

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Socialna kognicija in percepcija
Course title: Social Cognition and Perception

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Sociologija in psihosocialne študije, 3. stopnja	Psihosocialne študije	Prvi	Drugi
Sociology and Psychosocial Studies, 3rd level	Psychosocial Studies	First	Second

Vrsta predmeta / Course type Izbirni / Elective

Univerzitetna koda predmeta / University course code: SKP / SCP

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	30				410	15

Nosilec predmeta / Lecturer:

Doc. dr. Jana Krivec / Assist. Prof. Jana Krivec, Ph.D
 (nosilka je v vlogi koordinatorice, ker pri izvajanju predmeta sodeluje več visokošolskih učiteljev) / (the lecturer plays the role of coordinator since several lecturers participate in the course)

Jeziki /

Languages:

Predavanja /

Lectures:

Slovenski, Angleški / Slovenian, English

Seminar / Seminar:

Slovenski, Angleški / Slovenian, English

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

Vpis v 1. letnik študija.

Prerequisites:

Enrollment in the first year.

Vsebina:

Content (Syllabus outline):

- pregled kognitivnih konstruktov in razumevanje kognitivnega delovanja (kognicija, sheme, procesiranje in shranjevanje informacij, hevristike in pristranosti, reševanje problemov in odločanje, ustvarjalnost);
- razumevanje teorij socialne kognicije (socialne reprezentacije, socialna identiteta, razvoj socialnih shem, atribucije);
- razumevanje človekovega odzivanja in delovanja v socialnih situacijah (konformizem, podrejanje, agresivnost, altruizem, delovanje v skupini);
- pregled aktualnih metod raziskovanja na področju socialne kognicije in percepcije.

- review of cognitive constructs and understanding of cognitive functioning (cognition, schemes, information processing and storage, heuristics and biases, problem solving and decision making, creativity);
- understanding theories of social cognition (social representation, social identity, development of social schemes, attributions);
- understanding of human response and action in social situations (conformism, subordination, aggression, altruism, group functioning);
- an overview of current research methods in the field of social cognition and perception.

Temeljni literatura in viri / Readings:

KAHNEMAN, Daniel, et al. *Judgment Under Uncertainty: Heuristics and Biases*. Cambridge University Press, 2018, <https://ug1lib.org/book/2514136/3f67a1>

KRIVEC, Jana. *Improve your life by playing a game: learn how to turn your life activities into lifelong skills!* Landegem: Thinkers Publishing, 2021.

KRIVEC, Jana. *Data Mining Techniques for Explaining Social Events*. IntechOpen, 2011.

Gradivo, obravnavano na predavanjih in seminarju. / Materials discussed during lectures and seminar.

Priporočena literatura / Advised readings:

KAHNEMAN, Daniel, et al. *Choices, Values, and Frames*. Cambridge University Press, 2017.

LEARY, Mark R, et al. *Handbook of Individual Differences in Social Behavior*. New York: Guilford Publications, 2013.

GLEITMAN, Henry, et al. *Psychology. 8th Ed*. New York, US: WW, 2011.

KUMAR, Sunil. *Social Work Perspectives on Human Behaviour*. Lanham: Centrum Press, 2013.

ADER, Herman J., et al. *Research Methodology in the Social, Behavioural and Life Sciences: Designs, Models and Methods*. Sage Publications, 1999, <https://ug1lib.org/book/2835260/3e3e1a>

AUGOUSTINOS, Martha, et al. "Towards an Integration of Social Representations and Social Schema Theory." *British Journal of Social Psychology*. 29.3 1990 (213-231).

KAHNEMAN, Daniel, et al. *Thinking, Fast and Slow*. London: Penguin, 2012.

AUGOUSTINOS, Martha, et al. *Social Cognition: An Integrated Introduction*. London: Sage Publications Thousand Oaks, 1995.

HERNANDEZ, Lyla M, et al. *Genes, Behavior, and the Social Environment: Moving Beyond the Nature/nurture Debate*. Washington, DC: National Academies Press, 2006.

