



אוניברסיטת בן-גוריון בנגב
הפקולטה למדעי הרוח והחברה

טופס סילבוס לסטודנט

המחלקה לחינוך תשע"ט -2019-2018

שם הקורס: תהליכי למידה בסביבה בית ספרית

מס' קורס: **129-2-0099**

שם המרצה: מייקל וינשטוק

יעדי ההוראה:

הקורס סוקר נושאים ומחקרים בפסיכולוגיה חינוכית. בין נושאי הקורס נכללים מוטיבציה, אוריינטציות מטרות הישג, ויסות עצמי בלמידה, סביבה לימודית, יעילות אישית, תפיסות ואמונות המורה והתלמיד, מטא-קוגניציה ואסטרטגיות למידה ופיתוח למידה.

השיעורים יתבססו במידה רבה על דיון בכיתה על נושאים שיצאו מתוך מאמרים אמפיריים ומחקרים וייערכו בהשתתפות פעילה של תלמידים שיגישו שאלות בכתב לכל קריאה. אחת ממטלות הקורס תהיה כתיבת עבודה אינטגרטיבית שתכלול ניתוח אירוע הקשור לאחד מהתחומים הנלמדים בקורס.

פרשיות לימודים:

אוריינטציות מטרות הישג
תפיסות ואמונות של תלמידים ומאפייניהם
סביבה לימודית
ויסות עצמי בלמידה
מטא-קוגניציה
למידה והתפתחות

דרישות והרכב ציון הקורס *

משקל בציון הסופי **	
נוכחות	- 5 %
בחנים ***	- %
עבודות	- 95 %
מבחנים	- %
סיורים	- %
סה"כ	- 100%

אוריינטציות מטרות הישג

Lau, S., & Nie, Y. (2008). Interplay between personal goals and classroom goal structures in predicting student outcomes: A multilevel analysis of person–context interactions. *Journal of Educational Psychology, 100*, 15–29.

Butler, R., & Shibaz, L. (2008). Achievement goals for teaching as predictors of students' perceptions of instructional practices and students' help seeking and cheating. *Learning and Instruction, 18*, 453-467.

תפיסות ואמונות של תלמידים ומאפייניהם

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246-263.

Leeson, P., Ciarrochi, J., & Heaven, P. C. L. (2008). Cognitive ability, personality, and academic performance in adolescence. *Personality and Individual Differences, 45*, 630–635.

סביבה לימודית

Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors. *Journal of Educational Psychology, 100*, 96–104.

Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Engagement and emotional exhaustion in teachers: Does the school context make a difference? *Applied Psychology: An International Review, 57*, 127–151.

ויסות עצמי בלמידה

Caprara, G. V., Fida, R., Vecchione, M., Del Bove, G., Vecchio, G. M., Barbaranelli, C., & Bandura, A. (2008). Longitudinal analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement. *Journal of Educational Psychology, 100*, 525–534.

Marchand, G., & Skinner, E. A., (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology, 99*, 65–82.

מטא-קוגניציה

Dunning, D., Johnson, K., Ehrlinger, J., & Kruger, J. (2003). Why people fail to recognize their own incompetence. *Current Directions in Psychological Science, 12*, 83-87.

Thiede, K. W., Anderson, M. C. M., & Theriault, D. (2003). Accuracy of metacognitive monitoring affects learning of texts. *Journal of Educational Psychology, 95*, 66–73.

למידה והתפתחות

Kuhn, D., & Pease, M. (2006). Do children and adults learn differently? *Journal of Cognition and Development, 7*, 279–293.

Zohar, A., & Peled, B. (2008). The effects of explicit teaching of metastrategic knowledge on low- and high-achieving students. *Learning and Instruction, 18*, 337-353.

Ben Gurion University of the Negev
The Faculty of Social Science

Syllabus

Education Department 2018-19

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:

Pupils' beliefs and characteristics
Learning environment
Self-regulated learning
Metacognition,
Learning and development

Course requirements:

		משקל בציון הסופי **	
נוכחות	-	10	%
בחנים ***	-		%
עבודות	-	90	%
מבחנים	-		%
סיורים	-		%
סה"כ	-	100	%

Course reading

Achievement goals

Lau, S., & Nie, Y. (2008). Interplay between personal goals and classroom goal structures in predicting student outcomes: A multilevel analysis of person–context interactions. *Journal of Educational Psychology, 100*, 15–29.

Butler, R., & Shibaz, L. (2008). Achievement goals for teaching as predictors of students' perceptions of instructional practices and students' help seeking and cheating. *Learning and Instruction, 18*, 453–467.

Pupils' beliefs and characteristics

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246–263.

Leeson, P., Ciarrochi, J., & Heaven, P. C. L. (2008). Cognitive ability, personality, and academic performance in adolescence. *Personality and Individual Differences, 45*, 630–635.

Learning environment

Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors. *Journal of Educational Psychology, 100*, 96–104.

Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2008). Engagement and emotional exhaustion in teachers: Does the school context make a difference? *Applied Psychology: An International Review, 57*, 127–151.

Self-regulated learning

Caprara, G. V., Fida, R., Vecchione, M., Del Bove, G., Vecchio, G. M., Barbaranelli, C., & Bandura, A. (2008). Longitudinal analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement. *Journal of Educational Psychology, 100*, 525–534.

Marchand, G., & Skinner, E. A., (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology, 99*, 65–82.

Metacognition

Dunning, D., Johnson, K., Ehrlinger, J., & Kruger, J. (2003). Why people fail to recognize their own incompetence. *Current Directions in Psychological Science, 12*, 83–87.

Thiede, K. W., Anderson, M. C. M., & Theriault, D. (2003). Accuracy of metacognitive monitoring affects learning of texts. *Journal of Educational Psychology, 95*, 66–73.

Learning and development

Kuhn, D., & Pease, M. (2006). Do children and adults learn differently? *Journal of Cognition and Development, 7*, 279–293.

Zohar, A., & Peled, B. (2008). The effects of explicit teaching of metastrategic knowledge on low- and high-achieving students. *Learning and Instruction, 18*, 337–353.