

Cognitive Psychology 3 ECTS

Purpose of course

The course's aim is to introduce the student to psychological theories and regularities concerning the structure, features, and evolution of cognitive processes behind students' performance in school (learning, memory, thinking, attention, motivation). It helps the understanding of the conditions of effective learning as well as cognitive factors that define school performance of a child. The course provides basic knowledge in the recognizing and handling of skill disorders and disabilities. The general goal of this course is to support the development of instructor-educator competences that are required in the field of differentiated treatment of students - through understanding the typical and unique features manifested in various cognitive factors.

Required reading

- Atkinson, R. C. & Hilgard, E. (2014): Introduction to psychology. Wadsworth Pub. (16th edition)
- Krisztián Ágota, Bernáth László, Gombos Hajnalka és Vereczkei Lajos (2015): Developing numerical
- ability in children with mathematical difficulties using origami. Perceptual and Motor Skills, 121. 1. sz. 233–243.

Knowledge

Has deep knowledge of the scientific theories of learning, strategies and methods of learning as well as methods of supporting learning and teaching, has thorough knowledge of basic processes of memory and attention.

Attitude:

- Considers the social scientist perspective important in his/her professional identity, is open to the interdisciplinary approach of education science.
- Aims to implement expansive professional cooperation, is open to enter problematic situations reflectively and is able to judge them professionally.
- Has professionally established critical approach and is committed to professional analysis based on values and knowledge.
- Seeks creative solutions for deep comprehension of certain topics and for applying the relevant research methods, is open to cooperation in research, realizes the importance of joint work.
- Approaches the relationship of theory and practice with evaluative and interpretative reflectivity, formulates relevant professional criticism, explicates his/her opinion convincingly and clearly, is able to argue in professional debates.

Skills:

- Is able to create age-appropriate educational conditions based on his/her knowledge of characteristics of learning, and to support individual ways of learning.
- Is able to make choices of relevant viewpoints while gathering information about the field of education science and its neighbouring disciplines using national and international databases, and is able to independently use and apply this information to his/her work.
- Applies the interdisciplinary models and is able to analyse a given problem from various perspectives, which enables a realistic interpretation of the situation with effective alternative solutions.

Autonomy-responsibility:

- Strengthens his/her professional confidence and assesses his/her own professional potentials and deficits realistically.
- Takes a proactive role in making phenomena understood and encouraging responsible thinking, applies a scientific-professional viewpoint to his/her decisions and actions.
- Makes individual decisions based on professional opinions, and prioritizes delivering opinion and taking action based on research.
- Due to intentional self-development, is able to work independently and with responsibility, and is able to reconcile personal and professional goals in his/her work.