

U Č N I N A Č R T I / CURRICULA

I. OBVEZNI PREDMETI / Compulsory subjects

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | |
|---------------------------------------|-----------------------------------------------------------------------|
| Predmet: | Metode dela z otroki s čustvenimi in vedenjskimi motnjami |
| Course title: | Working methods for children with emotional and behavioural disorders |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 1. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 1 st |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | / | 30 LV | / | / | 120 | 6 |

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| Nosilec predmeta / Lecturer: | prof. dr. Mitja Krajnčan / Prof. Dr. Mitja Krajnčan |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
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| Vsebina: | Content (Syllabus outline): |
| Temeljna znanja <ul style="list-style-type: none"> • Uvod v metodiko dela z OPP (predmet metodike OPP, njeno mesto in pomen znotraj sistema edukacijskih ved, nameni in cilji metodičnega izobraževanja, struktura metodike OPP in vprašanja prilagajanja posameznim skupinam OPP). • Temeljne zahteve uspešnega metodičnega delovanja ali individualna strategija dela z OPP (osebni odnos, povezanost, didaktični pripomočki, ambient, klima itd.). • Globalna socialno-pedagoška strategija | Fundamental knowledge <ul style="list-style-type: none"> • Introduction to the methodology of work with individuals with special needs (subject of the methodology of work with individuals with special needs, its place and significance within the system of education sciences, the purpose and objective of methodological education, the structure of methodology of work with special needs individuals and questions of adjustment to individual groups of individuals with special needs). • Fundamental requirements of successful |

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| <p>uspešnega dela z OPP (Izkustvena načela uspešnega delovanja, kot so zgodnje odkrivanje, kompenzacija razvojnih primanjkljajev na čustvenem, kognitivnem in socialnem področju itd.).</p> <p>Specifična znanja</p> <ul style="list-style-type: none">• Izkustveno najbolj uporabne tehnike in metode proučevanja splošnih vsakdanjih in psihosocialnih problemov in težav OPP (biografske študije, načrtno in sistematično opazovanje, proučevanje pri igri in delu, proučevanje v skupini).• Izkustveno najbolj uporabne tehnike/metode razbremenjevanja občutkov socialne (vedenjske/čustvene), učne (storilnostne) neadekvantnosti (metode družabnih skupinskih iger, iger v naravi, športnih aktivnosti, umetniških dejavnosti, igranja vlog, pantomime, biblioterapija, hipoterapija).• Metode socialno integrativnega in naravnega socialnega učenja (oblike/metode skupinskega vodenja, izleti, zimovanja, planinarjenje, kolesarjenje, vključno z oblikami doživljajske pedagogike).• Prilaganje temeljnih metodičnih teoretičnih in empiričnih spoznanj/znanj posameznim skupinam OPP (v družini, v predšolskih oblikah, OŠ, internatih).• Psihosocialna pomoč OPP, odvisnih od psihoaktivnih snovi, računalništva, televizije.• Delo s posebno agresivnimi OPP.• Zagovorništvo kot posebna metoda zaščite otrokovič pravic, še posebej marginaliziranih posameznikov ali skupin.• Planiranje, načrtovanje, pripravljanje, izvajanje in evalvacija socialno-pedagoškega dela z OPP; akcijsko raziskovanje prakse, možnosti raziskovanja dobre prakse.• Mentalno-higieniški vidik socialno-pedagoškega dela z OPP. | <p>methodological operation or individual strategy of work with special needs individuals (personal relationships, connection, didactic devices, atmosphere, climate etc.).</p> <ul style="list-style-type: none">• Global socio-pedagogical strategy of successful work with special needs individuals (empirical principles of successful operation, such as detection, and compensation of development deficits in emotional, cognitive and social spheres etc.). <p>Specific knowledge</p> <ul style="list-style-type: none">• Experientially most useful techniques and methods of studying the general everyday and psychosocial problems of special needs individuals (biographical studies, deliberate and systematic observation, studying at play and work, studying in a group).• Experientially most useful techniques/methods for the relief of feelings of social (behavioural/emotional) and learning (performance) inadequateness (methods of group parlour games, games in nature, sports activities, artistic activities, role play, pantomime, bibliotherapy and hippotherapy).• Methods of socially integrative and natural social learning (forms/methods of group guidance, excursions, winter holidays, hiking, cycling, including forms of experientially oriented pedagogics).• Adaptation of fundamental theoretical and empirical findings/knowledge to individual groups of individuals with special needs (in the family, in preschool forms, in elementary schools and boarding schools).• Psychosocial help to special needs individuals who are addicted to psychoactive substances, computers and television.• Work with particularly aggressive special needs individuals.• Counselling as a special method of children's rights protection, especially of marginalised individuals or groups.• Planning, preparation, implementation and evaluation of socio-pedagogical work with |
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| | <p>special needs individuals; action research of practice, options of good practice research.</p> <ul style="list-style-type: none">• Mental-hygiene aspect of socio-pedagogical work with the special needs individuals. |
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Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Ule, M. (ur). 1999. Predsodki in diskriminacije. Ljubljana, Znanstveno in publicistično središče.
- Frankl, V (1992). Temeljna načela logoterapije, Mohorjeva družba Celje.
- Good, P. (1994). Pravica do sreče, RIC, Radovljica.
- Krajnčan, M. (1995). Doživljajska pedagogika, PBG, štev. 35; 34-65.
- Škoflek, I. (1991). Teoretične predpostavke zavodske vzgoje, Zavod RS za šolstvo, Ljubljana.
- Kiehn, R. (1997). Socialno-pedagoška oskrba otrok in mladostnikov v stanovanjskih skupinah, Samozaložba (A. Učakar & M. Krajnčan).
- Gossen, D. (1993). Restitucija, RIC, Radovljica.
- Brandon, A. (1992). Praktični priročnik za osebje v službah za ljudi s posebnimi potrebami. Ljubljana: PeF.
- Krajnc, A. (1979). Metode izobraževanja odraslih, Delavska enotnost Ljubljana.

