical, cultural and social determination of psychological phenomena
* intends to deepen and strengthen their special professional interest.
* uses the knowledge of their special field to comprehend current sociological changes
* is open to an interdisciplinary approach to their field of science.

skills:

* is able to recognize social psychological phenomena (e.g. bullying, prejudice) in schools and to create relevant interventions
* is able to critically review literature

autonomy/ responsibility:

* Students apply their knowledge and skills to understand and analyze relevant procedures and phenomenon
* The acquired knowledge should be applied in accordance with the ethical standards of psychology.

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| **Az oktatás tartalma angolul** |

**Topic of the course**

1. **Social psychological phenomena in schools**

* Roles and norms in schools and classes
* Stages of group development and team building in schools
* Debunking stereotypes, local and international programs for prejudice-reduction in schools
* Bullying: roles, group dynamics, guidelines of prevention and interventions
* Cooperative learning, cooperation in schools
* Constructive and destructive competition
* Restorative approach in conflict resolution

1. **Inclusive schools**

* Inclusion: main concepts and challenges
* Minority students (racial, ethnic, social groups, LMBTQ) in schools
* Gender equity in schools
* Students with special needs
* Multicultural education

1. **School as organization**

* Main concepts: culture, climate, typology
* Environmental psychology of school
* Leadership characteristics
* School/classroom climate
* Classroom management

**Learning activities, learning methods**

* lectures
* presentations
* whole-class and group discussions
* group/pair work
* collaborative techniques

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* knowledge of relevant literature
* knowledge of the course topics

Mode of evaluation:

* oral or written exam
* mid-year assignments/presentation

Criteria of evaluation:

* integrated knowledge of the material
* critical thinking
* active participations

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Bray, M. A.; Kehle, Th. J. (2014). *The Oxford Handbook of School Psychology*. Oxford University Press. Oxford , New York. ISBN 978-0-19-934840-4
* Gehlbach, Hunter. 2010. The social side of school: Why teachers need social psychology. Educational Psychology Review 22, no. 3: 349-362.
* Lombardi, Traficante, Bettoni, Offredi, Giorgetti, Vernice (2019): The Impact of School Climate on Well-Being Experience and School Engagement: A Study With High-School Students. Frontiers in Psychology. Vol 10, Article 2482.
* Shindler, J. (2009). *Transformative Classroom Management: Positive Strategies to Engage All Students and Promote a Psychology of Success*. San Francisco: Jossey-Bass.

**Recommended reading list**

* Social Psychology of Education – journal
* Arhin, V., Ekow Laryeva, J. (2018): Application of social psychology for positive school climate: global perspective. European Journal of Education Studies 4(1): 184-198.
* Esquivel, G. B., Lopez, E. C., Nahari, S. G. (2007). Multicultiral Handbook of School Psychology. Lawrence Erlbaum Assocuates, Mahwah, NJ
* Merrell, K. W., Ervin, R. A., Peacock, G. G. (2012): *School Psychology for the 21st Century*. Foundations and Practice. The Guilford Press New York, London
* Osher, D., Dwyer, K., & Jimerson, S. R. (2006). Safe, supportive, and effective schools: Promoting school success to reduce school violence. In S. R. Jimerson & M. J. Furlong (Eds.), Handbook of school violence and school safety: From research to practice (pp. 51–72). Mahwah, NJ: Erlbaum.
* Scivener, J. (2012). *Classroom management techniques*. Cambridge.
* Slavin, R.E., (1986) Cooperative learning: engineering social psychology in the classroom, In: Feldman (ed.) 7. 153-169.
* Spencer Kagan, S.; Kagan M. (1994): Kagan cooperative learning. 2nd ed. San Clemente, CA: Kagan Publishing.ISBN-13: 064-4905000019

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |