



Univerza v Mariboru

Fakulteta za naravoslovje
in matematiko

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Psihologija razvoja in učenja
Course title:	Psychology of development and learning

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Enovit magistrski študijski program druge stopnje Predmetni učitelj	/	2	Zimski Winter
Five-year master's degree program Subject Teacher	/		

Vrsta predmeta / Course type:

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Lab. vaje Laboratory work	Terenske vaje Field work	Samost. delo Individ. work	ECTS
30			30		120	6

Nosilec predmeta / Lecturer:

Jeziki / Languages: Predavanja / Lectures:
Vaje / Tutorial:

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

Ni posebnih pogojev.

Prerequisites:

No special prerequisites.

Vsebina:

Dejavniki, teorije in tempo razvoja, kritične faze, individualne razlike v sposobnostih in osebnostnih lastnostih.

- Novejši pristopi k razlagi miselnega razvoja, ki vključujejo razvoj različnih sposobnosti, spomina, pozornosti, učne samoregulacije - v povezavi z učenjem učenja.
- Razvoj čustev; strah in anksioznost, šolska fobija, načini spopadanja s strahom in stresnimi situacijami, dejavniki in posledice stresa pri mladostniku, obremenjenost; agresivnost, dejavniki, ki vplivajo na razvoj agresivnosti, uravnavanje agresivnosti; empatija in čustvena inteligentnost.
- Psihosocialni razvoj otroka in mladostnika, problemi adolescence, formiranje identitete in samopodoba, vpliv samopodobe na motivacijo.

Kognitivni in socialno kognitivni (konstruktivistični) pogled na učenje:

- informacijsko procesni modeli spomina, metakognicija,
- reševanje problemov, učne strategije in spretnosti, poučevanje za transfer, metode za razvijanje ustvarjalnosti,
- socialni procesi pri učenju, socialno učenje, sodelovalno (kooperativno) učenje,.

Komunikacija:

- Diagnosticiranje problema,
- svetovanje – učenčev problem, soočenje in asertivna disciplina,
- konflikti, strategije reševanja konfliktov, soočanje učencev,
- komunikacija s starši.

Preverjanje in ocenjevanje znanja:

- Testi znanja.
- Avtentično ocenjevanje.

Content (Syllabus outline):

Factors and theories of human development; individual differences in abilities and personality.

- Cognitive development: development of thinking and different abilities, development of memory, attention and self-regulation - in connection with Learning to learn.
- Emotional development: differentiation of emotions, anxiety, school-phobia, stress in adolescence, coping strategies; development and regulation of aggressive behavior; empathy and emotional intelligence.
- Psychosocial, moral and personality development, attaining identity, development of self, influence of self-image on motivation.

Cognitive and social cognitive (constructivist) approaches to learning.

- Information processing models of memory, metacognition.
- Problem solving, learning strategies and skills, teaching for transfer, methods for enhancing creativity.
- Social processes in learning, cooperative learning.

Communication:

- Problem diagnosis,
- The student has a problem: counseling, assertive discipline,
- Conflicts, strategies for solving conflicts,
- Communication with parents.

Assessment of students work:

- Knowledge tests.
- Authentic assessment.

Temeljni literatura in viri / Readings:

- Marentič Požarnik, B. (2000): Psihologija učenja in pouka, Lj: DZS
- Marjanovič-Umek, L in Zupančič, M. (2004). Razvojna psihologija. Ljubljana: Znanstvenoraziskovalni inštitut Filozofske fakultete.
- Woolfolk, A. (2002). Pedagoška psihologija, Ljubljana: Educy.
- James, M. idr. (2006). Learning How to Learn. NY: Routledge

Cilji in kompetence:

Pri predmetu se študent seznanja z osnovami razvojne in pedagoške psihologije. Spozna in razume razvojne značilnosti otroka, mladostnika in odraslega. Usposobi se za prenos teoretičnih spoznanj v pedagoško prakso: izdelati zna učne enote in pripomočke, ki sledijo sodobnim teorijam učenja (sodelovalno učenje, učenje z odkrivanjem). Izdelati zna teste znanja. Študent pridobi temeljne veščine za učinkovito komunikacijo in se seznanja s strategijami reševanja konfliktov med učenci, med učitelji in učenci ter med učitelji in starši.

Objectives and competences:

The student becomes familiar with the basic principles of developmental and educational psychology, he/she understands developmental characteristics of child and adolescent, as well as main learning theories. He/ she develops the ability for transferring theoretical knowledge into the educational praxis: he/ she is capable of designing lessons following the principles of learning by discovery and cooperative learning. The student is trained in the skills of successful communication, and solving of social conflicts in the class-room.

Predvideni študijski rezultati:

Znanje in razumevanje:

Izdelati zna učne enote in pripomočke, ki sledijo sodobnim teorijam učenja. Pozna in razume razvojne značilnosti otroka in mladostnika in na podlagi tega zna ukrepati v prid otrokovemu razvoju.

Prenosljive/ključne spretnosti in drugi atributi:

Razvije spretnosti komuniciranja, z učenci, starši in učitelji-

Intended learning outcomes:

Knowledge and understanding:

The student is capable of designing lessons following the principles of modern theories of learning. He/ she understands developmental characteristics of child and adolescent and is able to apply this knowledge in benefit of child development.

Transferable/Key Skills and other attributes:

The student is trained in the basic skills of successful communication, and solving of social conflicts in the classroom.

Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • Predavanja, problemsko učenje, igra vlog, • Seminarske vaje • Individualno delo 	<ul style="list-style-type: none"> • Lectures, learning by discovery, role playing, • Excercises • Individual work
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Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Pisni izpit	60%	Written exam
seminarska naloga	40%	coursework

Reference nosilca / Lecturer's references:

LORGER, Teja, SCHMIDT, Majda, BAKRAČEVIČ VUKMAN, Karin. The social acceptance of secondary school students with learning disabilities (LD). *CEPS journal : Center for Educational Policy Studies Journal*, ISSN 1855-9719. [Tiskana izd.], 2015, vol. 5, no. 2, str. 177-194, tabele. http://www.cepsi.si/pdfs/cepsi_5_2/cepsi_5-2-2015_Lorger%20et%20al_pp_177-194.pdf. [COBISS.SI-ID [21468680](#)],

ŠAFHALTER, Andrej, BAKRAČEVIČ VUKMAN, Karin, GLODEŽ, Srečko. The effect of 3D-modeling training on students' spatial reasoning relative to gender and grade. *Journal of educational computing research*, ISSN 0735-6331. [Print ed.], 2016, vol. 54, no. 3, str. 395-406, doi: [10.1177/0735633115620430](https://doi.org/10.1177/0735633115620430). [COBISS.SI-ID [21813000](#)],

DEMETRIOU, Andreas, SPANOUDIS, George, KAZI, Smaragda, MOUGI, Antigoni, ŽEBEC, Mislav Stjepan, KAZALI, Elena, GOLINO, Hudson, BAKRAČEVIČ VUKMAN, Karin, SHAYER, Michael. Developmental differentiation and binding of mental processes with g through the life-span. *Journal of intelligence*, ISSN 2079-3200, 2017, vol. 5, iss. 2, str. 1-31. <http://www.mdpi.com/2079-3200/5/2/23>, <https://dk.um.si/lzpisGradiva.php?id=66335>, doi: [10.3390/jintelligence5020023](https://doi.org/10.3390/jintelligence5020023). [COBISS.SI-ID [23143432](#)]