Dopolnilna literatura / Additional literature:

- Čačinovič-Vogrinčič, G. (1998). Psihologija družine, Znanstveno in publicistično središče, Ljubljana.
- Coock, R. (1991). Velika knjiga iger.
- Goleman, D. (1997). Čustvena inteligenco, MK, Ljubljana.

Dodatna literatura / Additional literature:

- Raziskave in razprave o družbenem položaju marginaliziranih skupin in posameznikov, objavljene v reviji Socialna pedagogika, Združenje za socialno pedagogiko, od 2001 do 2007, Ljubljana, Pedagoška fakulteta Ljubljana.

Cilji in kompetence:

Cilji:

Študentje/-ke:

- se seznanijo s teoretičnimi pojmovanji družbenega položaja otrok/mladostnikov in odraslih oseb s posebnimi potrebami (v nadalnjem besedilu OPP) ter z metodičnimi izhodišči primarne preventive v družini, šoli, ožjem in širšem socialnem okolju,
- se seznanijo s sodobnimi (domačimi in tujimi) socialno-pedagoškimi izhodišči strokovnega obravnavanja OPP v segregiranih, integriranih in inkluzivnih,

Objectives and competences:

Objectives:

The students:

- become acquainted with the theoretical concepts of the social position of children/adolescents and adults with special needs (hereinafter: special needs individuals) and with methodical basics for primary prevention in family, school, immediate and wider social environment,
- become acquainted with the state-of-the-art (domestic and foreign) socio-pedagogical basics of the professional treatment of special needs individuals in segregated,

