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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Psychology** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Psychology of Learning 1 | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | III | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Miroslav Komlenić | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The course aims  To familiarize students with: the basic problems of the psychology of learning; classification of the forms of learning; operationally defined by types of learning.  Study outcome: Students are expected at the end of the course be able to:  - reproduce knowledge about the basic problems of the psychology of learning; reproduce knowledge about the so-called. early and operationally defined types of learning;  - critically approach the problems of psychology of learning; to distinguish different forms of learning and be able to critically approach problems which they meet in professional practice and everyday life, to define and explain the mechanisms of learning. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Theoretical study  • The concept of learning: classical and secular understanding of learning; more modern concept of learning; non-behavioristic definition of learning; logical and methodological status of the concept of learning.  • Learning and memory, history of psychology of learning  • The importance of the psychology of learning as a basic discipline in other areas of psychology  • Animals in the psychology of learning  • Classification of basic forms of learning: operationally and in principle defined forms  • Early learning: stamping; expository learning  • Problematic and transitional forms of learning: sensitization. habituation  • Classic operationally defined forms of learning: classical conditioning - basic variables  • The nature of the conditional charm and nature of unconditional charm; interrelationship  • Processes of masking and blocking  • Theory of compensation process  • Types of classical conditioned reflexes  • Verbal conditioning  • Basic understanding of the nature of classical conditioning  • Conditionality in humans  Practical teaching: exercises  At exercises are revised contents from previous lectures for fuller understanding of the basic concepts and key issues. Students are expected to actively participate at lectures, presentation of individual themes, autonomy in formulating responses during the examination. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **5** | | **Written examination** | | | **20** |
| **Practical teaching** | **5** | | **Oral examination** | | | **50** |
| **Teaching colloquia** | **20** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |