Research question: What are the roles and attributes of the knowledge transferor, which factors affect student achievement, the quality of knowledge, and the like. What is the meaning and significance of self-regulation in learning? Which psychic processes and characteristics of students represent a source of individual differences? What are the effects of different aspects of student’s intelligence, motivation and personality traits? How do school climate, intercourse interactions, working methods in the school department, etc., relate to the study of the context in which the teaching/learning is taking place?

Purpose: Research is carried out with the aim of ascertaining the factors determining the learning process, especially learning related to education, whether it takes place formally or informally, directly or implicitly, at school or outside.

Thesis: The extensive theoretical and empirical corpus, which today encompasses the field of psychology of education, is the best indicator that the implementation of knowledge is only one of the aspects of this discipline and that it has long since exceeded the exclusively applied character. Research into the problems that have been identified by the educational process and teaching practice has led to the fact that this area, in addition to the applied character, has acquired and more and more elements of the fundamental psychological discipline, whose research finds new knowledge.

Audience: Educators, Academic students, Teachers, Students Title: Psychology of education

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  1. The subject of the psychology of education
  2. Methods of the psychology of education
     A. Correlation research.
     B. Experimental research
     C. Descriptive research
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1. Concept and forms of learning: Application in education
   A. Defining Learning
   B. Forms of learning
   C. Classic conditioning: acquisition of conditioned reflexes
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      ii. Emotional conditioning
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   E. Feedback in learning: the pedagogical implications of the principle
corroboration
      i. Feedback: meaning and significance
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   G. Learning by model
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C. The information processing model of Atkinson and Schifrin: three stages of memory
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D. Working memory
   i. Capacity and duration of information
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   iii. Cognitive processes of retention and processing of information
E. Long-term memory
   i. Capacity and duration of information
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G. Determination and the course of forgetting