



Subject code: EDU 602	Subject name: Cognitive psychology		
Study cycle: III	Year: I	Semester: I	ECTS credits: 7
Status: Mandatory		Contact hours: 60 Lectures: 30 Exercise/seminar: 30	
Assigned professors and assistants:	Teachers and associates selected in the field to which the subject belongs.		
Prerequisites:	/		
Subject objectives:	<p>Becoming familiar with cognitive basis of learning and teaching in school and other context.</p> <p>Developing theoretical knowledge which should provide better understanding of issues in education science.</p> <p>Developing knowledge and skills which should provide effective and organized teaching process.</p>		
Teaching units:	<ol style="list-style-type: none"> 1. Cognitive psychology in educational science; Approaches in cognitive psychology 2. Perception and attention 3. Memory: structures and process 4. Cognitive theory of learning 5. Implicit learning 6. Knowledge representation and organization 7. Thinking and problem solving; Creative thinking 8. Metacognition 9. Cognition, motivation and emotion 10. Cognitive psychology in classroom 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> • Cognitive basis of learning and teaching. • Theoretical knowledge which should provide better understanding of issues in education science. <p>Skills:</p> <ul style="list-style-type: none"> • Reviewing critically the main theories in one or more areas of cognitive psychology in the educational context. <p>Competencies:</p> <ul style="list-style-type: none"> • On completion of this subject students should be competent to explain how theories and research findings from cognitive psychology can inform learning and teaching. 		



Teaching methods:	Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises/seminar).																																				
Knowledge testing methods with grading structure¹:	<table border="1"> <thead> <tr> <th></th> <th><i>Points</i></th> <th><i>Minimum points</i></th> </tr> </thead> <tbody> <tr> <td>Partial exams</td> <td>30</td> <td>16</td> </tr> <tr> <td>Seminar papers</td> <td>30</td> <td>17</td> </tr> <tr> <td>Final exam</td> <td>40</td> <td>22</td> </tr> <tr> <td></td> <td>100</td> <td>55</td> </tr> </tbody> </table> <p>Assessment:</p> <table border="1"> <thead> <tr> <th><i>Grade</i></th> <th><i>ECTS grade</i></th> <th><i>Points scale</i></th> </tr> </thead> <tbody> <tr> <td>10</td> <td>(A) excellent</td> <td>95 - 100</td> </tr> <tr> <td>9</td> <td>(B) very good</td> <td>85 - 94</td> </tr> <tr> <td>8</td> <td>(C) good</td> <td>75 - 84</td> </tr> <tr> <td>7</td> <td>(D) satisfactory</td> <td>66 - 74</td> </tr> <tr> <td>6</td> <td>(E) sufficient</td> <td>55 - 64</td> </tr> <tr> <td>5</td> <td>(F, FX) insufficient</td> <td>55</td> </tr> </tbody> </table>		<i>Points</i>	<i>Minimum points</i>	Partial exams	30	16	Seminar papers	30	17	Final exam	40	22		100	55	<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>	10	(A) excellent	95 - 100	9	(B) very good	85 - 94	8	(C) good	75 - 84	7	(D) satisfactory	66 - 74	6	(E) sufficient	55 - 64	5	(F, FX) insufficient	55
	<i>Points</i>	<i>Minimum points</i>																																			
Partial exams	30	16																																			
Seminar papers	30	17																																			
Final exam	40	22																																			
	100	55																																			
<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>																																			
10	(A) excellent	95 - 100																																			
9	(B) very good	85 - 94																																			
8	(C) good	75 - 84																																			
7	(D) satisfactory	66 - 74																																			
6	(E) sufficient	55 - 64																																			
5	(F, FX) insufficient	55																																			
Literature²:	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Sternberg, R.J. (2005). <i>Kognitivnapsihologija</i>. Naklada Slap. Jastrebarsko. 2. Zarevski, P. (1994). <i>Psihologija pamćenja i učenja</i>, Naklada Slap. Jastrebarsko. 3. Rathus, S. A. (2000). <i>Temelji psihologije</i>. Naklada Slap. Jastrebarsko. 4. Sawyer, R.K. (Ed.). (2006). <i>The Cambridge Handbook of the Learning Sciences</i>. Cambridge University Press. 5. Slavin, R.E. (2006) <i>Educational Psychology: Theory and Practice</i> (Edition 8), Allyn & Bacon, Boston. <p>Recommended:</p> <ol style="list-style-type: none"> 1. Lamberts, K. & Goldstone, R. L. (Eds). (2005). <i>Handbook of Cognition</i>. Sage Publications. 2. Galotti, K. M. (2008). <i>Cognitive Psychology: In and Out of the Laboratory</i>, (IV Edition). Thomson Wadsworth. 3. Goldstein, E. B (2011). <i>Cognitive Psychology: Connecting Mind, Research, and Everyday Experience</i>. Wadsworth, Cengage Learning 4. Shell, D.F., Brooks, D. W., Trainin, G., Wilson, K. M., Kauffman, D. 																																				

¹The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton

²The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE

Form SP2

Page3 of3

F. , Herr, L. M. (2010). *The Unified Learning Model. How Motivational, Cognitive, and Neurobiological Sciences Inform Best Teaching Practices*. Springer Science+Business Media.