-course

Name of course:

Course code:

Teacher:

Course objectives:

Learning processes in school environment

The course will examine concepts and research in educational psychology. The course will cover topics such as motivation, goal orientation, self-efficacy in learning, learning environment, personal efficiency, teacher and student views, metacognition and learning strategies.

The lectures will mainly focus on discussions in the classroom on topics derived from empirical articles and research and will include active participation of students who will present questions in writing for each reading.

One of the course tasks will be to write an integrative work that includes an analysis of an event related to one of the learning topics studied in the course.

Class participation:

An average of _____%

Exams:

Tests: _____%

Assignments: _____%

Final exams: _____%

Field trips: _____%

Total 100%


Course name: Learning processes in the school environment
Course number: 129-2-0099
Lecturer: Dr. Michael Weinstock [micwein@bgu.ac.il]

Goals:
The course provides a survey of educational psychological topics and research. Among the topics are motivation, achievement goals, self-regulated learning, classroom environment, self-efficacy, teachers’ beliefs, pupils’ beliefs, metacognition and learning strategies, and learning and development. The lessons will be based largely on classroom discussion on topics that will emerge from empirical articles and studies, and will be conducted with active participation of students who will submit written questions for each reading. An integrative written assignment will involve an analysis of a case study with reference to the research areas covered in the course.

Course Chapters:
Notetaking in class
Motivation
Perceptions, beliefs, and characteristics of pupils
Learning environment
Learning, self-regulated learning, metacognition, and epistemic thinking

Course requirements:

משקלו בציון הסופי **

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** המשקל בר הצרכים**
Course reading

Notetaking in class


Motivation


Perceptions, beliefs, and characteristics of pupils


Learning environment


Learning, self-regulated learning, metacognition, and epistemic thinking