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| <p>neinstiⁿtucionalnih in institucionalnih oblikah,</p> <ul style="list-style-type: none">• obiskujejo (spoznajo) reprezentativne institucije za strokovno obravnavo OPP, v njih opravlja obvezne metodične vaje, študijske prakse, študijske projekte in študentsko raziskovalno delo (za strokovno delo se učijo in pripravljajo v praktičnih, življenjskih situacijah),• pod vodstvom mentorjev (praktikov), asistenta oziroma učitelja metodike se uvedejo v konkretnе (stvarne) učno-vzgojne in socialno-učne situacije OPP, in sicer po principih od lažjega k težjemu, od enostavnega k zahtevnejšemu (do osvojitve znanj, spoznanj, sposobnosti, spretnosti, veščin za začetek samostojnega strokovnega dela). <p><u>Splošne kompetence:</u></p> <ul style="list-style-type: none">• Zmožnost prepoznavanja in reševanja moralno etičnih dilem in problemov.• Delovanje s spoštovanjem in upoštevanjem človekovi^h pravic, integritete in dostenjanstva posameznika.• Nudenje podpore pri samovrednotenju, zaupanju v lastne moči ter razvijanju pozitivnih pričakovanj.• Sposobnost vrednotenja oz. kritične evalvacije obstoječe prakse, politike in raziskovanja edukacije drugačnih in inkluzije. <p><u>Predmetnospecifične kompetence:</u></p> <ul style="list-style-type: none">• Razvijanje komunikacijskih (socialnih, emocionalnih in kognitivnih) spretnosti in sposobnosti navezovanja stikov z osebami s posebnimi potrebami.• Razumevanje in obvladovanje različnih učno-vzgojnih oblik in metod dela z OPP (metode preventivnega, vzgojnega, kompenzacijskoga ter socialno in osebnostno integrativnega delovanja).• Obvladovanje individualnega in skupinskega vzgojno svetovalnega dela.• Sodelovanje in delo s starši oziroma družinami OPP.• Pripravljanje, vodenje/izvajanje in evalvacija posebnih socialno-pedagoških | <p>integrated and inclusive, non-institutional and institutional forms,</p> <ul style="list-style-type: none">• visit (get acquainted with) representative institutions for the professional treatment of special needs individuals, perform mandatory methodical exercises, academic practice, academic projects and student research work (they learn and prepare for professional work in practical, real-life situations),• under the leadership of mentors (practitioners), an assistant or teacher of methodology, they get introduced to specific (material) education and upbringing, as well as socio-educational situations of special needs individuals, according to the principle from easy to difficult or simple to complex (to acquire knowledge, realisations, abilities and skills to start independent professional activities). <p><u>General competences:</u></p> <ul style="list-style-type: none">• Ability to recognise and solve moral and ethical dilemmas and problems.• Operation with respect and the observance of human rights, integrity and dignity of the individual.• Provision of support to gain self-confidence, trust in their own abilities and positive expectations.• Ability to assess or critically evaluate the existing practice, behaviour and research of the education of special needs individuals, as well as their inclusion. <p><u>Subject-specific competences:</u></p> <ul style="list-style-type: none">• Development of communication (social, emotional and cognitive) skills and abilities to bond with special needs individuals.• Understanding and management of various educational and upbringing forms and methods of work with special needs individuals (methods of preventive, educational, compensatory, social and integrative operation).• Management of individual and group upbringing advisory work.• Cooperation and work with parents or families of the special needs individuals. |
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| <p>projektov (projekti naravnega socialnega učenja, doživljajsko-pedagoški projekti, skupine za samopomoč, prostovoljstvo OPP).</p> <ul style="list-style-type: none"> • Delo na sebi (introspekcija, avtorefleksija, samoevalvacija). | <ul style="list-style-type: none"> • Preparation, management, implementation and evaluation of specific socio-pedagogical projects (natural social learning projects, experience based pedagogical projects, self-help groups, volunteering). • Personality development (introspection, self-reflection, self-evaluation). |
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Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- razume družbene predsdokte in stereotipe o OPP,
- razume njihov življenjski položaj,
- se zna zavzeti in boriti za družbeno enakopravnost oseb s posebnimi potrebami.

Uporaba:

Študent/-ka:

- uporablja različne (sodobne) socialno-pedagoške pristope, oblike in metode dela oziroma uspešne oblike pomoči osebam s posebnimi potrebami (preventivne, kompenzacijске, integrativne, medialne itd.).

Refleksija:

Študent/-ka:

- razume aktualna družbena dogajanja, povezana s položajem oseb s posebnimi potrebami,
- je sposoben/-na avtoanalize in avtorefleksije (lastnih vzgibov, postopkov, odločitev) itd.

Intended learning outcomes:

Knowledge and understanding:

The student:

- understands social prejudices and stereotypes about special needs individuals,
- understands their living situation,
- stands and fights for the social equality of special needs individuals.

Use:

The student:

- uses different (modern) socio-pedagogical approaches, forms and working methods or successful forms of assistance to special needs individuals (preventive, compensatory, integrative, median etc.).

Reflection:

The student:

- understands current social affairs related to the situation of special needs individuals,
- is capable of self-analysis and self-reflection (of own impulsions, procedures, decisions) etc.

Metode poučevanja in učenja:

- predavanja,
- laboratorijske vaje,
- diskusija,
- razprava,
- samostojno delo študenta.

Learning and teaching methods:

- lectures,
- laboratory exercises,
- discussion,
- debate,
- independent student activities.

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt):

20 %

30 %

- seminarsko delo,

50 %

Assessment:

Method (written or oral examination, tasks, project):

- seminar paper,

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| <ul style="list-style-type: none"> projektno delo, pisni in/ali ustni izpit. | | <ul style="list-style-type: none"> project work, written and/or oral examination. |
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Reference nosilca / Lecturer's references:

- KRAJNČAN, Mitja, BAJŽELJ, Boštjan. Analysis of relationship elements in pedagogy. *The new educational review*, 2009, letn. 17, št. 1, str. 135-154. [COBISS.SI-ID [7838537](#)]
- 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](#)]
- KRAJNČAN, Mitja. *Osnove doživljajske pedagogike*. Ljubljana: Pedagoška fakulteta, 2007. 182 str., ilustr. ISBN 978-961-253-007-5. [COBISS.SI-ID [236623104](#)]
- 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](#)]
- 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](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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| Predmet: | Metode dela z gluhiimi, naglušnimi in z osebami z govorno-jezikovnimi motnjami |
| Course title: | Working methods for deaf, partly deaf and persons with oral and linguistic disorders |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 1. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 1 st |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | 15 | 15 | / | / | 120 | 6 |

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| Nosilec predmeta / Lecturer: | doc. dr. Mateja Gačnik |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or the performance of study obligations: |
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Vsebina:

