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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Osnove pedagogike | | | | | | | | | | | | | | | |
| **Course title:** | | | Basics of Pedagogy | | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | | / | | | | | | | | 1. | | 1. | | |
| Pedagogic and Andragogic Education and Training | | | | | | / | | | | | | | | 1st | | 1st | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 15 SV | | | | / | | | | 15 IP | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | prof. dr. Jurka Lepičnik Vodopivec / Prof. Jurka Lepičnik Vodopivec, PhD | | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * Pedagogika kot znanost. Razvoj pedagogike kot znanosti. * Pedagoška metodologija. * Predmet pedagogike. Pedagoške discipline: Opredelitev osnovnih pojmov: vzgoja, prevzgoja, izobraževanje, edukacija, socializacija. * Družbena pogojenost vzgoje in izobraževanja. * Vzgojni stili - pogojenost vzgojnega stila z razumevanjem otrokove narave, otrokovega razvoja, ciljev vzgoje, avtoritete, tehnik discipliniranja in kaznovanja. * Vrednote in pedagogika. Človekove in otrokove pravice kot osnova sodobnih pristopov k vzgoji in izobraževanju. * Vzgoja med kulturo in naravo. Posameznik kot individuum in kot član skupnosti. * Individualni, razvojni in kulturni dejavniki, ki vplivajo na vzgojo in izobraževanje. * Sistem vzgoje in izobraževanja in vzgojno-izobraževalne institucije. Organizacija, načrtovanje in vodenje vzgojno-izobraževalne institucije. Svetovalno, posvetovalno delo z različnimi partnerji in z različnimi ciljnimi skupinami (otroci/učenci, starši, vzgojitelji/učitelji, svetom šole, lokalno skupnostjo). * Učitelj/vzgojitelj kot strokovnjak, uslužbenec, osebnost. Učitelj/vzgojitelj kot strokovnjak za predmetno področje in kot vzgojitelj. Učitelj/vzgojitelj kot učenec v procesu vseživljenjskega izobraževanja. Možnosti in meje učiteljeve/vzgojiteljeve strokovne avtonomije. * Družinska pedagogika. Starševske kompetence. Partnerstvo med družino in vzgojno-izobraževalno institucijo. Načini in oblike sodelovanja z družinami. Pomen sodelovanja z družinami. Varovanje osebnih podatkov. * Andragogika in izobraževanje odraslih. Področja, nosilci in proces izobraževanja odraslih. * Uradni in prikriti kurikulum. * Multikulturnost v vzgoji in izobraževanju. * Inkluzivna pedagogika - oblikovanje skupnosti, inkluzivnih vrednot, okolja, ki omogoča učno in vzgojno situacijo, nujno potrebne pomoči in dodatnih aktivnosti. Zagotavljanje enakih možnosti za kakovostno vzgojo in izobraževanje. * Kakovost v vzgoji in izobraževanju- mehanizmi ugotavljanja in zagotavljanja kakovosti. | | | | | | | | |  | | * Pedagogy as a science. Development of pedagogy as a science. * Methodology of pedagogy. * The subject of pedagogy. Pedagogical disciplines. Defining basic concepts: education, re-education, instruction, socialisation. * Social determination of education. * Educational styles – dependence of educational style on understanding child’s nature, child’s development, educational goals, authority, and techniques of disciplining and punishing. * Values and pedagogy. Human and child’s rights as the basis of modern approaches to education. * Education between culture and nature. Person as an individual and as a member of society. * Individual, developmental, and cultural factors that affect education. * Education system and educational institutions. Organisation, planning and leading an educational institution. Advisory and consultancy work with various partners and with different target groups (children and students, parents, educators/teachers, school governing bodies, local community). * Schoolteacher and preschool teacher as an expert, public servant, personality. Schoolteacher and preschool teacher as a learner in the process of lifelong learning. Potentials and limitations of (preschool) teacher’s autonomy. * Family pedagogy. Parenting competences. Family – educational institution partnership. Ways and forms of cooperation with families. The significance of cooperation with families. Personal data protection. * Andragogy and adult education. Areas, holders and process of adult education. * Official and hidden curriculum. * Multiculturalism in education. * Inclusive education – the formation of community, of inclusive values, environment that allows learning and education situation, necessary assistance and supplementary activities. Providing for equal opportunities for quality education. * Quality in education – mechanisms of assessing and assuring quality. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Kroflič, R. (1997). Med poslušnostjo in odgovornostjo (Procesno-razvojni model moralne vzgoje). Ljubljana: Vija. * Kroflič, R. (2002). Izbrani pedagoški spisi. Ljubljana: Zavod Republike Slovenije za šolstvo. * Pšunder, M. (2004). Disciplina v sodobni šoli. Ljubljana: Zavod RS za šolstvo. * Peček,M. in Lesar, I. (2009). *Moč vzgoje. Sodobna vprašanja teorije vzgoje*. Ljubljana: tehniška založba: Ljubljana. * Krek J. in Metljak, M. (Ur.) (2011). *Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji. Pedagoški inštitu. Ljubljana.* * Lepičnik Vodopivec, J. (1996).Med starši in vzgojitelji ni mogoče ne komunicirati. Ljubljana: MiSch. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilj predmeta je razumevanje vzgoje kot protislovnega procesa, znotraj katerega je osnovno vprašanje iskanje meja med omejevanjem posameznikovega razvoja in njegovo svobodo, med podporo posameznikovih razvojnih potreb in manipulacijo. Preko razumevanje procesa vzgoje je cilj predmeta udeležence programa usposobiti za prepoznavanje vzgojnih situacij v vzgojno-izobraževalnih institucijah, njihovo kritično analizo, ter iskanje možnosti za njihovo reševanje, vrednotenje in razmišljanje o tem, kakšne so lahko posledice konkretnih rešitev. Ponuja pogled in razumevanje profesionalne vloge vzgojitelja/učitelja. Hkrati izpostavlja njegovo vpetost med pričakovanja in zahteve države, pričakovanja staršev in njihovih otrok, stroke in njegovih lastnih vizij o tem, kaj je vzgojno-izobraževalna institucija, kakšna je njena vloga in vloga vzgoje oz. izobraževanja v njej pri posameznikovem razvoju. S tem se osredotoča tudi na vprašanje, kakšne so možnosti oblikovanja vzgojnega koncepta vzgojno-izobraževalne institucije ter inkluzivne kulture z vidika marginaliziranih skupin otrok. V tem smislu je cilj predmeta pomoč pri oblikovanju lastne profesionalne podobe, lastnega vzgojnega stila, razvijati sposobnosti reflektiranja svojega dela in avtonomnega strokovnega odločanja ter argumentiranja svojih strokovnih odločitev.  Splošne kompetence:   * avtonomnost, (samo)kritičnost, (samo)refleksivnost, prizadevanje za kakovost; * občutljivost/odprtost za ljudi in socialne situacije; * razumevanje individualnih vrednot in vrednostnih sistemov, obvladovanje profesionalno-etičnih vprašanj; * prilagajanje učno-vzgojnih pristopov glede na individualno, socialno, jezikovno in kulturno različnost otrok; * pedagoško vodenje posameznika, oddelka in skupine.     Predmetno specifične kompetence:   * znanje o vzgojnih in izobraževalnih konceptih, njihovih filozofskih in zgodovinskih temeljih, ter družbeni pogojenosti, * poznavanje, razumevanje, usmerjenost v inkluzivno, nediskriminativno delo, multikulturnost, razvijanje spodbudne, strpne in skrbne skupnosti, * uporabljanje ustreznih strategij za soočanje z neprimernim vedenjem, agresivnostjo in konflikti, * učinkovito sodelovanje z družino in drugimi posamezniki in institucijami, ki so odgovorni za posameznika, * poznavanje, razumevanje in upoštevanje institucionalnih okvirov delovanja vzgojno-izobraževalnih institucij in strategij za razvijanje kakovosti v vzgoji in izobraževanju. | |  | | The goal of the course is understanding education as a controversial process within which the basic issue is finding the borderline between limiting one’s development and their freedom, between support to individual’s development needs and manipulation. Through understanding the process of education the objective of the course is to qualify the participants in it for identifying educational situations in educational institutions, a critical analysis of these, and for finding opportunities for solving them; evaluating and reflecting on what the consequences of concrete solutions might be. It offers insight into and understanding of professional role of a (preschool) teacher. Simultaneously it highlights their ambiguous position between expectations and requirements of the state, parents’ and their children’s expectations, of the profession and their own vision of an educational institution, its role and the role of education in individual’s development. Thus it also focuses on the question what options for designing educational concepts of an educational institution are available from the perspective of marginalised groups of children. In this regard the aim of the course is assistance in designing one’s own professional image, one’s own educational style, developing the capacity of reflecting their own work and autonomous professional decision making and providing reasons for their professional choices.  General competences:   * autonomy, (self) criticism, (self) reflectiveness, striving for quality; * sensitivity/openness for people and social situations; * understanding individual values and value systems, managing professional and ethical issues; * adapting teaching and educational approaches according to individual, social, linguistic, and cultural diversity of children; * educational leadership of an individual, school class, or preschool section.   Subject specific competences:   * knowledge about educational concepts, their philosophical and historical foundations and social conditionality; * knowing and understanding orientation into inclusive, non-discriminatory work, multiculturalism, developing stimulating, tolerant, and caring community; * applying adequate strategies for coping with inappropriate behaviour, aggression and conflicts; * efficient cooperation with family and other individuals and institutions responsible for individual learner; * knowing, understanding and compliance with the institutional framework of operation of educational institutions and strategies for developing quality in education. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * pozna in razume osnovne pojme, različne vzgojno-izobraževalne koncepte, * pozna in razume cilje vzgojno-izobraževalnih institucij z vidika vzgoje in izobraževanja ter poti doseganja ciljev, * razvija spretnosti za načrtovanje, izvedbo in refleksijo dela v oddelku/razredu z vidika doseganja vzgojnih ciljev, * razume osnovne zakonitosti vzgojnega procesa, vzgojo in izobraževanje z vidika posameznika, družbe in njunega odnosa, * razume vpetost pedagoga med pričakovanja in zahteve države, pričakovanja staršev in njihovih otrok, stroke in njegovih lastnih vizij o tem, kaj je vzgojno-izobraževalna institucija in kakšna je vloga vzgoje oz. izobraževanja v njej, * pozna, razume in je sposoben/-a v praksi upoštevati institucionalne okvire delovanja vzgojno-izobraževalnih institucij (zakonodajo…), * razume pomen sodelovanja z družino za otrokov razvoj, razvija spretnosti učinkovitega sodelovanja z družino in drugimi osebami, odgovornimi za učence, * razvija spretnosti za prepoznavanje indikatorjev kakovosti vzgojno-izobraževalnega procesa, razume pomen zagotavljanja kakovosti ter pozna osnovne strategije za zagotavljanje kakovosti vzgojne in izobraževanja, * razvija spretnosti samorefleksije in avtonomnosti pri sprejemanju strokovnih odločitev ter argumentiranja svojih strokovnih odločitev, * razume, razvija občutljivost in se čuti zavezanega za delovanje za marginalizirane posameznike zaradi njihove etničnosti, socialno ekonomskega statusa, spola, posebnih potreb, * razvija sposobnosti za prepoznavanje situacij v različnih institucijah, ki kažejo na stopnjo inkluzivnosti, * razvija spretnosti za oblikovanje inkluzivnih vzgojnoizobraževalnih praks in jih kritično ovrednoti, * prepozna teoretične koncepte v praksi, jih zna razložiti, kritično ovrednotiti in primerjati. | | |  | Knowledge and understanding:  Participants in the programme:   * know and understand the basic notions, various educational concepts; * know and understand the aims of educational institutions from the perspective of education and the paths toward attaining the goals; * develop skills for planning, performance, and reflection of the work in the section/classroom from the perspective of attaining educational goals; * understand the basic rules of educational process, of education from the perspective of the individual, society and their relationship; * understand the ambiguous position of the educator between the expectations and requirements of the state, the expectations of parents and of their children, the profession and their own visions about an educational institution and the role of education in it; * know, understand and are able to act in compliance with the institutional frameworks of operation of educational institutions (legislation ...); * understand the significance of cooperation with family for child’s development, develops the skills of efficient cooperation with family and with other persons responsible for children; * develop the skills for identifying indicators of quality of educational process, understand the importance of assuring quality and know the basic strategies for assuring quality of education; * develop the skills of self-reflection and autonomy in taking professional decisions and in justifying their professional choices; * understand, develop sensitivity and feel committed to working in favour of individuals marginalised due to their ethnicity, social-economic status, gender, or special needs; * develop the capability of identifying situations in different institutions that indicate the degree of inclusiveness; * develop the skills for shaping inclusive educational practices and critically evaluate them; * recognise the theoretical concepts in practice, can explain, critically evaluate and compare them. | |
| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| Oblike dela:  frontalna, delo v skupinah, individualno delo.  Metode dela:  Interaktivne metode dela, ki temeljijo na principih aktivnega učenja in poučevanja za kritično mišljenje. | | |  | Forms of work:  Plennary, work in groups, individual work.  Methods of work:  Interactive methods of work based on the principles of active learning and teaching for critical thinking. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)  Pisni izpit,  priprava in predstavitev seminarske naloge. | 60 %,  40 %. | | | | Type (examination, oral, coursework, project):  written exam;  preparation and presentation of seminar work. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. LEPIČNIK-VODOPIVEC, Jurka. Starši, vzgojiteljice in vzgojitelji o medijskem opismenjevanju otrok v vrtcu. *Sodobna pedagogika*, ISSN 0038-0474, 2005, letn. 56, posebna izd. 2. LEPIČNIK-VODOPIVEC, Jurka. Sodelovanje staršev z vrtcem kot dejavnik kakovosti vrtca. *Revija za elementarno izobraževanje*, ISSN 1855-4431, sep. 2010, letn. 3, št. 2/3. 3. LEPIČNIK-VODOPIVEC, Jurka. Kako vzgojitelji in učitelji zaznavajo medvrstniško nasilje. *Didakta*, ISSN 0354-0421, maj 2012, letn. 21. 4. HMELAK, Maja, LEPIČNIK-VODOPIVEC, Jurka. Pomen nekaterih znanj, pridobljenih med študijem, za uspešno delo v vrtcu. *Pedagoška obzorja*, ISSN 0353-1392, 2013. 5. LEPIČNIK-VODOPIVEC, Jurka. Pre-school education and its position in the educational system, Slovenia. V: PETŘÍKOVÁ, Emílie (ur.), et al. *Pre-school education in the context of curriculum : children's readiness for compulsory school attendance in the context of selected EU countries - Czech Republic, Slovakia, Slovenia, Poland*. 1st English ed. Olomouc: Palacký University, Faculty of Education, 2012 6. LEPIČNIK-VODOPIVEC, Jurka. Vseživljenjsko učenje za trajnostni razvoj. V: DUH, Matjaž (ur.), DUH, Matjaž. *Edukacija za trajnostni razvoj*. Maribor: Pedagoška fakulteta; Rakičan: RIS Dvorec, 2009. 7. SMAJLA, Tilen, LEPIČNIK-VODOPIVEC, Jurka. Nekateri dejavniki prikritega kurikuluma v osnovni šoli. *Didakta*, ISSN 0354-0421, mar. 2014, letn. 24. | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Psihologija otroka in mladostnika | | | | | | | | | | | | | | |
| **Course title:** | | | Child and Adolescent Psychology | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 1. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 1st | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 15 LV | | | / | | | | 15 IP | | | 120 | |  | 6 |
|  | | | | | | | | | | | | | | | | | |
