



OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	Psihologija za učitelje
Subject Title:	Psychology for teachers

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Izobraževalna tehnika		2	poletni
Educational Design		2	Summer

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
15	15				60	3

Nosilec predmeta / Lecturer:

Jeziki / Predavanja / Lecture:
Languages: Vaje / Tutorial:

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

Prerequisites:

Ni posebnih zahtev.

None.

Vsebina:

Contents (Syllabus outline):

Predavanja:

Opredelitev učenja:

- osebna pojmovanja učenja
- znanstvene paradigme učenja: behavioristično pojmovanje učenja vs. kognitivno-konstruktivistično učenje
- oblike učenja
- učni transfer
- učne strategije

Sodobna konstruktivistična paradigma učenja: aktivno učenje, spodbujanje refleksije pri pouku, izkustveno učenje, problemsko učenje, sodelovalno učenje, timsko delo.

Inteligentnost, ustvarjalnost, spoznavni stili.

Čustveni in osebnostni dejavniki učenja: emocije, samopodoba, stres.

Razred kot socialni sistem:

- prepletenost učnih ter socialnih in afektivnih spremenljivk v šolskem kontekstu
- vloga učitelja pri spodbujanju socialne vključenosti ter povezanosti razreda

Vaje in seminar:

Učiteljeva evalvacija lastnega dela ter skrb za lasten strokovni razvoj.

Lectures:

Definition of learning

- subjective conceptions of learning
- scientific learning paradigms: behaviourism vs. cognitivism/constructivism
- types of learning
- transfer of learning
- learning strategies

Contemporary constructivist learning paradigm: active learning, enhancing reflection, experiential learning, problem-based learning, cooperative learning, team work
Intelligence, creativity, cognitive styles.

Emotional and personality factors of learning: emotions, self-concept, stress.

Classroom as a social system

- the interrelation between academic, social and affective variables in school context
- the role of teacher in enhancing students' social inclusion and classroom cohesion

Tutorials and seminar:

Teacher's self-evaluation and management of her/his professional development.

Temeljni študijski viri / Textbooks:

Korthagen, F. A. J. in Kessels, J. P. A. M. (1999). Linking theory and practice: Changing the pedagogy of teacher education. *Educational researcher*, 28(4), 4-17.

Kottler, J. A. in Kottler, E. (2001). *Svetovalne spretnosti za vzgojitelje in učitelje. [Counseling skills for teachers]* Ljubljana: Inštitut za psihologijo osebnosti.

Marentič Požarnik, B. (2000). *Psihologija učenja in pouka*. Ljubljana: DZS.

Orlich, D.C., Harder, R.J., Callahan, R.C., Trevisan, M.S. in Brown, A.H. (2004). *Teaching strategies. A guide to effective instruction*. Boston, New York: Houghton Mifflin Company.

Woolfolk, A. H. (2002). *Pedagoška psihologija [Educational psychology]*. Ljubljana: Educy.

Cilji:

Študentje:

- reflektirajo in nadgradijo lastno pojmovanje učenja
- poznajo in znajo uporabljati sodobne učne metode
- razumejo pomen socialnih in emocionalnih dejavnikov za učinkovito učenje
- razvijejo spretnosti učinkovitega komuniciranja z učenci in s starši
- znajo evalvirati svoje delo ter skrbeti za lasten strokovni razvoj

Predvideni študijski rezultati:

Objectives:

Students will:

- reflect and broaden their own conception of learning
- understand the role of social and emotional factors for effective learning
- develop skills of effective communication with students and parents
- know and are able to use the contemporary teaching methods
- can evaluate their own work and take care for their professional development

Intended learning outcomes:

Znanje in razumevanje:

- poznajo sodobne paradigme učenja in ključne razlike med njimi
- poznajo različne učne strategije ter razume pomen transferja pri učenju
- poznajo različne spoznavne stile ter razumejo koncepta inteligentnosti in ustvarjalnosti
- poznajo psihološke dejavnike učenja

Prenesljive/ključne spretnosti in drugi atributi:

- znajo uporabiti ustrezne učne metode in strategije glede na učne cilje ter značilnosti ciljne skupine
- reflektirajo in razširijo lastno pojmovanje učenja
- razumejo delovanje razreda kot socialnega sistema ter znajo voditi skupino
- znajo reflektirati svojo besedno in nebesedno komunikacijo v razredu

Metode poučevanja in učenja:

Knowledge and Understanding:

- are familiar with the contemporary learning paradigms and main differences among them
- know various learning strategies and understands the role of transfer in learning
- know various cognitive styles; understand the concepts of intelligence and creativity
- know the psychological factors of learning

Transferable/Key Skills and other attributes:

- are able to use suitable learning methods and strategies according to learning objectives and the characteristics of target group
- reflect and broaden their own conception of learning
- understand the functioning of the classroom as a social system and can manage the group
- can reflect their verbal and nonverbal communication in the classroom

Learning and teaching methods:

Frontalne oblike poučevanja, simulacije, igre vlog, refleksija, diskusija, študije primera, e-učenje

Frontal methods of learning, simulations, role playing, reflection, discussion, case studies, e-learning

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

Pisni izpit
Kratki pisni izdelki

50 %
50%

Written exam
Coursework

Materialni pogoji za izvedbo predmeta :

Predavalnica za interaktivno delo s študenti, multimedijsko opremljena

Material conditions for subject realization

Lecture room equipped for interactive work with students, with multimedia equipment

Obveznosti študentov:

(pisni, ustni izpit, naloge, projekti)

Students' commitments:

(written, oral examination, coursework, projects):