



Univerza v Mariboru

Fakulteta za naravoslovje
in matematiko

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Kognicija in osebnost v procesu učenja
Course title:	Cognition and Personality in the Learning Process

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Izobraževalna matematika, enopredmetni študij, 2. stopnja		1 ali 2	2 ali 4
Educational mathematics, single major 2 nd cycle		1 or 2	2 or 4

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		15			45	3

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:

/

Prerequisites:

/

Vsebina:

- 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.

Content (Syllabus outline):

- 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.

•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.

•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 literatura in viri / Readings:

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

Cilji in kompetence:

Študentje in študentke:

- Poglobljeno spoznajo kognitivne in osebne 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 and competences:

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:

Študent-ka:

Sposobnost kritične presoje in uporabe znanstvenih in strokovnih spoznanj o kogniciji in

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:

Student:

ability to critically judge and apply scientific and professional findings about cognitive and

osebnosti v procesu učenja na področju drugih ved ter v praksi.

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
- Excercises
- Individual work

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

- seminarska naloga
- pisni izpit

30 %
70 %

- coursework
- written examination

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. [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]