| **Nosilec predmeta / Lecturer:** | | | | | doc. dr. Petra Dolenc / Assistant Prof. Petra Dolenc, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * Vloga psihologije v izobraževanju. * Razumevanje razvoja in zakonitosti razvoja ter interakcijski vplivi različnih dejavnikov razvoja. * Področja razvoja in razvojna obdobja (tempo, mejniki, razvojne naloge), teorije psihičnega razvoja. * Značilnosti spoznavnega, socialnega in čustveno-osebnostnega razvoja v srednjem in poznem otroštvu. Značilnosti spoznavnega, socialnega in čustveno-osebnostnega razvoja v mladostništvu; oblikovanje identitete; pomen vrstniške skupine, prijateljstva,   odnos mladostnika s starši.   * Oblike in vrste učenja; Učenje in zorenje. * Proces učenja. Spomin: pomnjenje in pozabljanje; učni transfer; Spodbujanje ustvarjalnosti učencev. * Dejavniki učenja in učne uspešnosti (fiziološki, psihološki, fizikalni in socialni dejavniki). * Individualne razlike med učenci: sposobnosti, spoznavni in učni stili, učne strategije, učna motivacija, čustveni in osebnostni dejavniki.Psihološki vidiki preverjanja in ocenjevanja znanja. | | | | | | | |  | | * The role of psychology in education. * Understanding the development and laws of development and interactional influences of different development factors. * Development areas and development stages (pace, milestones, developmental tasks), theories of psychological development. * Characteristics of cognitive, social, and emotional-personality development in middle and late childhood. The characteristics of cognitive, social, and emotional-personality development in adolescence; the shaping of identity; the significance of peer group, of friendship, the relationship of the adolescent with parents. * Forms and types of learning; learning and maturing. * The process of learning. Memory: remembering and forgetting; learning transfer; encouraging learners’ creativity. * Factors of learning and learning efficacy (physiological, psychological, physical and social factors). * Individual differences between learners: ability, cognitive and learning styles, learning styles, learning motivation, educational and personality factors. Psychological aspects of testing and assessing knowledge. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Marjanovič, U.L., Zupančič, M. (ur.) (2004). Razvojna psihologija. Ljubljana: Znanstvenoraziskovalni inštitut Filozofske fakultete. * Papalia, D.E., Olds, S.W., Feldman, R.D. (2003). Otrokov svet - otrokov razvoj od spočetja do konca mladostništva. Ljubljana: Educy. * Marentič Požarnik, B. (2010). Psihologija učenja in pouka. Ljubljana: DZS. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:   * spoznati in razumeti temeljne zakonitosti razvoja ter interakcijskega delovanja dejavnikov, ki vplivajo na različna področja razvoja v srednjem in poznem otroštvu ter mladostništvu, * spoznati in razumeti spodbudne in škodljive vplive okolja na razvojni proces v obdobjih otroštva in mladostništva, * spoznati dejavnike, ki vplivajo na učenje, in njihovo upoštevanje pri poučevanju, * razumeti in upoštevati individualne razlike med učenci pri delu z otroki in mladostniki.   Splošne kompetence:   * prizadevanje za kakovost, * (samo)kritičnost, (samo)refleksivnost.   Predmetnospecifične kompetence:   * poznavanje in razumevanje razvojnih značilnosti, razlik in potreb otrok in mladostnikov, * upoštevanje razvojnih značilnosti in individualnih posebnosti učečih, * ustvarjanje spodbudnega učnega okolja kjer se spoštuje različnost in spodbujata samostojnost in odgovornost učencev, * razvijanje motivacije in pozitivnih stališč do učenja, ustreznih medosebnih odnosov, spodbujanje uporabe učinkovitih učnih strategij ter spodbujanje vseživljenjskega učenja. | |  | | Objectives:   * to know and understand the basic laws of development and interactional functioning of the factors that affect different areas of development in middle and late childhood and in adolescence; * to know and understand stimulating and harming influences of the environment on the development process in the stages of childhood and adolescence; * to get to know the factors that affect learning, considering them in teaching; * to understand and take account of individual differences between learners in working with children and adolescents.   General competences:   * striving for quality; * (self) criticism, (self) reflection.   Subject specific competences:   * knowing and understanding developmental characteristics, differences and needs of children and adolescents; * taking account of developmental characteristics and individual particularities of learners; * creating stimulating learning environment where diversity is respected and independence and responsibility of learners respected; * developing motivation and positive attitudes towards learning, adequate interpersonal relations, encouraging the use of efficient learning strategies and of lifelong learning. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * pozna temeljne značilnosti spoznavnega, socialnega in čustvenega razvoja v srednjem in poznem otrštvu ter mladostništvu, * pozna različne oblike učenja in dejavnike učenja in učne uspešnosti, pozna različne oblike preverjanja in ocenjevanja znanja ter njihovo delovanje v učnem procesu, * (samo)kritično razmišlja o pedagoško-psiholoških problemih dela v šoli. | | |  | Knowledge and understanding:  The participants in the programme:   * know the basic characteristics of cognitive, social, and emotional development in middle and late childhood and in adolescence; * know different forms of learning and factors of learning and learning efficacy, know different forms of testing and assessing knowledge and their function in the learning process; * (self) critically reflect the educational and psychological problems of work in school. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * predavanja, * študij literature, * seminarji, * vaje v manjših skupinah. | | |  | * lectures, * studying literature, * seminars, * tutorials in smaller groups. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)   * uspešno izdelana in predstavljena seminarska naloga, * pisni izpit. | 40 %,  60 % | | | | Type (examination, oral, coursework, project):   * succesfully produced and presented seminar work, * written exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. DOLENC, Petra. Spoprijemanje s stresom, povezanim s šolo, pri srednješolskih mladostnikih. V: HOZJAN, Dejan (ur.). Izobraževanje za 21. stoletje - ustvarjalnost v vzgoji in izobraževanju, (Knjižnica Annales Ludus, ISSN 2335-3686). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2014, str. 61-73, 541-542, tabele. [COBISS.SI-ID 1536405444]. 2. DOLENC, Petra. Psihometrične lastnosti vprašalnika telesne samopodobe (PSDQ) na vzorcu slovenskih mladostnikov. Anthropos, ISSN 0587-5161, 2014, letn. 46, št. 3/4, str. 35-55, tabele, slika. [COBISS.SI-ID 56133218]. 3. DOLENC, Petra. Ugotavljanje samopodobe osnovnošolskih otrok : razlike po spolu, starosti in učnem uspehu. Sodobna pedagogika, ISSN 0038-0474, 2009, letn. 60, št. 2, str. 96-110. [COBISS.SI-ID 1635283]. | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Didaktika | | | | | | | | | | | | | | |
| **Course title:** | | | Didactics | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 1. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 1st | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 15 LV | | | / | | | | 15 IP | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | izr. prof. dr. Anna Kožuh / Associate Prof. Anna Kožuh, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * Didaktika kot disciplina pedagogike. * Umeščenost didaktike v sistem družboslovnih znanosti. * Zgodovina didaktične misli. * Funkcije didaktike. Odnos med splošno in posebno didaktiko. * Tendence v sodobni didaktiki. * Etape profesionalnega razvoja učitelja. * Didaktične kompetence učitelja. * Organizacija dela in uvod v kurikularno načrtovanje. Učni cilji. * Učne metode. Učna metoda razlage, učna metoda razgovora. Metodi aktivnega in problemskega dela. * Učne oblike. Didaktična načela. Didaktična sredstva. * Problem konceptualizacije preverjanja in ocenjevanja znanja. * Sestava evalvacijskih vprašalnikov. | | | | | | | |  | | * Didactics as a discipline of pedagogy. * Placement of didactics within the system of social sciences. * The history of didactic thought. * The functions of didactics. The relation between general and special didactics. * The tendencies in modern didactics. * Stages of teachers’ professional development. * Teachers’ didactic competences. * Organisation of work and introduction into curricular planning. Learning goals. * Teaching methods. The teaching method of explanation, the teaching method of conversation. The methods of active and problem work. * Forms of teaching. Didactic principles. Didactic resources. * The problem of conceptualising testing and assessing knowledge. * Construction of evaluation questionnaires. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| Osnovna literatura / Basic readings:   * Blažič, M., Ivanuš Grmek, M., Kramar, M., Strmčnik, F. (2003). Didaktika. Novo mesto: Visokošolsko središče, Inštitut za raziskovalno in razvojno delo. * Cencič, M. (2006). Nekatere strategije pouka. Koper: Univerza na Primorskem, Pedagoška fakulteta Koper. * Kramar, M. (2009). Pouk. Nova Gorica: Založba Eduka Melior Nova Gorica.   Dopolnilna literatura / Supplementary readings:   * Cencič, M., Cencič, M. (2002). *Priročnik za spoznavno usmerjeni pouk*. Ljubljana: Mladinska knjiga. * Cencič, M., Cotič, M., Istenič Starčič, A., Medved Udovič, V. (ur.) (2007). *Raziskovalni pogledi na razvijanje pedagoške prakse. Primeri raziskav pedagoških delavcev*. Koper: Univerza na Primorskem Pedagoška fakulteta Koper. * Medved Udovič, V., Cotič, M., Cencič, M., (ur.) (2008*). Sodobne strategije učenja in poučevanja.* Koper: Univerza na Primorskem Pedagoška fakulteta Koper. * Tomić, A. (2000). Izbrana poglavja iz didaktike. Ljubljana: Univerza v Ljubljani, Filozofska fakulteta. * Strmčnik, F. (2001). Didaktika: Osrednje teoretične teme. Ljubljana: Znanstveni inštitut Filozofske fakultete. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Učni cilji predmeta:   * usposobiti udeležence/-ke programa za prepoznavanje vzgojno-izobraževalnih in didaktičnih situacij v vtrcu in na različnih ravneh šole, * razviti njihovo kritično analizo, ter iskanje možnosti za njihovo reševanje, vrednotenje in razmišljanje o tem, kakšne so lahko posledice konkretnih rešitev, * spoznanje in razvitje pogleda na glavne pojme in temeljna načela načrtovanja in izvajanja pouka, * razvijanje povezovanja vsebine, ciljev, oblik in metod ter razumevanje profesionalne vloge učitelja, pričakovanj otrok, učencev in staršev, * spoznati stroko in pridobivanje ustrezne vizije o tem, kaj je didaktika, kaj je vzgojno-izobraževalni proces in kakšna je vloga učitelja v izobraževanju, * razvijanje sposobnosti reflektiranja svojega dela in avtonomnega strokovnega odločanja.   Splošne kompetence:   * prilagajanje didaktičnih pristopov glede na individualno, socialno, jezikovno in kulturno različnost učencev, * avtonomnost, kritičnost, refleksivnost, prizadevanje za kakovost izobraževalnega procesa, * znanje o vzgojnih in izobraževalnih konceptih, njihovih zgodovinskih temeljih ter družbeni pogojenosti, * poznavanje, razumevanje, usmerjenost v inkluzivno, nediskriminativno delo in multikulturnost, * uporabljanje ustreznih strategij pouka, * učinkovito sodelovanje in komuniciranje s starši in družbenimi institucijami.   Predmetno-specifične kompetence:   * obvladanje temeljnih načel in postopkov načrtovanja in izvajanja učnega procesa, * ustrezno povezovanje in usklajevanje ciljev, vsebine, učnih metod in pristopov, * uporabljanje različnih sodobnih učnih metod in strategij, ki spodbujajo miselno aktivnost učencev, * razvijanje različnih načinov preverjanja ter ocenjevanja znanja in dosežkov učencev, ter refleksija v procesu evalvacije. | |  | | Learning objectives:   * to train the participants in the programme for identifying educational and didactic situations in preschool and at different levels of school; * to develop their critical analysis and finding the options for the solution of the latter, evaluating and reflecting upon possible consequences of concrete solutions; * knowing and developing the view on major concepts and basic principles of planning and performing teaching; * developing integration of contents, aims, forms, and methods for understanding the professional role of teacher; children’s, students’, and parents’ expectations; * to know the profession and acquiring an adequate vision about what didactics and education and the role of teachers in education are; * developing the ability of reflecting one’s own work and of autonomous professional decision-making.   General competences:   * adapting teaching and educational approaches according to individual, social, linguistic, and cultural diversity of children; * autonomy, criticism, reflectivity, striving for the quality of educational process; * knowledge about educational concepts, their historical foundations and social conditions; * knowing, understanding, orientation into inclusive, non-discriminatory work and multiculturalism; * applying adequate teaching strategies; * efficient cooperation and communication with parents and institutions of society;   Subject specific competences:   * Mastery of the the basic principles and procedures of planning and performing learning process; * adequate integration and coordination of objectives, content, teaching methods, and approaches; * applying different modern teaching methods and strategies that encourage learners’ mental activity; * developing different ways of testing and assessing learners’ performance and reflection in the process of evaluation. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje:  Udeleženec/-ka programa:   * pozna osnovne didaktične pojme, * zna kritično ovrednotiti svoje poučevanje in učenje učencev, * zna kritično ovrednotiti skladnost med teoretičnimi načeli in izhodišči ter izpeljavo teh konceptov v praksi, * zna izvajati pouk prilagojen učencem različnih sposobnosti z uporabo različnih metod, oblik in strategij.   Razumevanje  Udeleženec/-ka programa:   * razume povezanost vsebin, ciljev, oblik in metod ter pomen prilagajanja pouka različnim sposobnostim, znanju in zmožnostim učencev, * razume in uporablja različne metode in oblike pouka in jih zna prilagajati učencem ter jih spodbujati v procesu učenja, * razume potrebo uspešnega sodelovanja s starši, * razume in uporablja znanje za utemeljitev zasnove in analizo šolskih in didaktičnih situacji na praksi v šoli.   Uporaba:  Udeleženec/-ka programa:   * zna pridobljeno didaktično znanje fleksibilno uporabiti v pedagoški in andragoški praksi, * pridobi spretnosti sistematičnega spremljanja in analiziranja pouka, * obvlada načrtovanje učnega procesa, organizacijo dela, uporabo različnih učnih metod in oblik, * zna spodbujati lastno aktivnost in aktivnost svojih učencev.   Refleksija:  Udeleženec/-ka programa:   * zna kritično ovrednotiti svoje poučevanje in učenje učencev, * zna analizirati svoje napake in jih uspešno odpraviti, * je pripravljen/-a na samostojno dopolnjevanje svojega profesionalnega dela. | | |  | Knowledge:  The participants in the programme:   * know the basic didactic concepts, * can critically evaluate their teaching and students’ learning; * can critically evaluate the consistency between theoretical principles and starting points and the implementation of these concepts in practice; * can perform teaching adapted to learners with different abilities with the use of a variety of different methods, forms, and strategies.   Understanding:  The participants in the programme:   * understand the interrelatedness of contents, objectives, forms, and methods and the significance of adapting teaching to different abilities, knowledge, and capacities of learners; * understand and apply different methods and forms of teaching and can adapt them to learners and encourage them in the process of learning; * understand the need for efficient cooperation with parents; * understand and apply knowledge for the justification of design and analysis of school and didactic situation while on teaching practice in school.   Application:  The participants in the programme:   * can flexibly apply the attained knowledge in pedagogic and andragogic practice; * acquire the skills of systematic monitoring and analysing teaching; * master the planning of teaching process, organisation of work, the use of various teaching methods and forms; * can encourage their own activity and the activity of their students.   Reflection:  The participants in the programme:   * can critically evaluate their teaching and the learning of students; * can analyse their errors and eliminate them successfully; * are prepared to independently complement their professional work. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * razlaga, * razgovor, * delo s teksti (študij literature in virov), * diskusija, * opazovanje, * work shop, * brainstorming. | | |  | * explanation, * conversation, * work with texts (studying literature and resources); * discussion; * observing; * workshop; * Brainstorming. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)   * pisni izpit   + projektno delo | 60 %,  40 %. | | | | Type (examination, oral, coursework, project):   * written exam, * project work. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. KOZŁOWSKA (Kožuh), Anna. Orientacje w nowoczesnym kształceniu i doskonaleniu pedagogów. Państwo i Społeczeństwo, ISSN 1643-8299, 2009, rok 9, nr. 2, str. 297-305. [COBISS.SI-ID [1536413636](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536413636)] 2. KOZŁOWSKA (Kožuh), Anna. Media w edukaciji - przewaga problemów czy korzysci. V: BOČAROVA, Olena (ur.), COTIČ, Mara (ur.), TERKULOV, Vjačeslav (ur.). Paradygmy sučasnoï pedagogiky : materialy naukovoï konferenciï. Gorlivka: Ministerstvo osvity i nauki Ukraïni: Gorlivs´kyï deržavnyï pedagogičnyï instytut inozemnyh mov: Krakowska akademia im. A. F. Modrzewskiego, 2010, str. 111-120. [COBISS.SI-ID [1536466372](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536466372)] 3. KOZŁOWSKA (Kožuh), Anna. Błędy w procesie kształcenia i ewaluacji na poziomie akademickim : superwizja jako sposób ich ograniczania i eliminowania. V: KAPISZEWSKA, Maria (ur.). Krajowe Ramy Kwalifikacji : biurokratyczna konieczność czy szansa na poprawę jakości kształcenia w uczelniach?. Kraków: Krakowska Akademia im. Andrzeja Frycza Modrzewskiego, cop. 2013, str. 107-120. [COBISS.SI-ID [1536083908](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536083908)] 4. KOZŁOWSKA (Kožuh), Anna. Metody aktywizujące w pracy z uczniem. Split: Sedamdeset Sedam, 2013. 149 str., ilustr. ISBN 978-953-57405-1-3. [COBISS.SI-ID [1536079044](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536079044)] 5. KOZŁOWSKA (Kožuh), Anna. Activating methods in the school - pupils' benefits and teachers' benefits. V: BUTENKO, Hanna (ur.), KOŽUH, Boris (ur.). Contemporary school and education. Horlivka: Ministry of education and science, youth and sport of Ukraine: Horlivka institute for foreign languages: A.F.M. Krakow University: Faculty of education University of Primorska, 2013, str. 7-28. [COBISS.SI-ID [4785367](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=4785367)] | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Specialna pedagogika | | | | | | | | | | | | | | |