- Značilnosti oseb z motnjami sluha.
- Posledice motenj sluha.
- Sistemi usposabljanja in rehabilitacije gluhih/naglušnih.
- Vrste programov za učence z motnjami sluha:
 - program predšolske vzgoje s prilagojenim izvajanjem in dodatno strokovno pomočjo;
 - prilagojeni program predšolske vzgoje;
 - izobraževalni programi s prilagojenim izvajanjem in dodatno strokovno pomočjo;
 - prilagojeni izobraževalni programi z enakovrednim izobraževalnim standardom.
- Surdodidaktični principi.
- Specifičnost učnih metod in učnih sredstev pri poučevanju gluhih/naglušnih.
- Izbor metod, učiteljeva priprava.
- Surdopedagog rehabilitator – klinik.
- Vloga družine in staršev pri rehabilitaciji osebe z motnjo sluha.
- Socialna integracija.
- Vzgojno- izobraževalna integracija, inkluzija. Logopedija kot disciplina.
- Teoretične osnove logopedske obravnave. Normalen govorno-jezikovni in komunikacijski razvoj (ocenjevanje, standardi, norme) ter znaki motenj komunikacije.
- Odstopanja v govorni, jezikovni in glasovni produkciji otrok, mladostnikov, odraslih. Kategorizacija govornih, glasovnih, komunikacijskih motenj.
- Sistemi usposabljanja in rehabilitacije otrok z govorno jezikovnimi motnjami.
- Vrste programov za učence z govorno jezikovnimi motnjami:
 - program predšolske vzgoje s prilagojenim izvajanjem in dodatno strokovno pomočjo;
 - prilagojeni program predšolske vzgoje;
 - izobraževalni programi s prilagojenim izvajanjem in dodatno

Content (Syllabus outline):

- Characteristics of persons with hearing disorders.
- Consequences of hearing disorders.
- Systems of training and rehabilitation of the deaf and hearing impaired.
- Types of programmes for students with hearing disorders:
 - adapted preschool programme and additional professional assistance,
 - adapted preschool programme,
 - preschool programme with special performance and additional professional assistance,
 - adapted education programme with an equivalent educational standard.
- Principles of pedagogy in the education of the deaf.
- The specifics of the teaching methods and learning resources for teaching the deaf/hearing impaired.
- Selection methods, teacher's preparation.
- Deaf education teacher and rehabilitator – clinical.
- The role of family and parents in the rehabilitation of special needs individuals.
- Social integration.
- Upbringing and education integration, inclusion. Speech therapy as a discipline.
- Theoretical basics of speech therapy treatment. Normal speech, language and communication development (assessment, standards, norms) and signs of communication disorders.
- Differences in speech, language and voice production of children, adolescents and adults. Categorisation of speech, voice and communication disorders.
- Systems of training and the rehabilitation of children with speech and language disorders.
- Types of programmes for students with speech and language disorders:
 - adapted preschool programme and additional professional assistance,
 - adapted preschool programme,
 - preschool programme with special performance and additional

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| <ul style="list-style-type: none">strokovno pomočjo;○ prilagojeni izobraževalni programi z enakovrednim izobraževalnim standardom. | <ul style="list-style-type: none">professional assistance,○ adapted education programme with equivalent educational standards. |
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Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- <http://www.cplol.org>
- <http://www.who.int/classifications/en/>
- <http://www.who.int/classifications/icf/en/>
- <http://www.who.int/classifications/icf/site/onlinebrowser/icf.cfm>
- <http://www3.fhs.usyd.edu.au/ncchwww/site/4.1.4.htm#>
- Kogovšek, D. (2003): Pomembnost komunikacije in logopedija v našem prostoru: Logopedija za vsa življenjska obdobja / 1. slovenski kongres logopedov z mednarodno udeležbo, Bled, 19.-21. 3. 2003. - Ljubljana : Zavod za gluhe in naglušne, 233-235.
- Košir, S. (1991). Značilnosti razvrščenih mladostnikov z motnjami sluha v Sloveniji od leta 1966 do 1990, Pedagoška akademija Ljubljana, Ljubljana, 54. 5 – 51.
- Košir, S. (2003): Integracija otrok s posebnimi potrebami v Evropi, prizadevanja Slovenije: Sodobna pedagogika. Leto. 54, posebna izdaja, 138-144.
- Košir, S. (1999): Sluh: naglušnost in gluhost : [kaj moramo vedeti, ko se prvič srečamo s problemi sluha]: Ljubljana : Zveza društev gluhih in naglušnih Slovenije, 149. 3 – 144.
- Lenček, S. (1991): Delo logopedov v OŠ s prilagojenim programom. III. srečanje logopedov Slovenije. G. Martuljek, 87-93.
- www.dlogs.si
- Marschark, Marc, Spencer, Patricia Elizabeth: Oxford handbook of deaf studies, language, and education: Oxford [etc.] : Oxford University Press, cop. 2003: XVI, 505

