**Title of the course:** The Cognitive and Emotional Foundations of School Success

**Course code:** PSYM21-CS-103

**Head of the course:** Jármi Éva

**Academic degree**: PhD

**Position:** Associate professor

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

Students gain knowledge of the cognitive and affective factors influencing learning difficulties. They become able to navigate among the diagnostic categories and tools of learning, emotional and behavioral disorders and are able to increase achievement among such children (including normative children).

**Learning outcome, competences**

knowledge:

* is aware of the cognitive, affective and environmental factors that have an impact on academic achievement and learning difficulties
* has up-to-date knowledge of the assessment of learning difficulties, the relevant diagnostic categories, and the differential diagnostic aspects and tools
* has the knowledge of the neurocognitive models underlying learning disorders, and the related developmental methods.
* is aware of the positive psychological view and basic terms of academic success, and the ways these can be applied in educational institutions
* understands the motivational bases and sources of learning

attitude:

* is able to think about the cognitive and affective factors influencing academic success in a complex way
* strives to improve well-being and learning effectiveness of pupils and teachers
* strives to consider pupils’ personalities, motivational systems, abilities and social environments concurrently to improve academic success
* tries to follow the current scientific results in their professional work and communication.

skills:

* is able to identify internal and external factors endangering academic success
* is able to prepare diagnoses or differential diagnoses of psychological disorders occurring in preschool and school children.
* is able to design prevention and intervention programs and formulate developmental steps to improve academic success in preschool and school children.

autonomy, responsibility:

* Students are able to recognize factors influencing cognitive and affective processes.
* Students are allowed to use assessment tools for measuring learning difficulties or disorders, but are not allowed to perform diagnostics (in the context of clinical psychology).

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| **Az oktatás tartalma angolul** |

**Topic of the course**

* Achievement and well-being, system-based positive education, cognitive and affective factors influencing learning
* Motivational bases of learning, conditions of academic engagement, the internalization of learning activities
* Character strengths in school: resilience and psychological capital
* School environment promoting academic success, creative climate and flow in education
* The causes of underachievement: school and family problems underlying learning difficulties, extrinsic self-regulation, demotivation; the concepts of learning difficulties
* Pathological developmental pathways at various ages, screening of symptoms (CBCL, SDQ)
* Diagnosis and differential diagnosis of child and adolescent disorders:
* Neurodevelopmental disorders:
* The criteria of specific learning disorders, changes in the DSM-5. The neurocognitive models of the disorders of written language: reading- and writing disorders, and dyscalculia
* The neurocognitive models of communication disorders, speech and language development
* The neurocognitive models of the Attention Deficit Hyperactivity Disorder (ADHD)
* Autism spectrum disorder
* Tic syndrome
* Anxiety disorders, mood disorders
* Eating disorders, elimination disorders
* Disruptive, impulse control and conduct disorders

**Learning activities, learning methods**

* Lecture
* Case studies and method-presentations
* Literature presentation

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

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

* Written exam of the lectures and the compulsory literature

Mode of evaluation:

* 5-point grading scale

Criteria of evaluation:

* demonstration of knowledge reflecting meaningful comprehension of the topics covered
* using integrative knowledge in order to answer practical questions

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

**Compulsory reading list**

* Flanagan, D. P, Alfonso, V. C. (2011). *Essentials of Specific Learning Disability Identification.* Hobson, NJ: John Wiley & Sons.
* Fletcher, J.M., Lyon, G.R., Fuchs, L.S., Barnes, M.A. (2007). *Learning Disabilities: From Identification to Intervention.* N.Y.: The Guilford Press.
* Furlong, M.J., Gilman, R. E., Huebner, S. (2014). *Handbook of Positive Psychology in Schools 2nd edition.* Routledge.
* Liben, L. S. Müller, U. (2015). *Handbook of Child Psychology and Developmental Science. Volume 2, Cognitive Processes.* Hobooken, NJ: John Wiley & Sons.
* Reeve, J. (2018). *Understanding motivation and emotion.* 7th ed. Hoboken, NJ: Wiley & Sons.
* Schutz, P. A., Pekrun, R. (2007). *Emotion in education.* Burlington, MA: Elsevier.

**Recommended reading list**

* Comer, R. J. (2014). *Fundamental of Abnormal Psychology*. Worth Publishers.
* Dweck, C. S. (2012. *Mindset.* Robinson Publishing.
* Pekrun, R., Elliot, A. J., Maier, M. A. (2009). Achievement Goals and Achievement Emotions: Testing a Model of Their Joint Relations With Academic Performance. *Journal of Educational Psychology, 101(1*), 115–135.
* Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: positive psychology and classroom interventions. *Oxford Review of Education, 35(3),* 293–311.
* Shankland, R. & Rosset, E. (2017). Review of brief school-based positive psychological interventions: A taster for teachers and educators. *Educational Psychology Review, 29(2),* 363–392.

**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)** |

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