| **Course title:** | | | Special Pedagogy | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 1. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 1st | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | | / | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 15 SV | | | / | | | | 15 IP | | | 120 | |  | 6 |
|  | | | | | | | | | | | | | | | | | |
| **Nosilec predmeta / Lecturer:** | | | | | doc. dr. Vanja Riccarda Kiswarday / Assistant prof. Vanja Riccarda Kiswarday, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| Razvoj filozofskih in paradigmatskih osnov za koncipiranje sodobnih oblik družbene skrbi za vzgojo in izobraževanje otrok s posebnimi potrebami.  Koncept vzgoje in izobraževanja otrok s posebnimi potrebami v Sloveniji:   * integracija, inkluzija, * pravna podlaga,   koncept usmerjanja,   * kontinuum pomoči in vzgojno izobraževalnih programov za otroke s posebnimi potrebami.   Značilnosti skupin, ki jih opredeljuje Zakon o usmerjanju otrok s posebnimi potrebami, ki služijo za odkrivanje otrok s posebnimi potrebami skozi proces vzgoje in izobraževanja.  Prilagajanje izvajanja vzgoje in izobraževanja ter oblike dodatne strokovne pomoči glede na potrebe otrok. | | | | | | | |  | | The development of philosophical and paradigmatic bases for modern forms of social care for education of children with special needs.  The concept of educating children with special needs in Slovenia:   * integration, inclusion; * legal bases; * the concept of guidance procedures; * the continuum of assistance and educational programmes for children with special needs.   The characteristics of groups defined by the Placement of Children with Special Needs Act that serve detecting children with special needs through education process.  Adapting the implementation of education and forms of additional professional assistance according to children’s needs. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| Osnovna literatura / Basic readings:   * Opara B.: (2005) Otroci s posebnimi potrebami v vrtcu in šolah, Centerkontura,   Ljubljana   * Bela knjiga o vzgoji in izobraževanju v RS (2011) Ljubljana, Ministrstvo za šolstvo in šport * Aktualna zakonodaja s področja vzgoje in izobraževanja (Zakon o OŠ) * Zakon o usmerjanju otrok s posebnimi potrebami (2013) * Pravilnik o organizaciji in načinu dela komisij za usmerjanje otrok s posebnimi   potrebami ter o kriterijih za opredelitev vrste in stopnje primanjkljajev, ovir  oziroma motenj otrok s posebnimi potrebami (2003) Uradni list RS št 54  Dopolnilna literatura / Additional readings:   * Kobal Grum, D., Kobal, B. (2009). Poti do inkluzije. Pedagoški inštitut. * Kavkler et al., (2008). Razvoj inkluzivne vzgoje in izobraževanja – izbrana poglavja v pomoč šolskim timom, - Ljubljana : ZRSŠ * Magajna, L. et al. (2008). Koncept dela: Učne težave v osnovni šoli. * Opara, et al. (2010). Analiza vzgoje in izobraževanja OPP v Sloveniji. Ljubljana. Pedagoški inštitut. * Galeša M. : (1995) Specialna metodika individualizacije, Didakta, Radovljica   Dodatna literatura / Supplementary readings:   * Zbornik referatov Družbena skrb za vzgojo, izobraževanje in socialno varstvo oseb s   posebnimi potrebami ( 2000) Deset let pozneje, Društvo defektologov Slovenije, Ljubljana   * Zbornik Osebe s posebnimi potrebami v procesu inkluzije ter vloga defektologov in specializiranih institucij (2002) Društvo defektologov Slovenije, Ljubljana * Zbornik Integracija, inkluzija v vrtcu, osnovni in srednji šoli (2002) Zveza društev   pedagoških delavcev Slovenije, Ljubljana | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženec/-ka programa spozna koncepte vzgoje in izobraževanja otrok s posebnimi potrebami. Spozna bistvene značilnosti vseh vrst in stopenj otrok s posebnimi potrebami. Spozna oblike in načine vzgoje in izobraževanja otrok s posebnimi potrebami ter prilagajanja učno vzgojnega procesa in dodatno strokovno pomoč.  Splošne kompetence:   * sposobnost prepoznavanja bio-psiho-socialnih značilnosti in potreb populacije otrok s posebnimi potrebami, * sposobnost identifikacije otrok s posebnimi potrebami, * sposobnost pridobivanja znanj za nudenje strokovne pomoči in prilagoditev vzgoje in izobraževanja otrokom s posebnimi potrebami.   Predmetnospecifične kompetence:  Udeleženec/-ka programa:   * zna oblikovati pozitiven odnos do otrok s posebnimi potrebami, * pozna možne prilagoditve in pomoč pri vzgoji in izobraževanju otrok s posebnimi potrebami, * zna pripraviti individualiziran program usposabljanja otroka s   posebnimi potrebami. | |  | | Objectives:  The participants in the programme become familiar with the concepts of educating children with special needs. They get to know the basic characteristics of all the types and levels of children with special needs. They get acquainted with the forms and ways of educating children with special needs and of adapting the learning process and additional professional assistance.  General competences:   * the ability of identifying biological and psycho-social characteristics and needs of the population of children with special needs; * the ability of acquiring knowledge for providing professional assistance and adaptation of education to children with special needs.   Subject specific competences:  The participants in the programme:   * can form a positive attitude towards children with special needs; * know possible adaptations and assistance in educating children with special needs; * can set up an individualised training programme for a child with special needs. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * pozna vrste in stopnje primanjkljajev, ovir oziroma motenj pri otrocih s posebnimi potrebami, * zna grobo prepoznati otroka s posebnimi potrebami in je usposobljen/-a za sodelovanje v timu, ki obravnava otroka, * pozna programe vzgoje in izobraževanja, v katere se vključujejo otroci s posebnimi   potrebami,   * je usposobljen/-a za oblikovanje ustreznih odnosov v skupini oziroma razredu, ki so   primerni in nujni za otroke s posebnimi potrebami.  Uporaba:  Udeleženec/-ka programa:   * je sposoben/na prepoznati posebne potrebe pri otroku; * zna sodelovati v strokovnem timu in sodelovati pri pripravi individualiziranega   programa;   * zna opraviti potrebne prilagoditve vzgoje in izobraževanja za otroka s posebnimi   potrebami.  Refleksija:  Udeleženec/-ka programa je zmožen/na sprotnega preverjanja svojega dela v smislu preverjanja ustreznosti vključitve otroka s posebnimi potrebami v določen program vzgoje in izobraževanja. | | |  | Knowledge and understanding:  The participants in the programme:   * know the types and levels of deficits, hindrances, or disorders in children with special needs; * can roughly identify a child with special needs and is qualified for participation in a team who deal with the child; * know the education programmes into which children with special needs get enrolled; * are qualified to shape adequate relations in a section or a class that are suitable and necessary for children with special needs.   Application:  The participants in the programme:   * are able to identify special needs in a child; * know how to participate in a professional team in preparing an individualised programme; * know how to perform the necessary adaptations of education for a child with special needs.   Reflection:  The participants in the programme are able to continuously evaluate their work in the sense of checking for the adequacy of including a child with special needs into a particular education programme. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| Predavanja z aplikacijo znanja preko metode študije primera. Aktivne metode učenja (diskusije, analize, iniciative...) | | |  | Lectures with application of knowledge through the method of case study. Active methods of learning (discussion, analysis, initiative, etc.) | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)  Projektna ali seminarska naloga  Ustni ali pisni izpit. | 40 %,  60 % | | | | Type (examination, oral, coursework, project):  project or seminar work,  oral or written exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. Kiswarday, V. R. (1996). ABC and 1-2-3 on computers: computer as a didactic tool in education of children with a severe mental retardation. In Proceedings of the 5th international conference on Computers helping people with special needs. Part II (pp. 689-695). R. Oldenbourg Verlag GmbH. 2. Kiswarday, V. R. (2012). *Stališča učiteljev do možnosti razvijanja rezilientnosti pri učencih in dijakih: doktorska disertacija* (Doctoral dissertation, V. Riccarda Kiswarday). 3. Kiswarday, V. (2014). Model spodbujanja rezilientnosti v šolskem okolju. Journal of Elementary Education/Revija za Elementarno Izobraževanje, 7(2). 4. Kiswarday: (2011). Individualiziran načrt. V: Vovk-Ornik, N., ur. Delo z otroki s posebnimi potrebami. MB, Forum, d.d. 5. Valenčič Zuljan et al. (2013). Kazalniki socialnega kapitala, kulturnega kapitala in šolske klime v napovedovanju šolske uspešnosti otrok in mladostnikov, CRP, Ljubljana : Ministrstvo za izobraževanje | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Pedagoško raziskovanje | | | | | | | | | | | | | | |
| **Course title:** | | | Educational Research | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 1. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 1st | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 15 LV | | | / | | | | 15 IP | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | doc. dr. Tina Štemberger/Assistant prof. Tina Štemberger, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| Raziskovanje na pedagoškem področju:   * etičnost v raziskovanju, * vrste raziskav, * kvalitativno raziskovanje, * kvantitativno raziskovanje, * kombinacija paradigem, * raziskovalne metode, * raziskovalni proces, * tehnike zbiranja podatkov, * klasično in spletno zbiranje podatkov, * obdelava podatkov, * empirična raziskovalna naloga na področju edukacijskih ved, * struktura pisnega poročila o raziskavi.   Statistična obdelava podatkov:   * Osnovni statistični pojmi, * Opisna statistika: npr.: mere srednjih vrednosti, mere razpršenosti, * Inferenčna statistika: bivariatna analiza Pearsonov in Spearmanov korelacijski koeficient, hi-kvadrat preizkus hipoteze enake verjetnosti in hipoteze neodvisnosti, mere stopnje kontingence, * Računalniška obdelava podatkov (SPSS), * Prikazovanje rezultatov, * Interpretacija. | | | | | | | |  | | Research in the field of education:   * ethics in research; * types of research; * qualitative research; * quantitative research; * combination of paradigms; * research methods; * research process; * techniques of gathering data; * classical and online data collection, * data processing; * empirical research task in the field of educational sciences; * structure of written report on research study.   Statistical data processing:   * basic statistical concepts; * descriptive statistics: e.g. the measures of mean values, the measures of dispersal; * inference statistics: bivariate analysis, Pearson’s and Spearman’s correlation coefficient, chi-square test of hypothesis of equal probability and hypothesis of independence; the measures of the degree of contingency; * computer data processing (SPSS); * display of results; * interpretation. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| Osnovna literatura / Basic readings:   * Cencič, M. (2009). Kako poteka pedagoško raziskovanje. Primer kvantitativne empirične neeksperimentalne raziskave. Ljubljana: Zavod RS za šolstvo. * Kožuh, B. (2003): Statistične metode v pedagoškem raziskovanju. Ljubljana. Filozofska fakulteta. * Sagadin, J. (1993): Poglavja iz metodologije pedagoškega raziskovanja. Ljubljana. Zavod R Slovenije za šolstvo in šport (določena poglavja).   Dopolnilna literatura / Additional readings:   * + Kožuh, B. (2012). Statistične metode v pedagoškem raziskovanju. Ljubljana: Znanstvena založba Filozofske fakultete . | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženec (-ka) programa:   * Zna korektno uporabljati znanstveni aparat; * Zna izbrati in uporabiti ustrezno raziskovalno metodo, tehnike zbiranja in obdelave podatkov glede na problem raziskovanja; * Zna samostojno izvesti enostavnejšo empirično neeksperimentalno raziskavo; * Zna sodelovati v raziskovalnem timu in upošteva etičnost v raziskovanju;   Predmetnospecifične kompetence:   * Usposobljenost za empirično raziskovanje v vzgoji in izobraževanju. * Fleksibilna uporaba znanja v praksi, ki se pokaže pri izdelavi raziskovalnega poročila. * Informacijska pismenost in uporaba informacijsko-komunikacijske tehnologije v vzgoji in izobraževanju pri obdelavi podatkov. * Interdisciplinarno povezovanje vsebin, ki se kaže pri raziskovanju problema, ki je lahko iz različnih disciplin. * Usposobljenost za vrednotenje učinkovitega poučevanja in učnega procesa; * Usposobljenost za analizo dobrih in šibkih plati svojega dela; * Usposobljenost za tvorno sodelovanje v raziskovalnih projektih, namenjenih izboljšanju vzgojno—izobraževalne prakse. | |  | | Objectives:  The participants in the programme:   * know how to use the scientific apparatus correctly; * know how to select and apply the adequate research method, techniques of collecting and processing data according to the research problem; * can carry out a simple empirical non-experimental research independently; * can participate in a research team complying to ethics in research;   Subject specific competences:   * Qualification for empirical research in the field of education. * Flexible application of knowledge in practice that shows in the production of research report. * Information literacy and use of ICT in education for data processing. * Interdisciplinary integration of contents that shows in the examination of the problem that can be from different disciplines. * Qualification for evaluation of efficient teaching and of learning process. * Qualification for analysis of strengths and weaknesses of one’s work. * Qualification for productive cooperation in projects intended for improvement of educational practice. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * Pozna različne vrste kvantitativnih in kvalitativnih raziskav; * Pozna osnovne tehnike zbiranja podatkov in osnove opisne in bivariantne statistične obdelave podatkov; * Razume povezanost in odvisnost med podatki in njihovo obdelavo; * Zna uporabiti računalniški program SPSS.   Uporaba:   * Pridobljeno znanje udeleženec/-ka programa uporabi pri raziskovanju konkretnega problema iz prakse, od načrtovanja raziskave, zbiranja podatkov, ustrezne obdelave podatkov ter napiše poročilo o raziskavi. * Udeleženec/ka programa zna z računalniškim programom SPSS izpeljati ustrezno opisno in bivariantno analizo podatkov.   Refleksija:  Udeleženec/-ka programa je sposoben/-na je kritično ovrednotiti rezultate in proces svoje raziskave, pa tudi druge objavljene raziskave. | | |  | Knowledge and understanding:  The participants in the programme:   * know various types of quantitative and qualitative research; * know the basic techniques of data collection and the basics of descriptive and bivariate statistical data processing; * understand the relation and interdependence between data and data processing; * know how to use the SPSS.   Application:   * the participants in the programme apply the acquired knowledge in investigating a concrete problem from practice—from planning the study, collecting data, adequate data processing to writing the research report. * the participants in the programme know how to carry out adequate descriptive and bivariate data analysis with the support of the SPSS.   Reflection:   * The participants in the programme are able to critically evaluate the results and the process of their study as well as other published research studies. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * Predavanja, * seminarji, * vaje v manjših skupinah in * samostojno raziskovalno delo udeleženca/-ke programa. | | |  | * lectures, * seminars; * tutorials in smaller groups, and * participants’ independent research work. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)  Raziskovalna naloga,  pisni izpit. | 25 %,  75 % | | | | Type (examination, oral, coursework, project):  research assignment;  written exam |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. CENCIČ, Majda, ŠTEMBERGER, Tina. Vodenje-vzgojno izobraževalnih zavodov in vpliv na ustvarjalnost vzgojiteljev. *Sodobna pedagogika*, ISSN 0038-0474, dec. 2014, letn. 65 = 131, št. 4, str. 66-80, ilustr. [COBISS.SI-ID [1537138884](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1537138884)] 2. ŠTEMBERGER, Tina, CENCIČ, Majda. Raziskava načrtovanih novosti pri pouku v kontekstu pedagoških raziskav = Design-based research in an educational research context. *Sodobna pedagogika*, ISSN 0038-0474, mar. 2014, letn. 65, št. 1, str. 90-103, 62-75, ilustr. [COBISS.SI-ID [1536382916](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536382916)] 3. ŠTEMBERGER, Tina. Nekatera stališča vzgojiteljic do ustvarjalnosti. V: HOZJAN, Dejan (ur.). *Izobraževanje za 21. stoletje - ustvarjalnost v vzgoji in izobraževanju*, (Knjižnica Annales Ludus, ISSN 2335-3686). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2014, str. 141-151, 549-550, tabele. [COBISS.SI-ID [1536406468](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536406468)] 4. ŠTEMBERGER, Tina, POGOREVC, Jovita. Pripremljenost vaspitača za inkluzivno obrazovanje = Readiness of educators for inclusive education. V: GUTVAJN, Nikoleta (ur.), LALIĆ-VUČETIĆ, Nataša (ur.), STOKANIĆ, Dragana (ur.). *Savremeni pristupi inkluzivnom obrazovanju : zbornik rezimea*. Beograd: Institut za pedagoška istraživanja; Sremska Mitrovica: Visoka škola strukovnih studija za vaspitače i poslovne informatičare Sirmijum, 2014, str. 32, 116. [COBISS.SI-ID [1536544196](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536544196)] | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Andragogika | | | | | | | | | | | | | | |