Dopolnilna literatura / Additional literature:

- Jakopič, B., Škondrič, Č. (1998): Oris zgodovine vzgoje in izobraževanja gluhih v svetu: Ljubljana : Zveza gluhih in naglušnih Slovenije, 45. 5 – 44.
- Jakopič-Savić, (1986). Pota do besede. Zavod za usposabljanje slušno in govorno prizadetih Ljubljana, Ljubljana, 155. 5 – 152.
- Mednarodna klasifikacija funkciranja, zmanjšane zmožnosti, invalidnosti in zdravja (2006). Svetovna zdravstvena organizacija, Ženeva, Inštitut za varovanje zdravja Republike Slovenije in Inštitut Republike Slovenije za rehabilitacijo, Ljubljana.
- Savić, L., Maslić, Ferdinand J. (1974): Pregled opšte istorije surdopedagogije. knj.1, Evropa: Beograd: Savez društava defektologa Jugoslavije. Savezna Surdopedagoška sekcija, 150.

Dodatna literatura / Additional literature:

- [Keramitčievski, S. \(1990\): Opšta logopedija : Sa istorijom logopedije i bazičnim logopedskim rečnikom: Beograd : Naučna knjiga, 415. 45 – 52, 92 – 99.](#)

Cilji in kompetence:

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| <p><u>Cilji:</u> Študent/ka:</p> <ul style="list-style-type: none">• spozna metode dela z gluhami, naglušnimi in osebami z govorno jezikovnimi motnjami,• zna odbrati prave metode za vsak | <p><u>Objectives and competences:</u></p> <p><u>Objectives:</u> The student:</p> <ul style="list-style-type: none">• gets acquainted with the methods of work with the deaf and hearing impaired and individuals with speech and language disorders, |
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| <p>posamezni primer in jih samostojno in kvalitetno izvajati.</p> <p>Splošne kompetence:</p> <ul style="list-style-type: none">• zmožnost odkrivanja in prepoznavanja posebnih potreb vsakega posameznika z uporabo ustreznih postopkov, metod in tehnik,• sposobnost uporabe ustreznih postopkov, metod in tehnik za pripravo in izvajanje individualiziranih programov,• uporabo specialno pedagoških znanj za delo z otroki s posebnimi potrebami. <p>Predmetnospecifične kompetence:</p> <ul style="list-style-type: none">• sposobnost sprejemanja vseh lastnosti posameznika in njegovih interesov za razvoj potrebnih spremnosti,• sposobnost za reeduciranje pomanjkljivih ali slabo razvitih procesov in funkcij posameznika,• sposobnost prepoznavanja in uporabe načinov in poti za kompenzacije primanjkljajev, ovir oziroma motenj posameznika. | <ul style="list-style-type: none">• learns to choose the correct method for each individual case and implement it independently and qualitatively. <p>General competences:</p> <ul style="list-style-type: none">• ability to detect and identify the specific needs of each individual using the appropriate procedures, methods and techniques,• ability to use appropriate procedures, methods and techniques to prepare and implement individualized programmes,• use special teaching skills to work with special needs children. <p>Subject-specific competences:</p> <ul style="list-style-type: none">• ability to accept all characteristics and interests of an individual to enable the development of the necessary skills,• ability to reduce the insufficient or poorly developed processes and functions of an individual,• ability to recognize and use methods and channels for the compensation of impairments, disabilities or disorders of an individual. |
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| <p>Predvideni študijski rezultati:</p> <p><u>Znanje in razumevanje:</u></p> <p>Študent/-ka:</p> <ul style="list-style-type: none">• pozna pojav gluhote in zna prepozнатi individualne posebnosti posameznika z gluhoto ali naglušnostjo,• obvlada specifične metode dela z gluhi in naglušnimi,• zna prepozнатi motnje in ovire na govorno jezikovnem področju in obvlada metode poučevanja. <p><u>Uporaba:</u></p> <p>Študent/-ka</p> <ul style="list-style-type: none">• zna uporabiti ustrezone metode za vzgojo in izobraževanje gluhih in naglušnih,• zna uporabiti prave metode poučevanja in učenja oseb z govorno-jezikovnimi motnjami. <p><u>Refleksija:</u></p> <p>Študent/ka:</p> | <p>Intended learning outcomes:</p> <p><u>Knowledge and understanding:</u></p> <p>The student:</p> <ul style="list-style-type: none">• is familiar with the loss of hearing and can identify individual characteristics of deaf or hearing impaired individuals,• has mastered specific methods of work with the deaf and hearing impaired,• can recognize impairments and disabilities of speech and language and has mastered the methods of teaching. <p><u>Use:</u></p> <p>The student:</p> <ul style="list-style-type: none">• can use appropriate methods for upbringing and education of the deaf and hearing impaired,• can use the right methods of teaching and education of individuals with speech and language disorders. <p><u>Reflection:</u></p> |
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| <ul style="list-style-type: none"> je zmožen/-na presojati, ali so izbrane metode poučevanja in učenja in poti obravnave gluhih in naglušnih ter oseb z govorno jezikovnimi motnjami ustrezne ali ne in jih po potrebi zamenjati z ustreznejšimi po načelu, da nobena metoda ni zveličavna. | <p>The student:</p> <ul style="list-style-type: none"> is capable of evaluating whether the chosen methods of teaching, education and treatment of the deaf, hearing impaired and persons with speech and language disorders are appropriate and when necessary replace them with more suitable ones according to the principle that no method is irreplaceable. |
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Metode poučevanja in učenja:

- predavanja,
- seminarske vaje,
- diskusija,
- samostojno delo študenta.

Learning and teaching methods:

- lectures,
- seminar exercises,
- discussion,
- independent student activities.

| Načini ocenjevanja: | Dlež (v %) / Weight (in %) | Assessment: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): Pisni in /ali ustni izpit. Uspešno opravljena seminarska naloga je pogoj za pristop k izpitu. | 100 % | Type (examination, oral, coursework, project): Written and/or oral examination. In order to apply for the final examination, students are required to successfully produce the seminar paper. |

Reference nosilca / Lecturer's references:

- GAČNIK, Mateja, SKAMLIČ, Nives, DULAR KOLAR, Urša, ŠTOK, Mirjam, OBERŽAN, Lilijana, PINTAR, Uršula, OZBIČ, Martina, KOGOVŠEK, Damjana. PLP-5: preventivni logopedski pregled 5-letnega otroka. Portorož: Center za korekcijo sluha in govora; Maribor: Center za sluh in govor; Ljubljana: Zavod za gluhe in naglušne, 2013. 37 str., ilustr. ISBN 978-961-90022-2-3. [COBISS.SI-ID 267337984]
- GAČNIK, Mateja, ISTENIČ STARČIČ, Andreja, ZALETIJI, Janez, ZAJC, Matej. User-centred app design for speech sound disorders interventions with tablet computers. Universal access in the information society, ISSN 1615-5289, 2017, letn. 16, št. XX, str., ilustr., doi: 10.1007/s10209-017-0545-9. [COBISS.SI-ID 8101217]
- GAČNIK, Mateja. Brbotanje - definicija in diagnostika = Cluttering - definition and assessment. V: KOROŠEC, Barbara (ur.), MAROT, Valerija (ur.). Sodobna logopedija med teorijo in prakso : zbornik prispevkov = Contemporary logopedry between theory and practice : conference proceedings. Maribor: Društvo logopedov Slovenije; Ljubljana: Univerzitetni rehabilitacijski inštitut Slovenije - Soča. 2014, str. 92-96. [COBISS.SI-ID 1537000132]
- ZAJC, Matej, ISTENIČ STARČIČ, Andreja, LEBENIČNIK, Maja, GAČNIK, Mateja. Tablet game-supported speech therapy embedded in children's popular practices. Behaviour & information technology, ISSN 0144-929X. [Print ed.], 2018, vol. 37, no. 7, str. 693-702, ilustr. <https://www.tandfonline.com/doi/full/10.1080/0144929X.2018.1474253>, doi: 10.1080/0144929X.2018.1474253. [COBISS.SI-ID 12030548]
- GAČNIK, Mateja, ŠTOK, Mirjam, et al. Ocena poučenosti staršev o govorno-jezikovnem razvoju predšolskega otroka, ocena njihovega zaznavanja odstopanj in ocena ustreznosti njihovega

ravnanja ob prisotnosti govorno-jezikovnih težav = Assesment of parents knowledge concerning speech and language development, their perceptions of discrepancies and the adequacy of their reactions when problems are present. V: GAČNIK, Mateja (ur.), STRLE, Marko (ur.). Zgodnje odkrivanje in obravnavanje oseb z govorno-jezikovnimi motnjami = Early detection and intervention of people with speech and language disorders : zbornik referatov in povzetkov posterjev ter delavnic 3. kongresa logopedov Slovenije z mednarodno udeležbo = conference proceedings and posters' and workshops' abstracts. Maribor: Društvo logopedov Slovenije; Portorož: Center za korekcijo sluha in govora, Aktiv logopedov CKSG. 2011, str. 209-210. [COBISS.SI-ID 1536379844]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|---------------|-----------------------------------------|
| Predmet: | Socialna integracija in podporne oblike |
| Course title: | Social integration and forms of support |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 2. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 2 nd |