KEENEY, Bradford P. *Aesthetics of Change*. Guilford Press, 2002.

Cilji in kompetence:

Cilj predmeta je pridobitev poglobljenega znanja na predmetnem področju, razvoj kritične refleksije s poglobljenim in abstraktnim razmišljanjem in sposobnost sinteze novih in kompleksnih idej.

Pridobitev splošnih kompetenc:

- sposobnost identificiranja danega raziskovalnega problema, njegove analize ter možnih rešitev;
- ustvarjanje novega znanja, ki pomeni relevanten prispevek k razvoju znanosti;
- sposobnost prenosa znanja med stroko in znanostjo v kritičnem dialogu;
- zavezanost profesionalni etiki, ki vključuje visoko razvito zmožnost odgovornega presojanja posledic uporabe novega znanja v različnih kontekstih;
- sposobnost kompleksnega systemskega pogleda na družbo in interdisciplinarnega pristopa, ki se kaže kot razumevanje splošne strukture družbenih ved ter povezanosti med njihovimi posameznimi disciplinami in poddisciplinami.

Pridobitev predmetno-specifičnih kompetenc:

- sposobnost operacionalizacije abstraktnih teoretskih konceptov na visoki ravni zahtevnosti;
- avtonomno reševanje konkretnih raziskovalnih problemov, vključno z najbolj kompleksnimi vprašanji, na

Objectives and competences:

The objective of the course is to acquire in-depth knowledge in the subject area, the development of critical reflection with in-depth and abstract thinking and the ability to synthesize new and complex ideas.

Acquisition of general competences:

- ability to autonomously identify a given research problem, its analysis and possible solutions;
- autonomous creation of new knowledge, which represents a relevant contribution to the development of science;
- ability to transfer knowledge between profession and science in a critical dialogue;
- commitment to professional ethics, which includes a highly developed ability to responsibly assess the consequences of the use of new knowledge in various contexts;
- ability of a complex systemic view of society and an interdisciplinary approach, which manifests itself as an understanding of the general structure of the social sciences and the connection between their individual disciplines and subdisciplines.

Acquisition of course-specific competences:

- ability to operationalize abstract theoretical concepts at a high level of complexity;
- autonomous solving concrete research problems, including the most complex

različnih področjih socialne kognicije in percepcije;

- sposobnost pridobivanja, selekcioniranja, evalviranja, kritičnega reflektiranja in umeščanja novih kompleksnih znanj ter njihove interpretacije v kontekstu socialne kognicije in percepcije, tudi na vrhunski ravni;
- poglobljeno poznavanje in razumevanje aktualnih teoretskih kognitivno-znanstvenih spoznanj iz relevantnega področja.

issues, in various areas of social cognition and perception;

- the ability to acquire, select, evaluate, critically reflect and place new complex knowledge as well as interpretate it in the context of social cognition and perception, including the highest level;
- in-depth knowledge and understanding of current theoretical cognitive-scientific findings from the relevant field at a higher level.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/ka:

- izkazuje poglobljeno poznavanje in razumevanje aktualnih teoretskih kognitivno-znanstvenih spoznanj iz relevantnega področja;
- izraža sposobnost samostojnega raziskovanja na področju socialne kognicije in percepcije;
- prezentira lastne raziskovalne izsledke v znanstvenih publikacijah;
- artikulira ključna vprašanja in probleme na področju socialne kognicije in percepcije.

Intended learning outcomes:

Knowledge and understanding:

Student:

- demonstrates an in-depth understanding of current theoretical assumptions in the relevant field;
- shows ability of independent research in the field of social cognition and perception;
- presents his / her own research findings in scientific publications;
- articulates key issues and problems in the field of social cognition and perception.