| **Course title:** | | | Andragogy | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 15 SV | | | / | | | | 15 IP | | | 120 | |  | 6 |
|  | | | | | | | | | | | | | | | | | |
| **Nosilec predmeta / Lecturer:** | | | | | izr. prof. dr. Dejan Hozjan / Assistant Prof. Dejan Hozjan, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * Andragogika kot izobraževalna veda. Predmet, metodologija in razvoj. Pojem odraslega, sistemske osnove izobraževanja odraslih. * Permanentno (vseživljenjsko) izobraževanje: koncept, aplikacije, medsebojno vplivanje podsistema izobraževanja mladih in odraslih. * Zgodovina izobraževanja odraslih. Družbeni in ekonomski temelji izobraževanja odraslih. * Temeljne značilnosti in dejavniki uspešnega učenja odraslih. Pripravljenost odraslih za izobraževanje in predstava o sebi (self – image). Motivacija odraslih za izobraževanje. Učne tehnike, navade, sposobnosti odraslega za izobraževanje. * Andragoški ciklus. Planiranje in programiranje izobraževanja. Značilnosti izvedbe, prepletanje samoizobraževanja in skupinskih oblik izobraževanja. Evalvacija in samoevalvacija. * Osnovne oblike in metode dela v andragoški praksi. Dopisno in multimedijsko izobraževanje, študijski krožki samoizobraževanja. * Vzpostavljanje poklicne identitete kot sukcesivni proces. Poklicna samoreprodukcija. * Vrste izobraževanja odraslih, kriteriji delitve. Formalno in neformalno izobraževanje. Poklicno izobraževanje odraslih. Ciljne skupine. Izobraževanje v tretjem življenjskem obdobju. * Svetovanje v izobraževanju odraslih: informativno svetovalno delo za izobraževanje in poklicni razvoj. | | | | | | | |  | | * Andragogy as an educational science. Subject, methodology and development. The concept of adult, systemic fundamentals of adult education. * Continuing (lifelong) education: concept, applications, interaction of the subsystems of youth and adult education. * History of adult education. Social and economic bases of adult education. * Basic characteristics and factors of successful learning of adults. The willingness of adults for education and the notion of self (self-image). Motivation of adult education. Learning techniques, habits, capacity of adults for education. * Adult education cycle. Planning and programming education. The performance characteristics, interweaving of self-teaching and collective forms of education. Evaluation and self-evaluation. * Basic forms and methods of work in adult education practice. Education through correspondence and multimedia, self-education study circles. * Establishing a professional identity as a successive process. Professional self-reproduction. * The types of adult education, classification criteria. Formal and informal education. Vocational training for adults. Target groups. Education in the third age. * Counselling in adult education: informative counselling work for education and professional development. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| Osnovna literatura / Basic readings:   * Ličen, Nives: Uvod v izobraževanje odraslih, Filozofska Fakulteta, Ljubljana 2006. * Vilič Klenovšek, Tanja in Klemenčič, Sonja: Svetovanje v izobraževanju odraslih: organiziranost, pogoji in način delovanja. Andragoški center Slovenije, Ljubljana, 2002. * Študijski krožki. Skupina avtorjev. ACS, Ljubljana, 1993. * Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji. MŠŠ, Ljubljana, 2011.   Dopolnilna literatura / Additional readings:   * Izobraževanje in trg dela. ACS, skupina avtorjev, Ljubljana, 1993. * Husen, T.: The Learning Society, Meuthen, London, 1992. * Knowels, M.: Modern Practice of Adult Education. Andragogys versus Pedagogy. Associated Press, New York, 1984. * Muršak, J.: Problemi poklicne socializacije. V: Poklicno izobraževanje. Problemi in perspektive. ZI FF, Ljubljana, 1993. * Jelenc Krašovec, Sabina: Andragoško svetovalno delo. Filozofska fakulteta, Ljubljana, 2003 | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:   * Seznanitev z osnovami andragogike, zlasti s konceptom permanentnega izobraževanja in vsemi posledicami, ki jih ima razvoj tega koncepta tako pri sistemskih kot pri praktičnih rešitvah znotraj procesov vzgoje in izobraževanja. * Usposobitev za neposredno andragoško delo do tolike stopnje, da se lahko absolventi vključujejo kot izvajalci v različne oblike izobraževanja odraslih.   Splošne kompetence:   * zmožnost učinkovitega komuniciranja z učečimi in razvijanja pozitivnega odnosa do učenja, * zmožnost načrtovanja, izvajanja in vrednotenja učnega procesa, * zmožnosti razumevanja sodobnih teoretskih konceptov iz področja izobraževanja in vseživljenjskega učenja in zmožnost analize strokovne literature in drugih virov, * poznavanje osnov svetovalnega dela.   Predmetnospecifične kompetence:   * zmožnost izvajanja andragoške dejavnosti, * zmožnost prenosa teoretskih konceptov v andragoško prakso, * zmožnost umeščanja in ovrednotenja andragoških procesov v različnih okoljih, * razvijanje izobraževalne komunikacije v procesih neformalnega učenja. | |  | | Objectives:   * Familiarisation with the basics of andragogy, especially with the concept of continuing education and all the consequences that the development of this concept has for both the system as well as for the practical arrangements within the process of education. * Qualification to carry out immediate andragogic work to the level the graduates can get involved in various forms of adult education as performers.   General competences:   * the ability to communicate effectively with learners and developing a positive attitude towards learning; * the ability to design, implement and evaluate the learning process; * the ability to understand modern theoretical concepts in the field of education and lifelong learning and the ability to analyse professional literature and other sources; * the basics of counselling.   Subject specific competences:   * the ability to carry out adult education activities; * the ability to transfer theoretical concepts into adult education practice; * the ability of placing adult education processes into different environments and to evaluate them; * developing educational communication processes of informal learning. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * pozna razvoj predmetnega področja andragogike kot znanstvene discipline in je seznanjen/a s konceptom permanentnega izobraževanja. * pozna in upošteva temeljne značilnosti in ključne dejavnike učenja odraslih. * pozna osnovne oblike in metode dela za različne vrste izobraževanja odraslih.   Uporaba:  Udeleženec/-ka programa:   * je usposobljen/usposobljena za neposredno andragoško delo in se lahko vključuje kot izvajalec v različne vrste izobraževanja odraslih, * je zmožen/zmožna uporabe in prenosa teoretskih znanj v andragoško prakso, * je zmožen/a učinkovite izobraževalne komunikacije.   Refleksija:  Udeleženec/-ka programa:   * je zmožen/zmožna analize strokovne literature in drugih virov iz področja, * je sposoben/sposobna kritičnega ovrednotenja andragoških procesov in izkušenj, * je pripravljen/a na poklicno samoreprodukcijo in ohranjanje poklicne kompetence. | | |  | Knowledge and understanding:  The participants in the programme:   * are familiar with the development of the subject matter of andragogy as a scientific discipline and are informed about the concept of continuing education. * know and respect fundamental characteristics and key elements of adult learning. * know the basic forms and methods for the different types of adult education.   Application:  The participants in the programme:   * are trained for direct work in adult education and can participate as performers in various types of adult education; * are able to use and transfer theoretical knowledge into adult education practice; * are capable of efficient educational communication.   Reflection:  The participants in the programme:   * are capable of analysis of scientific literature and of other sources in the field; * are capable of a critical evaluation of adult education processes and experiences; * are ready for professional self-reproduction and maintaining professional competences. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * predavanja, * študij literature, * konzultacije, * samostojni študij, * vaje v manjših skupinah. | | |  | * lectures, * studying literature; * consultation; * independent study; * tutorials in smaller groups. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)  Pisni izpit. | 100 % | | | | Type (examination, oral, coursework, project):  Written exam |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. HOZJAN, Dejan. Key competences for the development of lifelong learning in the European Union. European journal of vocational training, 2009, vol. 44, no. 1, str. 196-207. [COBISS.SI-ID 37941351] 2. HOZJAN, Dejan. Models of recognition of knowledge in higher education in the European Union : transformation from the European Union to Mediterranean countries. International journal of Euro-Mediterranean studies, ISSN 1855-3362, 2010, vol. 3, no. 2, str. 251-267. [COBISS.SI-ID 255557632] 3. HOZJAN, Dejan, KRMAC, Nina. Vključenost in ovire pri izobraževanju odraslih v Evropski uniji ob začetku gospodarske recesije. Andragoška spoznanja, ISSN 1318-5160. [Tiskana izd.], 2014, letn. 20, št. 2, str. 7-21. [COBISS.SI-ID 1536576964] 4. HOZJAN, Dejan. Vlagajte v izobraževanje, da premagate recesijo - basen o lisici in grozdju?. Didakta, ISSN 0354-0421, sep. 2012, letn. 22, št. 156, str. 10-12, tabele. [COBISS.SI-ID 267453952] 5. HOZJAN, Dejan (urednik). Izobraževanje za 21. stoletje - ustvarjalnost v vzgoji in izobraževanju, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2014. [COBISS.SI-ID 273044992] | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Specialna didaktika | | | | | | | | | | | | | | |
| **Course title:** | | | Special Didactics | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 30 SV, 30 LV | | | / | | | | 60 IP | | | 210 | |  | 12 |
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| **Nosilec predmeta / Lecturer:** | | | | | Različni nosilci za specialne didaktike različnih predmetov / Various holders for special didactics in different subjects | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * didaktični pristopi v poučevanju posameznih predmetnih vsebin, * povezovanje predmetnih vsebin, * delo z nadarjenimi otroki, delo z manj uspešnimi otroki, * vloga strokovnega jezika (jezika stroke), postavljanje vprašanj, * vrednotenje znanja, * druge specifike specialne didaktike. | | | | | | | |  | | * Didactic approaches in teaching specific subject topics. * Integration of subject contents. * Work with gifted children, working with underperforming children. * The role of academic language (professional language), asking questions. * Evaluation of knowledge. * Other specifics of special didactics. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| Osnovna literatura / Basic readings:   * Priročniki, učbeniki, delovni zvezki kurikularnih predmetov, potrjeni na Svetu za splošno izobraževanje, in e-gradiva za posamezne kurikularne predmete/Handbooks, textbooks, workbooks of curricular subjects approved by the General Education Council, and e-materials for individual curricular subjects. * M. Blažič: Izbrana poglavja iz didaktike, Novo mesto 1995. * M. in M. Cencič: Praktično usposabljanje učiteljskih kandidatov, Ljubljana 1994. * B. Marentič Požarnik: Psihologija učenja in pouka, Ljubljana 2000. * L. Magajna, C. Peklaj: Izziv raznolikosti, Nova Gorica 1995.   Dopolnilna literatura / Additional readings:  Specifična za specialno didaktiko posameznega predmeta / Specific for special didactics of each individual subject.  Dodatna literatura / Supplementary readings:  Specifična za specialno didaktiko posameznega predmeta / Specific for special didactics of each individual subject. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženec/-ka programa:   * pozna vsebine predmeta in cilje pouka tega predmeta, * si pridobi potrebna znanja za oblikovanje ustreznih pojmov in konceptov predmeta, * se seznanja z osnovnimi didaktičnimi pristopi v poučevanju, * se seznanja s študijsko literaturo in se usposablja za samostojno uporabo le-te.   Splošne kompetence:  Udeleženec/-ka programa:   * vzpostavlja primerno delovno okolje s tem, da uporablja širok repertoar metod in strategij dela, ki spodbujajo miselno aktivnost, * je sposoben premišljeno analizirati dobre in šibke plati svojega pedagoškega dela in načrtovati svoj profesionalni razvoj, * izkoristi priložnosti za stalno strokovno izpopolnjevanje in za inoviranje svojega dela.   Predmetnospecifične kompetence:  Udeleženec/-ka programa:   * suvereno pomaga učencu oziroma dijaku pri oblikovanju in gradnji znanja, * uvaja učenca oziroma dijaka v poznavanje in uporabo preprostega strokovnega jezika, * spodbuja učenca oziroma dijaka k pogovoru in presoji idej z vrstniki, * pomaga učencu oziroma dijaku pri oblikovanju ustreznih pojmov in konceptov, * razvija strategije pri reševanju preprostih problemov ter motivira učenca k uvidu problemske situacije in reševanju pripadajočega problema, * preverja in uporablja pridobljeno znanje v praksi. | |  | | Objectives:  The participants in the programme:   * know the course content and objectives of teaching this course; * acquire the necessary knowledge for the design of relevant notions and concepts of the subject; * become familiar with the basic didactic approaches in teaching; * take note of the academic literature and get qualified for independent use thereof.   General competences:  The participants in the programme:   * create an appropriate working environment that applies a broad repertoire of methods and strategies of work to stimulate mental activity; * are able to carefully analyse the strengths and weaknesses of their teaching and plan their professional development; * take advantage of opportunities for continuing professional development and innovating their work.   Subject specific competences:  The participants in the programme:   * competently assist their basic school pupils or secondary students in the design and construction of knowledge; * introduce their students into the knowledge and use of simple academic language; * encourage students to exchange views and assess ideas with peers; * assist their students in shaping adequate notions and concepts; * develop strategies for solving simple problems and motivate the learners to acquire insight into problem situation and solve the associated problem; * examine and apply the acquired knowledge in practice. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * pozna osnovne zakonitosti in specifičnosti procesa poučevanja, * pozna osnovne metode, oblike, načela in postopke sodobnega poučevanja, * pozna proces oblikovanja in definicije posameznih strokovnih pojmov, načine in oblike razmišljanja in sklepanja, * se zna natančno izražati in uporabljati strokovni jezik, * pozna teoretična izhodišča in različne načine preverjanja in ocenjevanja znanja, * pozna vire za didaktično pripravo pouka, * zna voditi pouk in ocenjevati kakovost vzgojno-izobraževalnega dela.   Uporaba:  Udeleženec/-ka programa:   * izbere ustrezne metode in oblike poučevanja glede na razvojno stopnjo učencev oziroma dijakov in glede na strokovno vsebino, * je sposoben logično razmišljati ter ustrezno in spretno uporabiti procese oblikovanja pojmov in oblike sklepanja pri pouku, * povezuje vsebine predmeta z drugimi področji.   Refleksija:  Udeleženec/-ka programa:   * je pozoren na svoj način poučevanja ter ga dograjuje in kvalitetno izboljšuje na osnovi izkušenj ter novih spoznanj in dognanj, * ima pridobljen čut za urejenost, vztrajnost in sistematičnost pri delu, * zmožen je ovrednotiti svoje poučevanje glede na uresničevanje zastavljenih ciljev in dosežke učencev oziroma dijakov, * strokovno ravnanje utemeljuje na osnovi sodobnih teoretičnih izhodišč in praktičnega dela z učenci oziroma dijaki. | | |  | Knowledge and understanding:  The participants in the programme:   * know the basic laws and specificities of the teaching process; * know the basic methods, forms, principles, and procedures of modern teaching; * know the process of designing and defining individual professional concepts, methods and forms of thinking and reasoning; * are able to accurately express ideas and use professional language; * are familiar with the theoretical foundations and different ways of testing and assessing knowledge; * know the resources for the didactic preparation of teaching; * know how to perform teaching and assess the quality of educational work.   Application:  The participants in the programme:   * select appropriate methods and forms of teaching according to the development stage of students and according to professional content; * are able to think logically and to appropriately and skilfully use the processes of designing concepts and forms of reasoning in the classroom, * integrate the content of the subject with other areas.   Reflection:  The participants in the programme:   * pay attention to their own way of teaching and upgrade and qualitatively improve it on the basis of experience and new insights and findings; * possess an acquired sense of orderliness, persistence, and systematic work; * are able to evaluate their teaching with regard to the realisation of objectives and achievement of students; * justify professional conduct on the basis of theoretical premises and practical work with students. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| predavanja, laboratorijske vaje in integrirana praksa. | | |  | Lectures, laboratory exercises, and integrated teaching practice. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt):   * opravljen samostojni nastop v okviru integrirane prakse, * izdelana projektna naloga (portfolio), * pisni in/ali ustni izpit. | 20 %  30 %  50 % | | | | Type (examination, oral, coursework, project):   * independent teaching performance in the framework of teaching practice; * production of a project work (portfolio); * written and/or oral exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| Odvisne od nosilca./Depend on the holder. | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Pedagoška praksa | | | | | | | | | | | | | | |