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| Vrsta predmeta / Course type | obvezni/Compulsory |
|------------------------------|--------------------|

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| Univerzitetna koda predmeta / University course code: | / |
|-------------------------------------------------------|---|

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | / | 15 SV | / | 15 PP | 120 | 6 |

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| Nosilec predmeta / Lecturer: | doc. dr. Janez Drobnič / Assist. Prof. Dr. Janez Drobnič |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
| / | / |

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| Vsebina: *V samostojno študentovo delo je vključenih 30 ur (1 KT) prakse. <u>Socialna integracija:</u> • socialno izključevanje in marginalizacija, • nastanek in razvoj pojma integracija drugačnih, | Content (Syllabus outline): * The independent student activities include 30 hours (1 CT) of practical training. <u>Social integration:</u> • social exclusion and marginalization, • the creation and development of the concept of diversity, |
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- aspekti integracije,
- socialna integracija kot sredstvo in cilj,
- vloga mednarodne skupnosti in mednarodnih dokumentov za razvoj integracije- inkluzije,
- razvoj integracije oseb z motnjami v razvoju v Evropi in v Sloveniji v drugi polovici 20. stoletja,
- integracija v procesu prehajanja v novo kvaliteto – inkluzijo,
- etične podlage integracije in inkluzije.

Podporne oblike in dejavnosti:

- bistvo in funkcija podpornih oblik – dejavnosti,
- podporni koncepti in oblike v sistemu vzgoje in izobraževanja,
- podporne oblike in dejavnosti v skupnost,
- sistemski pogoji in standardi,
- civilna družba in invalidske organizacije,
- zagovorništvo in strokovno edukacijsko zagovorništvo oseb s posebnimi potrebami,
- starši v funkciji podpornih dejavnikov.

- aspects of integration,
- social integration as a means and a goal,
- developing the educational integration of handicapped children in Europe and in Slovenia in the second half of the 20th century,
- integration in the process of moving into a new quality - inclusion,
- ethical basis of integration and inclusion,
- the role of the international community and international documents for the development of integration - inclusion.

Supporting forms and activities:

- the main function of supporting forms – activities,
- supporting concepts and forms in the educational system,
- supporting forms and activities to integrate into the community,
- systemic conditions and standards,
- civil society and organizations of disableds,
- advocacy and educational advocacy of people with special needs,
- parents in the function of supporting factors.

Temeljni literatura in viri / Readings:

Temeljna literatura / References:

- Cohen, M. (2009). *A Guide to Special Education Advocacy: What Parents, Clinicians and Advocates Need to Know*. Jessica Kingsley Publishers.
- Farrington, F. (2011). Towards a Useful Definition: Advantages and Criticisms of 'Social Exclusion'. *GEOView: Online Undergraduate Review of Geography and Environmental Studies*.
- Kroflič, R. (2003). Etika in etos inkluzivne šole/vrtca, *Sodobna pedagogika, posebna izdaja*.
- Opara, B., 2007: Od učljivosti do inkluzivne paradigme, Šolsko polje, št. 3/4.
- Skidmore, D. (2004). *Inclusion: the dynamic of school development*, Buckingham: Open University Press.
- Schmidt, M., 1999: Segregacija-integracija, Sodobna pedagogika, št. 1.
- Lesar, I. (2009). *Šola za vse? Ideja inkluzije v šolskih sistemih*. Pedagoška fakulteta v Ljubljani .

Dopolnilna literatura / Additional literature:

- AGENDA 22 (2006). Nacionalni svet invalidskih organizacij - NSIOS, Ljubljana.
- Bauer, L. (2010). *Ključna načela za spodbujanje kakovosti inkluzivnega izobraževanja: priporočila načrtovalcem politik*. Evropska agencija za razvoj izobraževanja na področju posebnih potreb.
- Opara, B. 2003: Otroci s posebnimi potrebami so del celotnega sistema vzgoje in izobraževanja, Sodobna pedagogika, posebna izdaja.

Dodatna literatura / Additional literature:

- Lebarič, N. et al (2006). *Socialna integracija otrok s posebnimi potrebami*, Didakta, Radovljica.

- Rutar, D. in drugi (2010). *Inkluzija in inkluzivnost: model nudenja pomoči učiteljem pri delu z dijaki s posebnimi potrebami, ki so integrirani v redne oddelke*. Ljubljana: Center RS za poklicno izobraževanje.
- Sage, D. D., Burrello, L. C., 1994: Leadership in Educational Reform, Paul H. Brookes Publishing Co. Baltimor.

Cilji in kompetence:

Cilji:

Študent/ka :

- spozna kompleksno področje socialne integracije otrok od nastanka ideje integracije razvojno motenih v Evropi v drugi polovici 20. stoletja do prehoda integracije v novo kvaliteto - inkluzijo kot sodobno in univerzalno vizijo,
- spozna sodobne koncepte podpornih dejavnosti v funkciji inkluzivne edukacije in povečevanja socialne in kulturne vključnosti drugačnih.

