



Univerza v Mariboru

Fakulteta za naravoslovje  
in matematiko

### UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Psihologija razvoja in učenja
<b>Course title:</b>	Psychology of Development and Learning

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Izobraževalna matematika, enopredmetni študij, 2. stopnja		1	1
Educational mathematics, single major 2 <sup>nd</sup> cycle		1	1

**Vrsta predmeta / Course type**

Izbirni / Elective

**Univerzitetna koda predmeta / University course code:**

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Lab. vaje Lab. work	Druge oblike študija	Samost. delo Individ. work	ECTS
30			30		120	6

**Nosilec predmeta / Lecturer:**

Dr. Karin Bakračević Vukman

**Jeziki /**

**Predavanja / Lectures:** slovenski /Slovene

**Languages:**

**Vaje / Tutorial:** slovenski /Slovene

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

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**Prerequisites:**

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**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

**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;

<p>stresa pri mladostniku, obremenjenost; agresivnost, dejavniki, ki vplivajo na razvoj agresivnosti, uravnavanje agresivnosti; empatija in čustvena inteligentnost.</p> <ul style="list-style-type: none"> <li>• Psihosocialni razvoj otroka in mladostnika, problemi adolescence, formiranje identitete in samopodoba, vpliv samopodobe na motivacijo, aspiracije in pristop k problemom, psihološke osnove moralnega razvoja.</li> </ul> <p>Motivacija (humanistični, sociokulturni in kognitivni pristopi), interesi in čustva, sheme o sebi.</p> <p>Kognitivni in socialno kognitivni (konstruktivistični ) pogled na učenje:</p> <ul style="list-style-type: none"> <li>• informacijsko procesni modeli spomina, metakognicija,</li> <li>• reševanje problemov, učne strategije in spretnosti, poučevanje za transfer, metode za razvijanje ustvarjalnosti,</li> <li>• socialni procesi pri učenju, socialno učenje, sodelovalno (kooperativno) učenje,.</li> <li>• oblikovanje učnega okolja – ekologija in vodenje razreda, ustvarjanje pozitivnega učnega okolja, ustvarjanje učne skupnosti, ohranjanje dobrega okolja za učenje.</li> </ul> <p>Komunikacija:</p> <ul style="list-style-type: none"> <li>• Diagnosticiranje problema,</li> <li>• svetovanje – učenčev problem, soočenje in asertivna disciplina,</li> <li>• konflikti, strategije reševanja konfliktov, soočanje učencev,</li> <li>• komunikacija s starši.</li> </ul> <p>Preverjanje in ocenjevanje znanja:</p> <ul style="list-style-type: none"> <li>• Testi znanja in naloge objektivnega tipa, merske karakteristike.</li> <li>• Avtentično ocenjevanje - mapna (portfolio) metoda.</li> </ul>	<p>empathy and emotional intelligence.</p> <ul style="list-style-type: none"> <li>• Psychosocial, moral and personality development, attaining identity, development of self, influence of self-image on motivation.</li> </ul> <p>Motivation (humanistic, socio-cultural and cognitive approaches); interests and emotions; self-schemes.</p> <p>Cognitive and social cognitive (constructivist) approaches to learning.</p> <ul style="list-style-type: none"> <li>• Information processing models of memory, metacognition.</li> <li>• Problem solving, learning strategies and skills, teaching for transfer, methods for enhancing creativity.</li> <li>• Social processes in learning, cooperative learning.</li> </ul> <p>Learning environment – class management, creating positive learning environment.</p> <p>Communication.</p> <ul style="list-style-type: none"> <li>• Problem diagnosis,</li> <li>• The student has a problem: counseling, assertive discipline,</li> <li>• Conflicts, strategies for solving conflicts,</li> <li>• Communication with parents.</li> </ul> <p>Assessment of students work:</p> <ul style="list-style-type: none"> <li>• Knowledge tests – metric characteristics,</li> <li>• Authentic assessment- portfolio methods.</li> </ul>
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**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 basic skills of successful communication, and solving of social conflicts in the class-room.

### Predvideni študijski rezultati:

#### Znanje in razumevanje. Študent/ka:

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.

#### Prenesljive/ključne spretnosti in drugi atributi:

#### Študent-ka:

Razvije spretnosti komuniciranja, z učenci, starši in učitelji.

### Intended learning outcomes:

#### Knowledge and Understanding. A student:

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:

#### Student:

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

### Metode poučevanja in učenja:

- Predavanja, problemsko učenje, igra vlog,
- Seminarske vaje,
- Individualno delo.

### Learning and teaching methods:

- Lectures, learning by discovery, role playing,
- Exercises,
- Individual work.

Delež (v %) /

### Načini ocenjevanja:

Weight (in %)

### Assessment:

- pisnega izpita,
- izdelave in zagovora seminarske naloge.

60 %

40 %

- written exam,
- seminar paper and its presentation,

### Reference nosilca / Lecturer's references:

1. BAKRAČEVIČ VUKMAN, Karin, LORGER, Teja, SCHMIDT, Majda. Perceived self-efficacy and social anxiety changes in high school students with learning disabilities (LD) during first year of secondary vocational education. *European journal of special needs education*, ISSN 0885-6257, 2018, vol. 33, iss. 4, str. 584-594.  
<http://www.tandfonline.com/doi/full/10.1080/08856257.2017.1410320>, doi: 10.1080/08856257.2017.1410320. [COBISS.SI-ID 23509256]
2. KLOJČNIK, Monika, KAVCIC, Voyko, BAKRAČEVIČ VUKMAN, Karin. Relationship of depression with executive functions and visuospatial memory in elderly. *The international journal of aging & human development*, ISSN 0091-4150, 2017, vol. 85, no. 4, str. 490-503, doi: 10.1177/0091415017712186. [COBISS.SI-ID 23152136]
3. HORVAT, Veronika, BAKRAČEVIČ VUKMAN, Karin. Odnos med modrostjo, ustvarjalnostjo in strategijami spoprijemanja s stresom v srednji in pozni odraslosti = The relationship between wisdom, creativity and coping with stress in middle and late adulthood. *Javno zdravje*, ISSN 2591-0906, 2017, 1, št. 1, str. 45-55, tabele.  
[http://www.nijz.si/sites/www.nijz.si/files/uploaded/horvat\\_et\\_al.\\_jz\\_01-06.pdf](http://www.nijz.si/sites/www.nijz.si/files/uploaded/horvat_et_al._jz_01-06.pdf). [COBISS.SI-ID 4062693]
4. 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>, doi: 10.3390/jintelligence5020023. [COBISS.SI-ID 23143432]
5. 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. [COBISS.SI-ID 21813000]