



אוניברסיטת בן-גוריון בנגב
הפקולטה למדעי הרוח והחברה

טופס סילבוס לסטודנט

המחלקה לחינוך - תש"פ

שם הקורס: פסיכולוגיה חברתית של הכיתה וביה"ס
מס' קורס: 12914701

שם המרצה: פרופ' תהילה קוגוט

יעדי ההוראה:

בקורס זה נבחן את הכיתה וביה"ס מנקודת מבט של הפסיכולוגיה החברתית וננתח מצבים חברתיים במסגרות חינוכיות, תוך התייחסות לסוגיות הבאות: אקלים כיתה וביה"ס, הכיתה כמסגרת חברתית, קבוצות חברתיות בכיתה וביה"ס, מעמדות חברתיים, מנהיגות, קטגוריזציה חברתית, קונפורמיות, מנהיגות של תלמידים ומורים, והתמודדות הצוות החינוכי עם נושאים אלו.

פרשיות לימודים:

קטגוריזציה חברתית
מנהיגות
קונפורמיות ולחץ חברתי
אקלים כיתה ומעמדות חברתיים
התנהגות הבדלית של מורים כלפי תלמידים
אלימות במסגרות חינוך
קונפליקטים ופתרונם
עידוד אמפתיה ואלטרואיזם
ענישה וחלופות לענישה
מודלים מערכתיים לניתוח אירועים במסגרות חינוכיות

דרישות והרכב ציון הקורס

מינימום נוכחות נדרשת – 70%
קריאה שוטפת ותגובות על קריאה בקבוצת דיון – 10%
עבודה מסכמת 90%
סה"כ - 100%

פסיכולוגיה חברתית, האוניברסיטה הפתוחה, יחידות 6-8

רמי בנבנישתי, רון אסטור ורוקסנה מארצ'י התמודדות עם אלימות במערכת החינוך (2003) מפגש לעבודה חינוכית סוציאלית, 17: 9-44.

סמילנסקי, י' (1987). שיקול דעת פסיכולוגי בטיפול בבעיות משמעת בכיתה, בתוך א' לסט (עורך) עבודה פסיכולוגית בבית הספר, ירושלים: בית הספר לחינוך של האוניברסיטה העברית, עמ' 223-242.

אנגלית

Babad, E. (1995). The "teacher's pet" phenomenon, students' perceptions of teachers' differential behavior, and students' moral. *Journal of Educational Psychology*, 87(3), 361-374.

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Hoffman, M. L. (1970) Moral development. P. H. Mussen (ed.), *Carmichael's Manual of Child Psychology*, Third Edition. New York: John Wiley and Sons.

Kogut, T. (2009). Public decisions or private decisions? When the specific case guides public decisions. *Journal of Behavioral Decision Making*, 22, 91-100.

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Malti, T., Chaparro, M. P., Zuffianò, A., & Colasante, T. (2016). School-based interventions to promote empathy-related responding in children and adolescents: A developmental analysis. *Journal of Clinical Child & Adolescent Psychology*, 45(6), 718-731.

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Mikami, A. Y., Boucher M. A., & Humphreys, K. (2005). Prevention of Peer Rejection Through a Classroom-Level Intervention in Middle School. *The Journal of Primary Prevention*, 26 (1), 5-23.

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Weiner, B. Perry, R.B. & Magnusson, J. (1988). An attributional analysis of reactions to stigmas. *Journal of personality and social psychology*, 55, 738-748.

Zakriski, A.L. & Coie, J.D. (1996). A comparison of aggressive-rejected and nonaggressive rejected children's interpretations of self-directed and other-directed rejections, 1048-1070.

Zimbardo, P. G. (1973). On the ethics of intervention in human psychological research: With special reference to the Stanford prison experiment. *Cognition*, 2, 243-256



Ben-Gurion University of the Negev
The Faculty of Humanities and Social Sciences

Syllabus

Course Name: SOCIAL PSYCHOLOGY OF THE SCHOOL AND THE CLASSROOM

Number:

Lecturer: Prof. Tehila Kogut

Objectives:

This course will examine the school and the classroom from a social-psychological perspective, focusing on social issues such as: school climate, social groups and categorization, conformism, social status and leadership; drawing from the relevant literature and research.

Chapters:

Social Categorization
Leadership
Conformity and peer pressure
Classroom climate and social classes in school
Teachers' differential behavior toward students
Violence
Conflicts
Encouraging empathy and altruism
Punishment and alternatives to punishment
Systematic analysis of events in schools

Requirements:

Attendants: Minimum attendance required - 70%

Attendance and participation: 10%

Final paper: 90%

Total 100%

Bibliography

Babad, E. (1995). The "teacher's pet" phenomenon, students' perceptions of teachers' differential behavior, and students' moral. *Journal of Educational Psychology*, 87(3), 361-374.

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- Zimbardo, P. G. (1973). On the ethics of intervention in human psychological research: With special reference to the Stanford prison experiment. *Cognition*, 2, 243-256