| **Course title:** | | | Teaching Practice | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Obvezni/Compulsory | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| / | / | | | 15 LV | | | / | | | | / | | | 165 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | Nosilec predmeta *Specialna didaktika* /  Holder of the course *Special Didactics* | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| Opazovanje prakse   * Tehnike opazovanja in beleženja na praksi. * Pomen dnevniških zapisov in beležk. * Kolegialno opazovanje in sodelovanje. * Dnevnik prakse.   Sodelovanje   * Kolegialno sodelovanje. * Sodelovanje z mentorjem in vključenimi v učni proces. * Pomen portfolia.   Nastopi   * Načrtovanje učno-vzgojnega procesa (učne priprave, tematske priprave, projektno delo, letna priprava). * Nastopi pred učenci oziroma dijaki, mentorjem, kolegi in samorefleksije. * Pomen analize in refleksije. * Strategije učinkovitega poučevanja. | | | | | | | |  | | Observing practice   * Techniques of observing and taking notes during teaching practice. * Significance of log notes and memos. * Peer observation and cooperation. * Teaching practice diary.   Cooperation   * Collegial cooperation. * Cooperation with mentors and with the participants in the learning process. * The significance of portfolio.   Independent teaching performances   * Designing the teaching and learning process (preparation for classes, thematic preparation, project work, annual plan). * Appearance in front of students, mentor, colleagues, and self-reflection. * The significance of analysis and reflection. * The strategies of efficient teaching. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Priročniki, učbeniki, delovni zvezki kurikularnih predmetov, potrjeni na Svetu za splošno izobraževanje, in e-gradiva za posamezne kurikularne predmete./ /Handbooks, textbooks, workbooks of curricular subjects approved by the General Education Council, and e-materials for individual curricular subjects. * M. Blažič: Izbrana poglavja iz didaktike, Novo mesto 1995. * M. in M. Cencič: Praktično usposabljanje učiteljskih kandidatov, Ljubljana 1994. * B. Marentič Požarnik: Psihologija učenja in pouka, Ljubljana 2000. * L. Magajna, C. Peklaj: Izziv raznolikosti, Nova Gorica 1995. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženec/-ka programa:   * V praksi v šoli spoznava zakonitosti vzgojno-izobraževalnega dela. * Praktično se usposablja za samostojno delo v razredu.   Splošne kompetence:  Udeleženec/-ka programa:   * Pri načrtovanju in izvajanju pouka upošteva razvojne značilnosti učencev oziroma dijakov ter zakonitosti in dejavnike uspešnega učenja. * Razvija zmožnosti uporabe različnih strategij v neposrednem delu na določenih predmetnih področjih (kurikularni predmeti). * Razvija reflektivni pristop pri vzgojno-izobraževalnem delu.   Predmetnospecifične kompetence:  Udeleženec/-ka programa:   * Obvlada temeljna načela in postopke za načrtovanje, izvajanje in vrednotenje učnega procesa. * Učinkovito in kritično uporablja didaktična gradiva, IKT sredstva in strokovno literaturo. * Učinkovito uporablja raznovrstne učne metode in strategije, ki spodbujajo miselno delovanje učencev oziroma dijakov. * Pri konkretizaciji kurikula ustrezno povezuje in usklajuje cilje, vsebine, učne metode in pristope ob upoštevanju sodobnih kurikularno-didaktičnih spoznanj. * Smiselno in učinkovito oblikuje priprave na izbrano temo predmeta, jih izvede in evalvira. | |  | | Objectives:  The participants in the programme:   * learn the principles of educational work in school practice. * get practical training for work in the classroom.   General competences:  The participants in the programme:   * take account of the developmental characteristics of their students and the principles and factors of successful learning when planning and implementing teaching; * develop the ability of using different strategies in direct work in specific subject areas (curriculum subjects); * develop reflective approach to educational work.   Subject specific competences:  The participants in the programme:   * master the basic principles and procedures of planning, implementing and evaluating the learning process; * effectively and critically use educational materials, ICT resources and professional literature; * effectively use a variety of teaching methods and strategies that promote mental functioning of their students; * appropriately connect and coordinate the objectives, content, teaching methods and approaches for the concretisation of the curriculum, taking account of modern curriculum and teaching knowledge; * reasonably and effectively design the preparation for the selected topic item, they carry out and evaluate them. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * Pozna osnovne tehnike opazovanja učnega procesa. * Pozna spretnosti neposrednega dela. * Pozna in upošteva ključne dejavnike, ki so potrebni za uspešno poučevanje. * Razume pojave, ki potekajo v praksi.   Uporaba:  Udeleženec/-ka programa:   * Sposoben/-na je učinkovito analizirati in ovrednotit svoje poučevanje in poučevanje ostalih. * Zna načrtovati, izpeljati in ovrednotiti svoje delo. * Zna oblikovati pripravo in jo smiselno prilagajati sposobnostim in zmožnostim učencev oziroma dijakov.   Refleksija:  Udeleženec/-ka programa:   * Zmožen/-na je ovrednotiti svoje delo glede na zastavljene in dosežene cilje. * Strokovno delo reflektira na osnovi zbranih informacij. | | |  | Knowledge and understanding:  The participants in the programme:   * know the basic techniques of observing the learning process; * know the skills of immediate work; * know and take account of the key factors needed for successful teaching; * understand the phenomena that take place in practice.   Application:  The participants in the programme:   * are able to efficiently analyse and evaluate their teaching and the teaching of others; * can plan, implement and evaluate their work; * can formulate the lesson plan and adapt it meaningfully to the capacities of their students.   Reflection:  The participants in the programme:   * are able to evaluate their work according to the set and achieved objectives; * reflect their work on the basis of collected evidence. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| nastopi, hospitacije, individualno in sodelovalno učenje, pisanje dnevnika in vodenje portfolia. | | |  | Classroom sessions, observing classes, individual and cooperative learning, writing a diary and keeping a portfolio. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt):  Krajši pisni izdelki (sprotni načrti, priprave, refleksije, dnevnik ipd.) so zbrani in urejeni v portfoliu prakse.  Pogoj za vpis ocene predmeta v index je tudi oddaja ustrezne dokumentacije, skladno z navodili nosilca predmeta in pristojne strokovne službe fakultete.  Ocena je opisna: opravil/a, ni opravi/a prakse. | 100 % | | | | Type (examination, oral, coursework, project):  Shorter written products (relevant plans, lesson plans, reflection, diary, etc.) are gathered and arranged in the practice portfolio.  The grade will be registered in participant’s resume provided the adequate materials have been submitted in conformity with the course holder’s instruction and the requirements of the authorised service of the faculty.  The assessment is descriptive: has / has not performed teaching practice . |
| **Reference nosilca / Lecturer's references:** | | | | | |
| Odvisne od nosilca. / Depend on the holder. | | | | | |

**IZBIRNI PREDMETI/ELECTIVE COURSES**

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Vodenje razreda | | | | | | | | | | | | | | |
| **Course title:** | | | Classroom Leadership | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Izbirni/Elective | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 30 LV | | | / | | | | / | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | prof. dr. Jurka Lepičnik Vodopivec / Prof. Jurka Lepičnik Vodopivec, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| Opredelitev pojmov: razred, oddelek, razrednik, oddelčni učiteljski zbor. Zakonodaja in pravilniki. Razred kot socialna skupina. Skupinska dinamika; značilnosti skupine, oblikovanje skupine.  Razredna klima; ugotavljanje, prepoznavanje, merjenje in spreminjanje. Strategije vodenja razreda. Učinkovita komunikacija v razredu; poslušanje in govorjenje (empatičnost, parafriziranje, konstruktivna konfrontacija…); učinkovito posredovanje sporočil, učinkovito odzivanje na sporočila. Načini reševanja problemov v razredu. Vloge in naloge razrednika. | | | | | | | |  | | Defining the terms: form, class, class teacher, class teachers’ assembly. Legislation and rules. Class as a social group. Group dynamics; the characteristics of a group, forming a group. Classroom climate: determining, identifying, measuring, and changing. The strategy of leading a class. Efficient classroom communication: listening and speaking (empathy, paraphrasing, constructive confrontation, etc.); efficient transmission of messages, efficient response to messages. Ways of solving problems in the class. The roles and tasks of a class teacher. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| Osnovna literatura / Basic readings:   * Ayers, H., Gray, F. (2002). Vodenje razreda. Ljubljana: Educy. * Ažman, T. (2012) Sodobni razrednik. Ljubljana: Zavod RS za šolstvo. * Pušnik, M., Žarkovič, B., Bizjak C. (2002). Razrednik v osnovni in srednji šoli. Zavod RS za šolstvo. * Wragg, E. C. (1993). Class Management. London, New York: Routledge Falmer. * Fullan, M. in Hargreaves, A. (2000). Zakaj se je vredno boriti v vaši šoli. Ljubljana: ZRSŠ.   Dopolnilna literatura / Additional readings:   * Zabukovec, V. (1998). Merjenje razredne klime, Ljubljana: Center za psihodiagnostična sredstva. * Zabukovec, V. Boben, D. (2000). Učitelji in stili vodenja. Ljubljana: Center za psihodiagnostična sredstva.   Dodatna literatura / Supplementary readings:   * Bluestein, J.: Disciplina 21. stoletja. Ljubljana: Zavod za šolstvo, 1997. * Razrednik, razredništvo. Sodobna pedagogika št. 1. 2001. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženec/-ka programa:   * se usposobi za vodenja razreda v posameznih situacijah in za sodelovanje s starši.   Splošne kompetence:  Udeleženec/-ka programa si pridobi:   * občutljivost za ljudi in socialne situacije, * sposobnost prepoznavanja različnih socialnih vlog in načrtovanje ustrezne uporabe le-teh pri doseganju ciljev skupine, * sposobnost komuniciranja, * spretnost timskega dela, * avtonomnost, (samo)kritičnost, (samo) reflksivnost, (samo)evalviranje in prizadevanje za kakovost.   Predmetnospecifične kompetence:   * razumevanje povezanosti med posameznimi elementi razredne klime ter pridobivanje spretnosti za spreminjanje le-te, * sodelovanje s starši, * usposobljenost za premišljeno uporabo različnih strategij vodenja razreda glede na specifično situacijo, * poznavanje različnih modelov reševanja konfliktov in problemov v razredu in usposobljenost za njihovo premišljeno uporabo, * pridobivanje spretnosti načrtovanja dela z oddelkom in oblikovanja programa dela oddelčne skupnosti, * sposobnost za raziskovalno spremljanje in vrednotenje načinov vodenja razreda. | |  | | Objectives:  The participants in the programme:   * get qualified for leading a class in individual situations and for cooperation with parents.   General competences:  The participants in the programme acquire:   * sensitivity for people and social situations; * the ability to recognise different social roles and planning the appropriate use of these in achieving the objectives of the group; * communication skills; * the skills of teamwork; * autonomy, (self) criticism, (self) reflectivity, (self) evaluating, and striving for quality.   Subject specific competences:   * understanding the connection between individual elements of classroom climate and the skills to modify the latter; * cooperation with parents; * capacity for rational use of various classroom leadership strategies according to the specific situation; * knowledge of different models of solving conflicts and problems in the classroom and skills for their rational use; * acquiring the skills of planning work with the class and designing work programme of the class community; * the ability to carry out research monitoring and evaluation of methods of classroom leadership. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * Pozna temeljne značilnosti socialnih vlog v skupini. * Pozna različne strategije vodenja razreda. * Pozna elemente dobrega načrtovanja in si pridobi spretnost načrtovanja dela z oddelkom. * Pozna načine merjenja in postopke izboljšanja razredne klime.   Uporaba:  Udeleženec/-ka programa:   * Si pridobi spretnost učinkovitega komuniciranja (poslušanje, posredovanje in odzivanje). * Si pridobi strategije uspešnega sodelovanja s starši, učitelji v oddelčnem učiteljskem zboru. * Se usposobi za oblikovanje programa dela oddelčne skupnost. * Si razvija spretnosti sodelovanja in timskega dela. * Pri delu uporablja informacijsko-komunikacijsko tehnologijo. * Se usposobi za pripravo različnih protokolov opazovanja in spremljanja vodenja razreda glede na namen raziskovanja. * Se usposobi za analizo in reševanje problemov pri vodenju razreda.   Refleksija:  Udeleženec/-ka programa:   * Na osnovi refleksije lastnega pedagoškega ravnanja uvaja spremembe v lastno pedagoško prakso in si stalno prizadeva za večanje kakovosti ter lasten profesionalen razvoj. * Oblikuje kritičen odnos do pedagoške literature ter sposobnost učinkovitega predstavljanja določene strokovne problematike. | | |  | Knowledge and understanding:  The participants in the programme:   * know the basic characteristics of social roles in the group; * know various classroom leadership strategies; * know the elements of good design and acquire the skills of planning work with the class; * know the ways of measuring and procedures of improving classroom climate.   Application:  The participants in the programme:   * acquire the skill of effective communication (listening, transmission and response); * acquire the strategy of successful cooperation with parents and with the teachers in the class assembly; * get trained to design a work programme of the class community; * develop the skills of cooperation and teamwork; * use ICT in their work; * get trained to prepare various protocols of observing and monitoring classroom leadership in relation to the purpose of research; * get trained to analyse and solve problems in leading a class.   Reflection:  The participants in the programme:   * introduce changes in their own teaching practice based on the reflection of their own teaching practices and are constantly striving to increase quality as well as to pursue their own professional development. * develop a critical attitude toward education literature and the ability to effectively present certain professional topics. | |
| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * Predavanja, * Seminarji, * Vaje. | | |  | * lectures, * seminars, * tutorials. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)  Ustni ali pisni izpit,  izdelava in predstavitev pisnih izdelkov.  Sodelovanje na seminarjih in vajah je pogoj za pristop k izpitu. | 50 %,  50 % | | | | Type (examination, oral, coursework, project):  Oral or written exam;  Production and presentation of written products.  Participation in seminars and tutorials is a prerequisite for admission to examination. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. LEPIČNIK-VODOPIVEC, Jurka, SAMEC, Pija. Uso de tecnologías en el entorno familiar en niños de cuatro años de Eslovenia = Communication technology in the home environment of four-year-old children (Slovenia). *Comunicar*, ISSN 1134-3478, 2013, vol. 20, no. 40 2. HMELAK, Maja, LEPIČNIK-VODOPIVEC, Jurka. Pomen nekaterih znanj, pridobljenih med študijem, za uspešno delo v vrtcu. *Pedagoška obzorja*, ISSN 0353-1392, 2013, letn. 28, [št.] 2 3. LEPIČNIK-VODOPIVEC, Jurka. Teaching and learning in kindergarten. *US-China education review*, ISSN 1548-6613, Dec. 2010, vol. 7, no. 12 4. LEPIČNIK-VODOPIVEC, Jurka. Sodelovanje staršev z vrtcem kot dejavnik kakovosti vrtca. *Revija za elementarno izobraževanje*, ISSN 1855-4431. [Tiskana izd.], sep. 2010, letn. 3, št. 2/ 5. LEPIČNIK-VODOPIVEC, Jurka*. Od okoljske vzgoje do vzgoje za trajnostno prihodnost v vrtcu*, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2013 6. LEPIČNIK-VODOPIVEC, Jurka. Pre-school education and its position in the educational system, Slovenia. V: PETŘÍKOVÁ, Emílie (ur.), et al. *Pre-school education in the context of curriculum : children's readiness for compulsory school attendance in the context of selected EU countries - Czech Republic, Slovakia, Slovenia, Poland*. 1st English ed. Olomouc: Palacký University, Faculty of Education, 2012 | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Psihologija osebnosti | | | | | | | | | | | | | | |
| **Course title:** | | | Personality Psychology | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Izbirni / Elective | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 30 LV | | | / | | | | / | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | izr. prof. dr. Marjanca Pergar Kuščer/  Associate Prof. Marjanca Pergar Kuščer, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * opredelitev osebnosti in teorije osebnostnega razvoja, * pristopi in metode za proučevanje osebnosti, * dinamika osebnosti: motivi, čustva, vrednote, * dedne dispozicije temperamenta in oblikovanje značaja, * osebnostna zrelost in motnje osebnosti, * stresi, krize in osebna čvrstost, * pomen ustrezne obrambe ega in struktura kontrolnih mehanizmov, * strategije uspešnega spoprijemanja s stresom, * pozitivna psihologija – poudarjanje močnih strani človekove osebnosti, * ozaveščanje lastnega vpliva na odzivanje drugih v skupini ali v diadnem odnosu, * pomen zmožnosti empatije (razumevanje doživljanja drugih), * vseživljenjski razvoj v kontekstu profesionalne in osebnostne rasti. | | | | | | | |  | | * Definition of personality and the theory of personality development. * Approaches and methods for studying personality. * Dynamics of personality: motives, feelings, values. * Hereditary disposition of temperament and formation of character. * Maturity of personality and personality disorders. * Stress, crises and personal robustness. * The significance of adequate defence of ego and the structure control mechanisms. * Strategies of successful coping with stress. * Positive psychology – highlighting the strengths of individual’s personality. * Awareness of one’s own influence on the response of others in the group or in dyadic relationship. * The importance of the ability of empathy (understanding the experience of others). * Lifelong development in the context of professional and personal growth. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Lamovec, T. (1994). Psihodiagnostika osebnosti. Ljubljana: Znanstveni inštitut Filozofske fakultete. * Musek, J. (2005). Psihološke dimenzije osebnosti. Ljubljana: Filozofska fakulteta. * Pergar, K. M. (2000). Gogalovo pojmovanje učitelja kot osebnostnega človeka in njegovo razumevanje spoštovanja. Sodobna pedagogika, 5, 160 – 172. * Ščuka, V. (2007). Šolar na poti do sebe. Radovljica: Didakta d.o.o. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:   * razumeti medsebojne odnose z vidika dinamične perspektive osebnosti, * prepoznati osebnostne značilnosti, pomembne za učinkovito komuniciranje, * razumeti lastni vpliv na odzivanje drugih v skupini ali v diadnem odnosu, * poznati pomen dejavnega, ustvarjalnega in produktivnega reševanja problemov, * spoznati pomen razvoja osebnostnih potencialov kot sestavni del profesionalnega razvoja pri delu z ljudmi.   Splošne kompetence:   * prizadevanje za kakovost, * (samo)kritičnost, (samo)refleksivnost.   Predmetnospecifične kompetence:   * poznavanje in razumevanje osebnostnega razvoja, * poznavanje strategij spodbujanja konstruktivnih medosebnih odnosov, * usmeritev na pozitivne vidike lastne osebnosti in osebnosti drugih, * načrtovanje profesionalnega razvoja in osebnostne rasti. | |  | | Objectives:   * to understand interrelationship in terms of a dynamic perspective of personality; * to identify personality characteristics important for efficient communication; * to understand one’s own impact on the response of others in the group or in dyadic relationship; * to know the importance of active, creative and productive problem solving; * to recognize the significance of developing personality potential as an integral part of professional development in working with people.   General competences:   * striving for quality; * (self) criticism, (self) reflectivity.   Subject specific competences:   * knowledge and understanding of personal development; * knowledge of strategies promoting constructive interpersonal relationships; * focus on the positive aspects of one’s own personality and the personality of others; * planning professional development and personality growth. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:   * razume spodbudne in škodljive vplive okolja na razvoj osebnosti, * pozna vlogo interakcijskega delovanja v medosebnih odnosih, * pozna načine vzpostavljanja konstruktivne komunikacije in reševanja konfliktov, * razume pomen refleksije lastnih življenjskih izkušenj in dela na sebi. | | |  | Knowledge and understanding:   * understanding stimulating and harmful influences of the environment on the development of personality; * knowing the role of interactional operation in interpersonal relations; * knowing the ways of establishing constructive communication and of solving conflicts; * understanding the significance of reflecting one’s own life experience and of working on the self. | |
| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * predavanja, * študij literature, * seminarji, * vaje v manjših skupinah. | | |  | * lectures, * studying literature, * seminars, * tutorials in smaller groups. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)   * uspešno izdelana in predstavljena seminarska naloga, * pisni izpit. | 30 %,  70 % | | | | Type (examination, oral, coursework, project):   * successfully produced and presented seminar work; * written exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. PERGAR-KUŠČER, Marjanca. Pravičnost v izobraževanju in socialnoekonomski status iz perspektive razvojnih značilnosti. V: PEČEK, Mojca (ur.), RAZDEVŠEK-PUČKO, Cveta (ur.), RAZDEVŠEK-PUČKO, Cveta. *Uspešnost in pravičnost v šoli*. Ljubljana: Pedagoška fakulteta, 2003, str. 99-116. [COBISS.SI-ID [5535817](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=5535817)] 2. PERGAR-KUŠČER, Marjanca*. Šola in otrokov razvoj : mlajši otrok v šoli*. 2. ponatis. Ljubljana: Pedagoška fakulteta, 2005. 56 str., ilustr. ISBN 86-7735-036-5. [COBISS.SI-ID [223091456](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=223091456)] 3. PERGAR-KUŠČER, Marjanca, PROSEN, Simona. Different identities and primary school children. V: PAPOULIA-TZELEPI, Panayota (ur.). *Emerging identities among young children : European issues*, (European issues in children's identity and citizenship, 5), (Children's identity & citizenship in Europe, 5). Stoke-on-Trent; Sterling: Trentham Books, 2005, str. 9-25. [COBISS.SI-ID [6068297](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=6068297)] 4. PERGAR-KUŠČER, Marjanca, PLUT-PREGELJ, Leopoldina. Razumevanje znanja pri razrednih in predmetnih učiteljih. V: MEDVED-UDOVIČ, Vida (ur.), COTIČ, Mara (ur.), FELDA, Darjo (ur.). *Zgodnje učenje in poučevanje otrok*, (Knjižnica Annales Majora). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Založba Annales: Pedagoška fakulteta, 2006, str. 25-42. [COBISS.SI-ID [2163927](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=2163927)] 5. PERGAR-KUŠČER, Marjanca. Teachers' views of competition and cooperation through an analysis of the subjective meaning of both concepts = Analiza subjektivnega pomena pojmov sodelovanja in tekmovanja pri učiteljih. V: PERGAR-KUŠČER, Marjanca (ur.). *Teachers' and pupils' constructions of competition and cooperation : a three-country study of Slovenia, Hungary and England : študija v Sloveniji, Madžarski in Angliji*. Ljubljana: Faculty of Education: = Pedagoška fakulteta, 2006, str. 187-209. [COBISS.SI-ID [6901065](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=6901065)] 6. TSUCHIDA, Shoji, PERGAR-KUŠČER, Marjanca. Female perception of risk with regard to cultural background. *Kansai Daigaku Shakai Gakubu kiyäo*, 2006, letn. 37, št. 3, str. 39-53, ilustr. [COBISS.SI-ID [6608457](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=6608457)] | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Sociologija družine | | | | | | | | | | | | | | |
| **Course title:** | | | Sociology of the Family | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Izbirni/Elective | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 30 LV | | | / | | | | / | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | doc. dr. Urban Vehovar/Assistant Professor Urban Vehovar, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * Pojem družine. Teoretski pristopi in pogledi na družino. Družina kot dejavnik družbene reprodukcije. * Primarna in sekundarna socializacija. Družbena konstruiranost spolnih vlog, otroštva, družine, starševstva, mladosti in sebstva. Obravnava razmerja med družbenim, biološkim in psihološkim razsežjem človeka. Družbena pogojenost biološkega razsežja človeka. * Družba tveganja. Otrok, družina in starševstvo v družbi tveganja. * Geneza sodobnega pojmovanja družine in otroka. Problematizacija stereotipov o družini in materinstvu. Položaj ženske v sodobni družbi. Od romantične ljubezni do čistega razmerja. Demokratizacija medosebnih razmerij. Protektivno starševstvo. * Socialna ranljivost mladih. Položaj mladih ter žensk na trgu delovne sile in vloga izobraževanja pri njihovem umeščanju na trg delovne sile. * Družina, rodnost, staranje prebivalstva in demografska politika. | | | | | | | |  | | * The concept of family. Theoretical approaches and views of family. The family as a factor of social reproduction. * Primary and secondary socialisation. Social constructedness of gender roles, childhood, family, parenting, youth and self. Consideration of the relationship between social, biological and psychological dimensions of man. Social conditionality of the biological dimension of man. * Risk society. Child, family and parenting in risk society. * The genesis of the modern conception of the family and the child. Problematisation of stereotypes about family and motherhood. The position of women in contemporary society. From romantic love to pure relationship. The democratisation of interpersonal relationships. Protective parenting. * Social vulnerability of young people. The situation of young people and of women in the labour market and the role of education in their placement on the labour market. * Family, birth rate, population aging, and demographic policy. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Ph. Aries, Otrok in družinsko življenje v starem režimu, Studia Humanitatis, Ljubljana 1991: str. 426-433; 447-451; 472-488 * U. Beck, Družba tveganja, Krtina, Ljubljana 2001: str. 147-186 * U. Beck in E. Beck-Gernsheim, Popolnoma normalni kaos ljubezni, Fakulteta za družbene vede, Ljubljana 2006: str. 117-158; 189-225 * A. Giddens, Preobrazba intimnosti, /\*cf., Ljubljana 2000: str. 43-54; 55-59; 64-69; 138-144; 185-197 * J. Goody, Evropska družina, /\*cf., Ljubljana 2003: str. 49-71; 211-245 * M. Haralambos in M. Holborn, Sociologija, DZS, Ljubljana 1999: str. 325-354 * A. Puhar, Prvotno besedilo življenja, Globus, Zagreb 1982: str. 15-44 * T. Rener, Ranljivost, mladi in zasebno okolje, v: Ule. M. et al., Socialna ranljivost mladih, Aristej, Šentilj 2000: str. 93-99, 103-113 * T. Rener, Novi trendi v zasebnih razmerjih, v: Miheljak, V. (ur.), Mladina 2000: slovenska mladina na prehodu v tretje tisočletje, Aristej, Maribor 2002: str. 79-103 * R. Sieder, Socialna zgodovina družine, Studia Humanitatis, Ljubljana 1998: str. 233-281 * A. Švab, Družina, od modernosti k postmodernosti, Znanstveno in publicistično središče; Ljubljana 2001: str. 68-143 * M. Ule, Spremembe mladosti ob koncu stoletja, v: Ule, M. et al. Socialna ranljivost mladih, Aristej, Šentilj 2000: str. 17-25 | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženke in udeleženci programa se seznanijo z poglavitnimi sociološkimi teorijami in pogledi na družino. Splošen cilj predmeta je razumevanje umeščenosti družine, žensk in otrok oz. mladostnikov v širše družbene procese. Družina je ključen dejavnik družbene reprodukcije, je plastična, kar pomeni, da se prilagaja vsakokratnim družbenim razmeram, obenem pa je objekt političnih in ideoloških manipulacij. Družina je 'smetnjak sodobnih družb', kot pravi U. Beck. Udeleženke in udeleženci programa se usposobijo za kritično presojo položaja družine v družbi tveganja, poseben poudarek je dan usposobljenosti za kritično razumevanje položaja žensk.  Splošne kompetence:   * splošna razgledanost, sposobnost komuniciranja s strokovnjaki iz drugih strokovnih in znanstvenih področij, * poznavanje in razumevanje socialnih sistemov, * občutljivost/odprtost za ljudi in socialne situacije, * razumevanje individualnih vrednot in vrednotnih sistemov, obvladovanje profesionalno-etičnih vprašanj, * poznavanje, razumevanje, usmerjenost in inkluzivnost, nediskriminativno delo, multikulturnost, * interdisciplinarno povezovanje vsebin, * pedagoško vodenje razreda in/ali skupine, * sodelovanje s starši, * razumevanje odnosov med vzgojno izobraževalno institucijo in socialnim okoljem – sistemsko gledanje in delovanje. | |  | | Objectives:  Participants in the programme get acquainted with the major sociological theories and views of the family. The overall objective of the course is to understand the position of family, women and children or adolescents in the wider social processes. The family is a key factor of social reproduction, it is plastic, which means it adapts to the respective social conditions, while being the object of political and ideological manipulation. The family is—according to U. Beck—the “dustbin of modern societies.” Participants of the program become qualified to critically assess the situation of the family in risk society, special emphasis is given to the qualification for a critical understanding of the status of women.  General competences:   * general knowledge, the ability to communicate with experts from other professional and scientific areas; * knowledge and understanding of social systems; * sensitivity and openness to people and social situations; * understanding individual values and value systems, management of professional and ethical issues; * knowledge, understanding, orientation and inclusiveness, non-discriminatory work, multiculturalism; * interdisciplinary integration of content; * educational leadership of a class and/or a group; * cooperation with parents; * understanding the relationship between educational institution and the social environment – the systemic perspective and operation. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * razume položaj žensk, otrok oz. mladostnikov ter družine v okolju družbe tveganja, * razume vlogo izobraževanja kot mehanizma družbene promocije in inkluzivnosti žensk, * pozna in razume pogojenost družinskih odnosov in spolnih vlog s širšimi družbenimi, kulturnimi oz. vrednotnimi konteksti.   Uporaba:  Udeleženec/-ka programa:   * znanja in razumevanje družinske ter družbene problematike uporabi kot orodje razumevanja procesov, ki potekajo v šoli in širšem družbene okolju, * na podlagi poznavanja in razumevanja položaja družine in družinskih procesov se usposablja za praktično soočanje s problemi poučevanja otrok, * deluje inkluzivno, ne le na področju obravnave spolnih različnosti, svoja znanja prenaša na področje soočanja z razrednimi in etničnimi razlikami.   Refleksija:   * usposobljenost za kritično presojo lastne pedagoške izkušnje v odnosu do otrok različnih spolov, * usposobljenost za komunikacijo s starši otrok, ki je pogojena z razumevanjem položaja sodobnih družin in spremenjene narave družinskih odnosov, * usposobljenost za kritično vrednotenje pedagoških izkušenj, * usposobljenost za intelektualno aktiven in profiliran odnos do sveta. | | |  | Knowledge and understanding:  The participants in the programme:   * understand the situation of women, children and adolescents and of the family in an environment of risk society; * understand the role of education as a mechanism of social promotion and inclusiveness of women, * know and understand the conditionality of family relationships and gender roles with broader social, cultural or value contexts.   Application:  The participants in the programme:   * apply knowledge and understanding of family and social issues as a tool of understanding the processes that take place in school and in the wider social environment; * on the basis of knowledge and understanding of the situation of families and family processes are trained to deal with the practical problems of teaching children; * operate inclusively—not only in the treatment of gender diversity—transferring their knowledge to the field of confrontation with class and ethnic differences.   Reflection:   * qualification to critically assess their own teaching experience in relation to children of different genders; * qualification to communicate with parents of children that is subject to the understanding of the situation of contemporary families and changed nature of family relations; * the capacity for critical evaluation of educational experiences; * qualification for intellectually active and profiled relationship to the world. | |
| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * + Predavanja, * Seminarsko delo , * Konzultacije * Samostojni študij | | |  | * lectures, * seminar work, * consultation, * independent study. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)   * Seminarska naloga (pogoj za pristop k izpitu), * Pisni izpit. | 50 %,  50 % | | | | Type (examination, oral, coursework, project):   * seminar paper (prerequisite for admission to examination); * written exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. VEHOVAR, Urban. Kognitivni potencial prebivalstva Republike Slovenije kot dejavnik vzdržnosti omogočajoče in usposabljajoče države blaginje. V: BOROTA, Bogdana (ur.), COTIČ, Mara (ur.), HOZJAN, Dejan (ur.), ZENJA, Ljubov (ur.). *Social cohesion in education*. Horlivka: Horlivka state pedagogical institute for foreign languages, 2011, str. 111-127. [COBISS.SI-ID [4335575](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=4335575)] 2. VEHOVAR, Urban. Socialna država v okolju retradicionalizirane družbe. V: VEHOVAR, Urban (ur.), DRAGOŠ, Srečo, HRIBERNIK, Aljaž, IGNJATOVIĆ, Miroljub, JAKLIČ, Marko, LIKAR, Borut, STANOJEVIĆ, Miroslav, VEHOVAR, Urban. *Neosocialna Slovenija : smo lahko socialna, obenem pa gospodarsko uspešna družba?*, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2010, str. 197-226. [COBISS.SI-ID [4076759](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=4076759)] 3. VEHOVAR, Urban. Od ekonomskega do kulturnega kapitala : kulturni kapital kot ključni dejavnik izobrazbene reprodukcije v Republiki Sloveniji. V: HOČEVAR, Andreja (ur.). *Zbornik prispevkov*. Ljubljana: Zveza društev pedagoških delavcev Slovenije, 2009, str. 29-38. [COBISS.SI-ID [3101911](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=3101911)] 4. VEHOVAR, Urban, MAKAROVIČ, Matej, PODGORNIK, Nevenka, ČERNIČ, Mateja*. Od ekonomskega do kulturnega kapitala : izobraževalni sistem kot dejavnik socialnega izključevanja v Republiki Sloveniji*. Ljubljana: Vega, 2009. 246 str., graf. prikazi, tabele. ISBN 978-961-92649-1-1. [COBISS.SI-ID [245880832](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=245880832)] 5. VEHOVAR, Urban, *Socioekonomski in kognitivni vplivi na dosežke slovenskih dijakov in dijakinj v raziskavi TIMSS 2008 (raziskovalno poročilo).* Pedagoški inštitut v Ljubljani, 2009. Dostopno na: <http://193.2.222.157/UserFilesUpload/file/raziskovalna_dejavnost/TIMSS/TIMSSAdvanced/T08_Vehovar.pdf> (08.06.2012) | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Delo z vedenjsko težavnimi in učno manj uspešnimi | | | | | | | | | | | | | | |
| **Course title:** | | | Work with Behaviourally Difficult and Educationally Underperforming Children | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | |  | |  | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Izbirni/Elective | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 30 | | | / | | | | / | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | prof. dr. Mitja Krajnčan / Prof. Mitja Krajnčan, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| Teoretično razumevanje otrok z vedenjskimi in čustvenimi težavami ter učno manj uspešnih otrok.  Etiološko fenomenološke opredelitve populacije otrok s čustvenimi in vedenjskimi težavami.  Metode in pristopi v delu z vedenjsko težavnimi in učno manj uspešnimi otroki.  Rezultati metodike (komunikacija, kontakt, odnos, motivacija, aktivacija, disciplina).  Načela dela z vedenjsko težavnimi in učno manj uspešnimi otroki.  Mediji v delu z vedenjsko težavnimi in učno manj uspešnimi otroki.  Preventivno in kurativno socialno pedagoško delo.  Moderiranje in animiranje.  Individualno, skupinsko, skupnostno delo, prostovoljno delo. | | | | | | | |  | | Theoretical understanding of children with behavioural and emotional difficulties and of educationally underperforming children.  Etiological phenomenological definitions of the population of children with emotional and behavioural difficulties.  Methods and approaches in dealing with behaviourally difficult and educationally underperforming children.  Results of methodology (communication, contact, attitude, motivation, activation, discipline).  Principles of working with behaviourally difficult and educationally underperforming children.  Media in working with behaviourally difficult and educationally underperforming children.  Preventive and curative social educational work.  Moderation and animation.  Individual, group, community work, voluntary work. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Braun K.H. & Wetzel, K. (2000). Sozialpädagogisches Handeln in der Schule. Luchterhand, Neuwied. * Krajnčan, M. (1997). Šola in socialna pedagogika. Socialna pedagogika 1, s. 91 - 100. * Rutar, D. (2002). Učitelj kot intelektualec. Didakta: Ljubljana. * Redl, F. (1980): Agresivni otrok, SC, Lj. * KRAJNČAN, Mitja. Behavioural and emotional disorders of children and adolescents in Slovenian juvenile educational institutions. *Socialna pedagogika*, ISSN 1408-2942, jun. 2009, letn. 13, št. 2, str. 147-174. * KRAJNČAN, Mitja, POLAJNAR, Rada, GAJIĆ, Olivera. Dealing with childhood trauma. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2014, vol. 7, no. 3, str. 167-188   Literatura se sproti dopolnjuje in aktualizira./The list of readings will be ongoingly suplemented and updated. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:   * Spoznati občutljivost/odprtost za ljudi in socialne situacije. * Poznati in razumeti usmerjenost v inkluzivno, nediskriminativno delo, multikulturalnost. * Razumeti procese med vsemi za otroka pomembnimi subjekti. * Razumeti v življenje posameznika usmerjene pomoči, * Razumeti intedisciplinarnost in metodične možnosti v načrtovanju vzgojne pomoči.   Kompetence:  Udeleženec/-ka programa:   * Zna uporabiti specialno-pedagoška znanja za delo z otroki s posebnimi potrebami. * Zna razumeti različne oblike sodelovanja s starši in jih uporabi. * Zna celovito oceniti potrebe posameznika oz. skupine, njihova močna in šibka področja ob upoštevanju okoljskih dejavnikov (fizičnih, socialnih, kulturnih) z ustreznimi postopki in instrumenti. * Je sposoben empatičnosti in komunikacijske odprtosti. | |  | | Objectives:   * to learn the sensitivity for / openness to people and social situations; * to know and understand the focus on inclusive, non-discriminatory work, multiculturalism; * to understand the processes among all the subjects relevant for the child; * to understand the aid targeted into the life of an individual; * to understand Interdisciplinarity and methodological options in designing educational assistance.   Competences:  The participants in the programme:   * know how to use special-pedagogical knowledge for the work with children with special needs; * know how to understand the different forms of cooperation with parents and how to use them; * know how to comprehensively assess the needs of an individual or group and their strengths and weaknesses taking into account environmental factors (physical, social, cultural) with the appropriate procedures and instruments; * are capable of empathy and openness in communication. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/ka programa:  • pozna in razume osnove metodike dela z vedenjsko težavnimi in učno manj uspešnimi otroki,  • razume individualne vrednote in vrednostne sisteme, obvladuje profesionalno-etične vrednote,   * pozna in razume načela pedagoškega dela z vedenjsko težavnimi in učno manj uspešnimi otroki,   • uporablja znanja metodike in teoretskih diskurzov v razumevanju težav otrok in delu z njimi.  Refleksija:  Udeleženec/ka programa:  • Reflektira lastno udeleženost v delu z vedenjsko težavnimi in kolegi,   * reflektira rezultate dela s kolegi in strokovnimi partnerji. | | |  | Knowledge and understanding:  The participant in the programme:   * know and understand the basics of the work methodology with behaviourally difficult and educationally underperforming children; * understand individual values and value systems, control professional ethical values; * know and understand the principles of educational work with behaviourally difficult and educationally underperforming children; * apply the knowledge of methodology and theoretical discourses in understanding problems of children and work with them.   Reflection:  The participants in the programme:   * reflect upon their own involvement in the work with behaviourally difficult children and with colleagues; * reflect upon the results of working with colleagues and with professional partners. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * predavanja, * vaje * konzultacije. | | |  | * lectures, * tutorials, * consultation. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)   * pisni izpit, * seminarsko delo. | 50 %,  50 %. | | | | Type (examination, oral, coursework, project):  written exam,  seminar work. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. DEVJAK, Tatjana, KRAJNČAN, Mitja. Vzgoja v javni šoli kot proces graditve človekove osebnosti in njegove socialne rasti. *Pedagoš. obz.*, 2009, letn. 24, št. 2, str. 44-59. [COBISS.SI-ID [8019273](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=8019273)] 2. KRAJNČAN, Mitja*. Phantasievolle Erziehung : Methoden erlebnis- und handlungsorientierter Pädagogik*, (Schriften zur Bildungs- und Freizeitwissenschaft, Bd. 3). Aachen: Shaker, 2008. 123 str., ilustr. ISBN 978-3-8322-7645-4. [COBISS.SI-ID [7701833](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=7701833)] 3. KRAJNČAN, Mitja, MIKLAVŽIN, Primož*. Zdravje mladostnikov s čustvenimi in vedenjskimi težavami*. Ljubljana: Ministrstvo za zdravje, 2010. 140 str., ilustr., gref. prikazi, tabele. ISBN 978-961-6523-50-9. [COBISS.SI-ID [254262528](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=254262528)] 4. KRAJNČAN, Mitja. Dezinstitucionalizacija na področju vzgojnih zavodov. *Časopis za kritiko znanosti, domišljijo in novo antropologijo*, ISSN 0351-4285, 2012, letn. 39 [i. e. 40], št. 250, str. 116-127, 294-295, 302-303. [COBISS.SI-ID [4645079](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=4645079)] 5. KRAJNČAN, Mitja, POLAJNAR, Rada, GAJIĆ, Olivera. Dealing with childhood trauma. *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2014, vol. 7, no. 3, str. 167-188. <http://www.iiass.com/pdf/IIASS-2014-no3-art09.pdf>. [COBISS.SI-ID [1536868804](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=1536868804)] | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Doživljajska pedagogika | | | | | | | | | | | | | | |
| **Course title:** | | | Experiential Pedagogy | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Izbirni/Elective | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 30 | | | / | | | | / | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | prof. dr. Mitja Krajnčan / Prof. Mitja Krajnčan, PhD | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * teoretična znanja o doživljajski pedagogiki, * socialno interaktivne veščine, * delo v preventivnih programih, * znanja in možnosti o delu socialnega pedagoga v šoli, * naravno športne veščine, * doživljajsko-emocionalne veščine, * teoretične osnove doživljajske pedagogike (načela, cilji, metode, transfer, ciljne skupine…), * mediji doživljajske pedagogike, * meje in možnosti doživljajske pedagogike; potovalni in statični projekti, * šola in doživljajska pedagogika, * prosti čas in doživljajska pedagogika, * vzgojni zavod in doživljajska pedagogika (vzgojno zavodski vsakdan), * dekleta in doživljajsko pedagoški projekti, * evalvacije doživljajske pedagogike, * Outward Bound in City Bound, * analiza pojmov izkušnja, doživetje, spoznanje, * učenje v divjini, * doživetje v filozofiji, sociologiji, psihologiji, geografiji, pedagogiki, pravu. | | | | | | | |  | | * Theoretical knowledge about experiential pedagogy. * Social interactive skills. * Work in preventive programmes. * Knowledge about and opportunities in the work of social pedagogue in school. * Natural sports skills. * Experiential-emotional skills. * Theoretical bases of experiential pedagogy (principles, goals, methods, transfer, target groups, etc.) * The media of experiential pedagogy. * The boundaries and possibilities of experiential pedagogy—travel and static projects. * School and experiential pedagogy. * Leisure and experiential pedagogy. * An educational institution and experiential pedagogy (everyday in an educational institution. * Girls and experiential pedagogy projects. * Evaluation of experiential pedagogy. * Outward Bound and City Bound. * Analysis of the concepts of experience, adventure, cognizance. * Learning in the wild. * Experience in philosophy, sociology, psychology, geography, pedagogy, and in law. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Krajnčan, M. (2007)*. Osnove doživljajske pedagogike*. Ljubljana: Pedagoška fakulteta 182str. * Krajnčan, M., Bajželj, B. (2009). Doživljajska pedagogika - metodične možnosti in njeni učinki. *Pedagoš. obz.*, letn. 24, št. 1, str. 151-167. * Krajnčan, M. (2007). 15 Jahre pädagogische Renaissance : Analyse erlebnispädagogischer Projekte in Slowenien. V: FISCHER, Torsten (ur.), LEHMANN, Jens (ur.). *Bewerten - Orientieren - Erleben : pädagogische Räume, Reflexionen und Erfahrungen : 66 Wegbegleiter gratulieren Jörg W. Ziegenspeck zum 66. Geburstag*, (Schriften zur Bildungs- und Freizeitwissenschaft, Band 1). Aachen: Shaker, str. 269-279. * KRAJNČAN, Mitja. Experiential pedagogy in a lighthouse on a desert island. *Studia Edukacyjne*, ISSN 1233-6688, 2014, nr. 30, str. 303-320 | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženec/-ka programa:   * zna uporabiti znanje v praksi, * pozna načela in metode ter učinke doživljajske pedagogike, * razume izveninstitucionalno delovanje doživljajske pedagogike in njen vpliv na uporabnike.   Kompetence:  Udeleženec/-ka programa:   * načrtuje, oblikuje in izpelje doživljajsko pedagoške projekte, * uporablja tehnike za delo pod posebnimi pogoji, * preizkuša in uporablja doživljajsko pedagoške praktične dejavnosti, * evalvira učinke doživljajsko pedagoške dejavnosti. | |  | | Objectives:  The participants in the programme:   * are able to apply knowledge in practice; * know the principles and methods and the effects of experiential pedagogy; * understand extra-institutional functioning of experiential pedagogy and its impact on users.   Competences:  The participants in the programme:   * plan, design, and deliver experiential pedagogic projects; * use techniques for work under special conditions; * test and use experiential pedagogic practical activities; * evaluate the effects of experiential pedagogic activities. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/ka programa:   * Pozna osnove in načela doživljajske pedagogike ter različne doživljajsko pedagoške medije. * Razlikuje metode doživljajsko pedagoškega pristopa. * Pozna celostni pristop in spoznanja doživljajsko pedagoških projektov * Uporablja projektno metodo dela in doživljajsko pedagoške medije. * Pozna doživljajsko pedagoške metode dela. * Kritično ovrednoti doživljajsko pedagoške vsebine in praktične možnosti. * Uporablja IKT v učno pedagoškem kontekstu. | | |  | Knowledge and understanding:  The participants in the programme:   * know the basics and principles of experiential pedagogy and a variety of experiential pedagogic media; * distinguish between the methods of experiential pedagogic approach; * know the comprehensive approach and the findings of experiential pedagogic projects; * apply the project method of work and experiential pedagogic media; * know experiential pedagogic methods of work; * critically evaluate experiential pedagogic contents and practical possibilities; * use ICT in the learning pedagogic context. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * Predavanja , * vaje, * konzultacije, * samostojen študij. | | |  | * lectures, * tutorials, * consultation, * independent study. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)   * portfolio, * pisni izpit. | 40 %,  60 %. | | | | Type (examination, oral, coursework, project):   * portfolio, * written exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. KRAJNČAN, Mitja*. Osnove doživljajske pedagogike*. Ljubljana: Pedagoška fakulteta, 2007. 182 str., ilustr. ISBN 978-961-253-007-5. [COBISS.SI-ID [236623104](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=236623104)] 2. KRAJNČAN, Mitja*. Phantasievolle Erziehung : Methoden erlebnis- und handlungsorientierter Pädagogik*, (Schriften zur Bildungs- und Freizeitwissenschaft, Bd. 3). Aachen: Shaker, 2008. 123 str., ilustr. ISBN 978-3-8322-7645-4. [COBISS.SI-ID [7701833](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=7701833)] 3. KRAJNČAN, Mitja. Experiential pedagogy in a lighthouse on a desert island. *Studia Edukacyjne*, ISSN 1233-6688, 2014, nr. 30, str. 303-320 4. KRAJNČAN, Mitja*. Osnove doživljajne pedagogije*. Zagreb: Sveučilište u Zagrebu, Edukacijsko-rehabilitacijski fakultet, 2013. 209 str., ilustr. ISBN 978-953-6418-73-2. [COBISS.SI-ID [4740567](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=4740567)] 5. KRAJNČAN, Mitja. Dezinstitucionalizacija na področju vzgojnih zavodov. *Časopis za kritiko znanosti, domišljijo in novo antropologijo*, ISSN 0351-4285, 2012, letn. 39 [i. e. 40], št. 250, str. 116-127, 294-295, 302-303. [COBISS.SI-ID [4645079](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=4645079)] | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Sodelovalne spretnosti pri pouku | | | | | | | | | | | | | | | |
