

## TOPICS:

1. The emergence of mass schooling. The development of current school systems and contemporary Educational Sciences.
2. The child and the school in history. Changes in the family and in family life in Europe from the Middle Ages to contemporary times.
3. The education of women in the modern age. Changes in classroom, curriculum and teaching methods over time.
4. Culture and education; economic, political, social and historical contexts.
5. Education and the developing world. Globalisation and education.
6. Multicultural education. International schools.
7. The emergence and areas of Cognitive Psychology. Information processes: sensation, perception and attention.
8. The structure and basic processes of memory. Implicit learning. The representation of knowledge.
9. Language processing and production. Language and thought. Language acquisition.
10. Education in the family and in institutions. Social relationships and group processes at school. The educator's attitudes and communication. The characteristics of learner and teacher interaction; the concept of self-fulfilling prophecy. The psychological explanations of problem behaviour in the school. The concept and the presentation of cognitive dissonance.
11. The concept of educational objectives; actual and possible objectives of education, the diversity of objectives, and the factors affecting the changes of objectives. The relationships of educational objectives and methods.

12. The components, the functioning, and the development of social and self-competences. The possibilities of developing motive and knowledge systems.

13. Educational perspectives on psychological theories of development. Socialisation and field of socialisation. Problems in socialisation: Psychological difficulties, and difficulties in socialisation and adaptation. Working with learners with special educational needs. The psychological foundations of educating gifted learners.

14. The school and the class as fields of socialisation. The function of the school as an organisation and the class as a group in personality development. Interpretations of the teacher's role.

15. Quantitative research methods in Educational Sciences: descriptive statistics, correlational analysis, hypothesis testing and educational interventions and impact assessment.

16. Publishing research results and findings; publication genres. The structure, the form, and the contents of an empirical paper (Master's thesis or dissertation).

17. The relationship of Education and the Social Sciences; the impact of the research methodologies of Psychology, Sociology and Economics.

18. The expansion of education, the relationship between formal, non-formal and informal learning, and the role of the school in knowledge integration. Forms of knowledge organisation (expertise, literacy and competence). Psychological theories of learning.

19. Knowledge representation. Characteristics of declarative and procedural knowledge. The constructivist theory of learning and teaching. Conceptual development and conceptual change. Active learning methods (e.g. project-based learning, problem-based learning, inquiry-based learning and collaborative learning).

20. General theories of cognitive development. Individual differences that affect learning. Theories of school learning, the models of Carroll and Bloom, and instruction for mastery learning.

21. Basic concepts in Curriculum Studies (Types of curricula. Curriculum design, development, implementation and assessment.)

22. Basic concepts in Educational Assessment. (The functions, domains, levels, and references of educational assessment. Internal and external assessment; formative assessment. The effectiveness and the accountability of educational organisations.)

23. Psychological theories of skills and abilities and ability development; the perspectives of psychometrics, Piagetians and Cognitive Psychology.

24. Traditions of ability development and the emergence of research-based developmental interventions: the similarities and differences of direct methods and methods embedded in content; and the possibilities of applying these methods.

25. The introduction of a selected issue from the sociology of formal, non-formal or informal education. (*Issue developed as the course project; or a chapter from Brint*)

26. The functions of the education system. The relationship of education and other social institutions. The regulation of the education system (actors, levels and mechanisms).

27. The improvement of education systems. Morality, complexity, cooperation. Leadership, improvement, sustainability.

28. The school as an organisation: leadership models and styles, the management of the staff. System of objectives, curriculum and resources – development and management. Organisational changes and their management: organisation development and change management.