Metode poučevanja in učenja:

- predavanja z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov);
- seminarsko delo (diskusije, projektno delo, timsko delo, metode kritičnega mišljenja);
- uporaba spletne učilnice oziroma drugih sodobnih IKT orodij;
- individualno raziskovalno delo študentov.

Learning and teaching methods:

- lectures with active participation of students (explanations, discussion, cases, problem-solving);
- seminar work (discussions, project work, team work, methods of critical thinking);
- use of online classroom or other contemporary ICT tools;
- individual research work.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<p data-bbox="193 275 727 342">Način (pisni izpit, ustno izpraševanje, naloge, projekt):</p> <p data-bbox="193 387 727 454">Izpitna naloga v obliki znanstvenega članka (najmanj 5000 besed)</p> <p data-bbox="193 499 727 613">Ocenjevalna lestvica – skladno s Pravilnikom o preverjanju in ocenjevanju znanja.</p>	<p data-bbox="735 409 946 432">100</p>	<p data-bbox="954 275 1485 342">Type (examination, oral, coursework, project):</p> <p data-bbox="954 387 1485 454">Essay in the form of a scientific article (at least 5000 words)</p> <p data-bbox="954 499 1485 613">Grading scale - in accordance with the Rules of examination and evaluation of knowledge.</p>

Reference nosilca / Lecturer's references:

KRIVEC, Jana, BRATKO, Ivan, GUID, Matej. Identification and conceptualization of procedural chunks in chess. *Cognitive systems research*, ISSN 1389-0417, 2021, vol. 69, str. 22-40.

KRIVEC, Jana, GUID, Matej. The influence of context on information processing. *Cognitive processing*, ISSN 1612-4782, May 2020, vol. 21, iss. 2, str. 167-18.

KRIVEC, Jana, POPOVIĆ, Tjaša. Vpliv interakcije in vzgojnega stila na koncentracijo predšolskih otrok. *Pedagoška obzorja: časopis za didaktiko in metodiko*, ISSN 0353-1392, 2020, letn. 35, št. 3/4, str. 100-116.

KRIVEC, Jana. *Improve your life by playing a game: learn how to turn your life activities into lifelong skills!*. Landegem: Thinkers Publishing, 2021.

KRIVEC, Jana, STEPIŠNIK PERDIH, Tjaša. Comparison of self-perception between Slovenian, Finnish and Lebanese students = Primerjava samozaznave pri slovenskih, finskih in libanonskih študentih in študentkah. *Kairos: slovenska revija za psihoterapijo*, ISSN 1854-9373. [Tiskana izd.], 2019, letn. 13, št. 3/4, str. 155-175.

KRIVEC, Jana, RAKOVEC, Primož. Kognitivno-vedenjski profil stresne izkušnje med slovenskimi študentkami in študenti = Cognitive behavioral profile of stress experience among Slovenian students. *Kairos: slovenska revija za psihoterapijo*, ISSN 1854-9373. [Tiskana izd.], 2018, letn. 12, št. 1/2, str. 67-86.

KRIVEC, Jana, GAMS, Matjaž. Data mining techniques for explaining social events. V: FUNATSU, Kimito (ur.), HASEGAWA, Kyoshi (ur.). *Knowledge-oriented applications in data mining*. Rijeka: In-Tech. cop. 2011, str. 39-52.

GUID, Matej, BRATKO, Ivan, KRIVEC, Jana. An experiment in students' acquisition of problem solving skill from goal-oriented instructions. V: *ComputationWorld 2012: July 22-27, 2012, Nice, France*. [S. l.]: IARIA. cop. 2012, str. 159-164.

MOŽINA, Martin, GUID, Matej, SADIKOV, Aleksander, GROZNIK, Vida, KRIVEC, Jana, BRATKO, Ivan. Conceptualizing procedural knowledge targeted at students of different skill levels. V: BAKER, Ryan

S. J. D. (ur.), MERCERON, Agathe (ur.), PAVLIK, Philip I. (ur.). *Educational data mining 2010*. [S. l.: s. n. 2010, str. 309-310.