| **Course title:** | | | Cooperation Skills in Teaching | | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje | | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | | Izbirni/Elective | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | 15 | | | 30 | | | | / | | | | / | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | prof. dr. Jurka Lepičnik Vodopivec / Prof. Jurka Lepičnik Vodopivec, PhD | | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| * Interpretacija in razumevanje verbalnih in neverbalnih sporočil pri pouku; * Interakcija, komunikacija in medosebni odnosi; * Konstruktivno reševanje konfliktov; * Sodelovanje in empatija. | | | | | | | | |  | | * Interpretation and understanding of verbal and non-verbal messages in the classroom. * Interaction, communication, and interpersonal relations. * Constructive conflict resolution. * Cooperation and empathy. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Chalvin, M., J.(2004). Kako preprečiti konflikte. Radovljica: Didakta. * Lepičnik Vodopivec, J.(1996). Med starši in vzgojitelji ni mogoče ne komunicirati. Ljubljana: MiSch. * McGrath, H., Francey, Sh. (1996). Prijazni učenci prijazni razred. Ljubljana: DZS. * Warden, D., Donald, Ch. (2001). Spodbujanje socialnega vedenja. Ljubljana: Inštitut za psihologijo osebnosti. * članki tekoče domače in tuje periodike. | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilj:  Udeleženec/-ka programa se usposobi za uporabo socialnih spretnosti pri pouku.  Kompetence:  Udeleženci programa:   * razvijejo občutljivost za ljudi in socialne situacije, * razvijejo sposobnost prepoznavanja različnih socialnih spretnosti, * načrtujejo, izvedejo in evalirajo socialne spretnosti pri pouku, * razvijejo avtonomnost, (samo)kritičnost, (samo) reflksivnost, (samo)evalviranje in prizadevanje za kakovost pouka. | |  | | Objectives:  The participants in the programme get qualified for the application of social skills in teaching.  Competences:  The participants in the programme:   * develop sensitivity for people and social situations; * develop the ability to identify a variety of social skills; * plan, implement and evaluate social skills in the classroom; * develop autonomy (self) criticism, (self) reflectivity, (self) evaluation, and striving for the quality of teaching. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:   * Poglobljeno poznavanje in razumevanje   sodelovalnih spretnosti pri pouku.   * Poglobljeno razumevanje pomena konstruktivnega reševanja konfliktov in medosebnih odnosov.   Prenesljive/ključne spretnosti in drugi atributi:   * Sposobnost kritične uporabe znanstvenih in strokovnih znanj s področja sodelovalnih spretnosti; * Sposobnost jasnega pisnega in ustnega izražanja. | | |  | Knowledge and understanding:   * In-depth knowledge and understanding of collaborative skills in the classroom. * In-depth understanding of the importance of constructive conflict resolution and of interpersonal relationships.   Transferable key skills and other attributes:   * The ability of critical application of scientific and professional competences in the area of collaborative skills. * The ability of clear written and oral expression. | |
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| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| * predavanje, * razgovor, * študija primerov, * igra vlog, * multimedijska predstavitev. | | |  | * lectures, * discussion. * case study, * role playing, * multimedia presentation. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)  Projektna naloga,  ustni izpit | 40 %,  60 % | | | | Type (examination, oral, coursework, project):  project work,  oral exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. LEPIČNIK-VODOPIVEC, Jurka. Cooperative learning and support strategies in the kindergarten = Suradničko učenje i strategije podrške u vrtiću. *Metodički obzori*, 2011, vol. 6, no. 12, str. 81-91, tabele. [COBISS.SI-ID [18678024](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=18678024)] 2. LEPIČNIK-VODOPIVEC, Jurka. Perceived expectations of prospective teachers regarding their career choice. *The new educational review*, 2010, vol. 22, no. 3/4, str. 237-251. [COBISS.SI-ID [1809204](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=18092040) 3. LEPIČNIK-VODOPIVEC, Jurka. Izkustveno učenje bodočih vzgojiteljev predšolskih otrok. *Revija za elementarno izobraževanje*, sep. 2008, letn. 1, št. 1/2, str. 33-43. [COBISS.SI-ID [16221192](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=16221192)] 4. LEPIČNIK-VODOPIVEC, Jurka*. Med starši in vzgojitelji ni mogoče ne komunicirati*. Ljubljana: Misch, Oblak in Schwarz, 1996. 192 str., ilustr. ISBN 961-90432-0-0. [COBISS.SI-ID [63358976](http://cobiss.izum.si/scripts/cobiss?command=DISPLAY&base=COBIB&RID=63358976)] | | | | | |

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| **UČNI NAČRT PREDMETA / COURSE SYLLABUS** | | | | | | | | | | | | | | | | | |
| **Predmet:** | | | Gledališka pedagogika za učitelje | | | | | | | | | | | | | | |
| **Course title:** | | | Theatre Pedagogy for Teachers | | | | | | | | | | | | | | |
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| **Študijski program in stopnja**  **Study programme and level** | | | | | **Študijska smer**  **Study field** | | | | | | | | **Letnik**  **Academic year** | | **Semester**  **Semester** | | |
| Pedagoško-andragoško izobraževanje, program za izpopolnjevanje | | | | | / | | | | | | | | 1. | | 2. | | |
| Pedagogic and Andragogic Education and Training | | | | | / | | | | | | | | 1st | | 2nd | | |
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| **Vrsta predmeta / Course type** | | | | | | | | | | | | Izbirni/Elective | | | | | |
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| **Univerzitetna koda predmeta / University course code:** | | | | | | | | | | | |  | | | | | |
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| **Predavanja**  **Lectures** | **Seminar**  **Seminar** | | | **Vaje**  **Tutorial** | | | **Klinične vaje**  **work** | | | | **Druge oblike študija** | | | **Samost. delo**  **Individ. work** | |  | **ECTS** |
| 15 | / | | | 45 LV | | | / | | | | / | | | 120 | |  | 6 |
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| **Nosilec predmeta / Lecturer:** | | | | | doc. Jelena Sitar Cvetko/Assistant Prof. Jelena Sitar Cvetko | | | | | | | | | | | | |
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| **Jeziki /**  **Languages:** | | **Predavanja / Lectures:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Vaje / Tutorial:** | | | | slovenski / Slovenian | | | | | | | | | | | |
| **Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** | | | | | | | | |  | **Prerequisites:** | | | | | | | |
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| **Vsebina:** | | | | | | | |  | | **Content (Syllabus outline):** | | | | | | | |
| V želji po celostnemu pristopu k učencu in k interaktivnemu pouku učitelju priskoči na pomoč gledališče. Čustvo, misel in estetsko občutenje prisotni v igri vlog, odpirajo gledališču vrata v sodobni razred.  Teme:  a) Uvodne teme:   * gledališka pedagogika in sodobni učitelj, * gledališka pedagogika skozi čas, * gledališče in njegovi potenciali v socialnem in psihološkem kontekstu šolskega otroka, * drama kot pedagoška in socialna intervencija, * mesto gledališča v kurikulu, * gledališka vzgoja kot del kulturne vzgoje in funkcija učitelja pri izvedbi le-te.   b) Drama v razredu:   * procesna drama, * kreativna drama, * učitelj v vlogi, * ogrevanje, improvizacija, produkcija, * Augusto Boal in osnove Forum teatra, * impro gledališče.   c) Dramske tehnike gledališke pedagogike (kot uvod v situacijo, za preigravanje vsebine, stilizirano igranje z odmikom od resničnosti, drugačen pogled na dogajanje).  d) Gledališče v šoli:   * šolski otrok kot gledalec in igralec, * šolska produkcija kot oblika »Gledališča v posebnem prostoru« (Site Specific Theatre), * zvrsti gledališča v šolskem kontekstu, * sodobni pristopi k šolski gledališki produkciji, igra, režija in dramaturgija v šolskem gledališču, * odrski prostor, * od geste do besede. | | | | | | | |  | | In the quest for a comprehensive approach to the student and to interactive learner the theatre comes to help. The feeling, the thought, and aesthetic sensation present in the playing of roles open the theatre the door into the modern classroom.  Topics:   1. Introductory theme:  * theatre pedagogy and contemporary teacher; * theatre pedagogy in the course of time; * theatre and its potential in the social and psychological context of a schoolchild; * drama as an educational and social intervention; * the position of theatre in the curriculum; * theatre education as part of cultural education and teacher’s role in it.  1. Drama in the classroom:  * processual drama; * creative drama; * teacher in the role; * warming up, improvisation, production; * Augusto Boal and the basics of Forum Theatre; * Impro theatre.  1. Dramatic techniques of theatre pedagogy (as introduction to situation, to play through content, stylised playing with a shift from the reality, an alternative view of the developments). 2. Theatre in school:  * schoolchild as a spectator and as an actor; * school production as a form of “Site Specific Theatre”; * genres of theatre in school context, * modern approaches to school theatre production, acting, directing and dramaturgy in school theatre, * stage space; * from gesture to word. | | | | | | | |

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| **Temeljni literatura in viri / Readings:** | | | | | |
| * Boal, A (2009): Igre za glumce i ne-glumce, Zagreb, HCDO * Bolton (1988): Acting in Classroom Drama, Stoke on Trent, Trentham Books * Gippius, V. S (1980): Gimnastika čutil, Ljubljana, Knjižnica Mestnega gledališča * Gruić, I (2002): Prolaz u zamišljeni svijet, Zagreb, Golden marketing * Jonhstone, K (1979): IMPRO: Improvisation and the Theatre, London, Methuen Publishing * Lukan, B (1996): Gledališki pojmovnik za mlade, Šentilj: Aristej * Sitar, J (2003): Od branja do igranja v Beremo skupaj, priročnik za sodpodbujanje branja, Ljubljana, Mladinska knjiga * Sitar.J (2004): Iz dnevnika igralca (Uprizoritveni napotki) v Viher, T : Kakor napravi stari, je zmerom prav, Ljubljana, Založba Tuma, Zbirka Primadonael * Spolin, V. (1982): Improvizacije za gledališče, Ljubljana: ZKOS | | | | | |
| **Cilji in kompetence:** | |  | | **Objectives and competences:** | |
| Cilji:  Udeleženec/-ka programa:   * spozna izrazne možnosti drame in gledališča ter njune potenciale pri vključevanju v kurikulum ter jih praktično preizkusi, * pridobi izkušnje s področja sodobne dramske/gledališke pedagogike.   Kompetence:  Udeleženec/-ka programa:   * zna uporabiti ustrezne dramske tehnike v različnih fazah dela v razredu in jih prilagajati različnim potrebam, * pozna moč in pomen uporabe drame in gledališča pri pedagoškem delu v razredu in ju kasneje smiselno vključuje v vsakodnevno pedagoško prakso, * spozna gledališče kot možnost socialne intervencije. | |  | | Objectives:  The participants in the programme:   * become familiar with the potential of drama and theatre and with the potential of their involvement in the curriculum and experience them in practice; * acquire exerience in the area of contemporary dramatic/theatre pedagogy.   Competences:  The participants in the programme:   * know how to apply adequate dramatic techniques in different phases of the work in the classroom and how to adapt them to different needs; * know the power and the significance of the use of drama and theatre in educational work in the classroom and later integrate them into everyday educational practice; * get to know the theatre as a possible social intervention. | |
| **Predvideni študijski rezultati:** | | |  | **Intended learning outcomes:** | |
| Znanje in razumevanje:  Udeleženec/-ka programa:   * Pozna osnovna teoretična izhodišča in ima nekatere praktične izkušnje iz gledališke pedagogike ter jih zna smiselno uporabiti v okviru kurikula. * Pozna teoretične osnove sodobne gledališke vzgoje. Metode, ki jih osvoji v procesu dela z mentorjem v praktičnem delu zna posredovati učencem kot ustvarjalni izziv z namenom učenja, osebnostne rasti, psiho-socialnega razvoja, pa tudi empatije in medsebojnega razumevanja in sodelovanja v razredni skupnosti. * Pozna osnove procesa nastajanja gledališke produkcije v okviru šolske produkcije. * Zaveda se pomena umetnosti v otrokovem življenju: kadar otrok ustvarja sam, kot tudi takrat, ko ustvarjajo zanj drugi. Zaveda se odgovornosti za pravi izbor ustreznega gledališkega dela in za pripravo učencev na gledališki dogodek. | | |  | Knowledge and understanding:  The participants in the programme:   * know the basic theoretical background and have acquired some practical experience in theatre pedagogy and can meaningfully apply it in the context of the curriculum; * know the theoretical bases of modern theatre education. They are able to transmit the methods won in the process of working with the mentor to students as a creative challenge with the intention of promoting learning, personal growth, psycho-social development, as well as empathy and mutual understanding and cooperation in the classroom community; * know the basics of the process of the creation of a theatrical production in the context of school production; * acknowledge the importance of the arts in child’s life: when children create themselves, as well as when others create for them. They are aware of the responsibility for the right choice of a suitable theatre work and for preparing students for a theatrical event. | |
| Uporaba:  Principe gledališke pedagogike uporablja za realizacijo kurikula s posebno pozornostjo na psihološke, socialne in estetske vrednosti gledaliških dejavnosti za otroke. Uporabljati zna gledališke elemente pri udejanjanju kurikula, vsakodnevni rutini, pa tudi kot vzgojno intervencijo, niso pa mu tuji tudi osnovni principi ustvarjanja gledališke predstave. Znanje uporablja za ustvarjanje sodelovalnega vzdušja in medsebojnega spoštovanja med učenci. Poznavanje nekaterih prvin gledališča učencem omogoča boljše razumevanje gledališke umetnosti, kadar jo spremljajo kot gledalci.  Refleksija:  S pomočjo gledališča je udeleženec programa sam kreativen in kot tak prenaša kreativnost na otroke. Skozi ustvarjalni proces ne spoznava le drugih, ampak tudi samega sebe in s tem rastejo njegove človeške in profesionalne kompetence. S spoznavanjem gledališča raste njegov kritični odnos do predstav, ki so na voljo otrokom. | | |  | Application:  They apply the principles of theatre pedagogy in the implementation of the curriculum paying special attention to its psychological, social, and aesthetic values for children. They can apply theatrical elements in the implementation of the curriculum, in everyday routine, but also a educational intervention, knowing also the basic principles of creating a theatre performance. They apply knowledge for the creation of cooperative atmosphere and mutual respect among students. The knowledge of some elements of theatre allows students better understanding of theatre art, when being present as spectators.  Reflection:  With the support of theatre the participants in the programme are themselves creative and as such they transmit creativity to children. Through the creative process they do not just get to know others, but also themselves and thus their human and professional competences grow. Through coming to know the theatre their critical attitude towards the plays that are available for children grows. | |
| **Metode poučevanja in učenja:** | | |  | **Learning and teaching methods:** | |
| Predavanja, seminar, praktične vaje, gledališki workshop, demonstracije, evalvacija in refleksija. | | |  | Lectures, seminar, practical exercises, theatre workshop, demonstration, evaluation and reflection. | |
| **Načini ocenjevanja:** | Delež (v %) /  Weight (in %) | | | | **Assessment:** |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt)   * Samostojno vodenje dramskega procesa v skupini otrok ali študentov/udeležencev programa      * Pisni izdelek * Ustni izpit | 40 %,  30 %,  30 %. | | | | Type (examination, oral, coursework, project):   * independent leadership of a dramatic process in a group of children or students or participants in the programme; * written product; * oral exam. |
| **Reference nosilca / Lecturer's references:** | | | | | |
| 1. Sitar, J., Hanuš, B. (2006): Moje prvo berilo (elektronski vir), priročnik za učitelje pri pouku slovenščine v 1. razredu osnovne šole, Ljubljana: DZS 2. Sitar, J. (2007): Kratek opis slovenske lutkovne dramaturgije na poti skozi čas, Maribor: Otrok in knjiga, št. 68, letnik 68, 58 - 65 3. Sitar, J., Cvetko, I. (1996): Primeri detektiva Karla Loota, Skrivnost v gateriji ali Zgodba o senčnih lutkah, Ljubljana: DZS 4. Sitar, J: Ob branja do igranja(2003) v Beremo skupaj, priročnik za spodbujanje branja, Ljubljana, Mladinska knjiga | | | | | |