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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Psychology;**  **Master Program for Subject Teachers;**  **Philology** | | |
| Study Module (if applicable) | | | | Psychology - all modules;  -  Philology – module Methods of Serbian Language and Literature Teaching | | |
| Course title | | | | Personality, Abilities and Learning Styles | | |
| Level of study | | | | ☐Bachelor X Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory X Elective | | |
| Semester | | | | X Autumn XSpring | | |
| Year of study | | | | first | | |
| Number of ECTS allocated | | | | 4 | | |
| Name of lecturer/lecturers | | | | Snežana Stojiljković, PhD, Full Professor  Gordana Đigić, PhD, Assistant Professor | | |
| Teaching mode | | | | X Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work X Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *Introduction of the contemporary approaches to the structure of personality, intellectual abilities and learning styles. Understanding the connection between personality traits, cognitive approaches to learning and learning effects. Knowledge of individual differences in the domain of personality, abilities and learning. Developing students’ competencies for effective teaching and for supporting development of students' personality.* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Personality and related terms (temperament, character, identity, self). 2. Nomothetic and idiographic approach to the study of personality. 3. Typologies of personality: somatotype, temperament, values / interests. 4. Personality traits - definition, types, general or individual? 5. Cattel’s 16 personality factors. 6. Eysenck’s psychobiological approach: extraversion, neuroticism, psychoticism. 7. Five-factors model of personality. 8. Motivation: instincts (Freud), needs (Maslow), dynamic traits (Cattel), functional autonomy of motives (Allport). 9. Intelligence - nature, genetic and social factors of its development, gender differences. 10. The structure of intelligence: the general ability or more primary factors, fluid and crystallized intelligence, multiple intelligences. 11. Emotional intelligence and academic achievement. 12. Giftedness, talent and creativity. 13. Learning styles - definition of the concept, related concepts, division. 14 School failure and drop out. 15. Encouraging creativity in teaching practice. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| X Serbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  X Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **20** | | **Written examination** | | | **20** |
| **Practical teaching** | **10** | | **Oral examination** | | | **20** |
| **Teaching colloquia** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |