



OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	Kognicija in osebnost v procesu učenja
Subject Title:	Cognition and personality in the learning process

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Izobraževalna matematika, enopredmetni študij, 2. stopnja		2	2

Univerzitetna koda predmeta / University subject code:

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. Vaje Lab. Work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30		15				3

Nosilec predmeta / Lecturer:

Karin BAKRAČEVIČ VUKMAN

Jeziki / Predavanja / Lecture: slovenski / Slovenian

Languages: Vaje / Tutorial: slovenski / Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Jih ni.

Prerequisites:

There are none.

Vsebina:

Contents (Syllabus outline):

- Razvoj možganov in učenje.
- Različne strategije in načini učenja; kognitivni in učni stili; individualne razlike.
- Koncept »učenje učenja«.
- Spomin: struktura, delovanje in razvoj; implikacije za učenje in poučevanje.
- Mišljenje: reševanje problemov, presojanje in odločanje, metakognicija.
- Inteligentnost: modeli in teorije intelekta; ustvarjalnost; modrost; koncept nadarjenosti.
- Teorije kognitivnega razvoja ter njihove implikacije za učenje.
- Struktura, dinamika in razvoj osebnosti.
- Samopodoba, samoregulacija.
- Motivi in emocije; storilnostna motivacija; učne emocije; vpliv emocij na kognitivne procese.
- Osebnost in psihične obremenitve (frustracije, konflikti, stres); soočanje s stresom.
- Osebnost in učna uspešnost.

- Brain development and learning.
- Different strategies and ways of learning; cognitive and learning styles, individual differences.
- "Learning to learn" concept.
- Memory: structure and development; instructional implications.
- Thinking: problem solving, judgment and decision making, metacognition.
- Intelligence: models and theories of intellect; creativity; wisdom; concept of giftedness.
- Theories of cognitive development and learning.
- Structure, dynamics and development of personality.
- Self-concept and self-regulation.
- Motivation and emotions; learning motivation; emotions in learning; influence of emotions on cognitive processes.
- Frustration, conflict and stress; coping strategies.
- Personality and school performance.

Temeljni študijski viri / Textbooks:

Byrnes, J.P. (2000). Cognitive development and learning in instructional contexts. Allyn & Bacon
Papalia, D. E., Olds, S. W. & Feldman, R. D. (2003). Otrokov svet. Ljubljana: Educy
Musek, J. (2006). Psihološke dimenzije osebnosti. Ljubljana, FF
Sternberg, R.J. & Zhang, L. (2001). Perspectives on thinking, learning, and cognitive styles. Mahwah: Lawrence Erlbaum Associates
Blakemore, S.J. & Frith, U. (2005). The learning brain: Lessons for education. Blackwell Publishing

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Cilji:

Študentje in študentke:

- Poglobljeno spoznajo kognitivne in osebnostne vidike človekove narave in njihovo interakcijo v procesu učenja;
- spoznajo in razumejo pomen razvojnih in individualnih razlik pri učenju;
- obvladajo pomembne teorije in modele kognicije in osebnosti ter novejša izsledke na področju strukture, dinamike in razvoja osebnosti ter kognitivnega razvoja.

Objectives:

Students:

- get acquainted with cognitive and personality characteristics of individuals in the process of learning, and their interaction;
- become able to understand developmental and individual differences in learning;
- become able to understand theories and models of cognition and personality and get familiar with new findings in the field of personality and cognitive development.

Predvideni študijski rezultati:

Znanje in razumevanje:

Poznavanje in poglobljeno razumevanje kognitivnih in osebnostnih, motivacijskih in čustvenih značilnosti posameznika, ki vplivajo na način in uspešnost učenja – tako z razvojnega vidika, kot s stališča individualnih razlik.

Prenesljive/ključne spretnosti in drugi atributi:

Sposobnost kritične presoje in uporabe znanstvenih in strokovnih spoznanj o kogniciji in osebnosti v procesu učenja na področju drugih ved ter v praksi.

Intended learning outcomes:

Knowledge and Understanding:

familiarity with and understanding of cognitive, personality, motivational and emotional characteristics of individuals, which influence ways and success of learning – from the developmental, as well as “individual differences” point of view.

Transferable/Key Skills and other attributes:

ability to critically judge and apply scientific and professional findings about cognitive and personality characteristics in learning process in other fields and in the praxis.

Metode poučevanja in učenja:

- Predavanja
- Seminarske vaje
- Individualno delo

Learning and teaching methods:

- Lectures
- Exercises
- Individual work

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

• seminarska naloga • pisni izpit	30 70	• coursework • written examination
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Materialni pogoji za izvedbo predmeta :

- Predavalnica- multimedijsko opremljena

Material conditions for subject realization

- Lecture hall with multimedia equipment

Obveznosti študentov:

(pisni, ustni izpit, naloge, projekti)

- seminarska naloga
- pisni izpit

Students' commitments:

(written, oral examination, coursework, projects):

- coursework
- written examination