Spološne kompetence:

- zmožnost razvijanja inkluzivne kulture, politike in prakse,
- zmožnost prepoznavanja in reševanja moralno-etičnih dilem in problemov v edukaciji,
- delovanje s spoštovanjem in upoštevanjem človekovih pravic, integritete in dostenjanstva posameznika,
- sposobnost oblikovanja pričakovanj za vsakega učečega glede na njegove sposobnosti in spremnosti.

Predmetnospecifične kompetence:

- poznavanje zakonitosti in delovanja vseh družbenih podsistemov, ki so pomembni za samouresničevanje oseb s posebnimi potrebami,
- sposobnost za organizacijo in koordinacijo vseh dejavnikov, ki so vključeni v obravnavo oseb s posebnimi potrebami,
- sposobnost za oblikovanje stališč in odnosov do drugačnih v smislu enakovrednega sprejemanja in spoštovanjarazličnosti posameznika,
- zmožnost povezovanja različnih akterjev za skupno sodelovanje.

Objectives and competences:

Objectives:

Student:

- students get knowlege of the complex field of social integration of children with special neds since the creation of the idea of integration in Europe in the second half of the 20th century until the passage of integration into a new quality - inclusion as a modern and universal vision,
- student meets modern concepts of support activities in of inclusive education and increasing social and cultural integration of different children.

General competences:

- the ability to develop inclusive cultures, policies and practices,
- ability to identify and solve moral-ethical dilemmas and problems in education,
- the operation of respect for and observance of human rights, integrity and dignity of the individual,
- the ability to form expectations for each learner depending on his skills and abilities.

Specific competences:

- knowledge of operation of all social subsystems, which are important for self-realization of people with special needs,
- the ability to act and coordinate of all the factors involved in the treatment of children with special needs,
- the ability to create views and attitudes towards different children in terms of the equivalent of accepting and respecting the diversity of individuals,
- integration of different actors for joint cooperation.

Predvideni študijski rezultati:

Intended learning outcomes:

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| <p>Znanje in razumevanje:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none"> • je občutljiv/a za potrebe oseb s posebnimi potrebami, • pozna ključne teorije in prakse inkluzivne edukacije in socialne integracije oseb s posebnimi potrebami, • je usposobljen/-a za prepoznavanje individualne posebnosti vsakega posameznika, • pozna podporne oblike in dejavnosti v edukaciji in integraciji v skupnost. <p>Uporaba:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none"> • zna uveljavljati temelje etične podlage v inkluzivni edukaciji, • zna načrtovati, organizirati in izvesti vse potrebne podporne oblike in dejavnosti za integracijo posameznika s posebnimi potrebami v šolo in skupnost, • zna izvesti pedagoški proces na principih inkluzivnosti, • s svojimi stališči in odnosom do oseb s posebnimi potrebami motivira druge subjekte za sodelovanje v edukaciji. . <p>Refleksija:</p> <p>Študent /-ka:</p> <ul style="list-style-type: none"> • je sposoben/na kritično ovrednotiti položaj, možnosti in potrebe posameznika s posebnimi potrebami, • presoja ustrezost poti za samouresničitev posameznika s posebnimi potrebami, • je sposoben/-na kritične presoje svojega dela. | <p>Knowledge and understanding:</p> <p>Student:</p> <ul style="list-style-type: none"> • graduate is sensitive for the needs of pupils with special needs, • graduate knows the key theory and practice of inclusive education and social integration of pupils with disabilities, • graduate is qualified to identify the personal characteristics of each individual, • is familiar with forms and supporting activities in education and integration into the community. <p>Application:</p> <p>Student:</p> <ul style="list-style-type: none"> • be able to implement the ethical values in inclusive education, • be able to plan, organize and carry out all the necessary forms and supporting activities for the integration of individuals with disabilities in school and community, • be able to carry out the teaching process on the principles of inclusivity, • with their attitude and behavior obtain relevant factors and entities for the participation. <p>Reflection:</p> <p>Student:</p> <ul style="list-style-type: none"> • critically evaluate the situation, opportunities and needs of individuals with disabilities, • assess the appropriateness of the way to self-realization of individuals with special needs, • be able a critical review of their own work. |
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| <p>Metode poučevanja in učenja:</p> <ul style="list-style-type: none"> • Predavanja, • diskusija, • refleksija, • seminarске vaje. | <p>Learning and teaching methods:</p> <ul style="list-style-type: none"> • lectures, • discussion, • reflection, • seminar exercises. | | | | | | | | | | | | | | | |
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| <p>Načini ocenjevanja:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Način (pisni izpit, ustno izpraševanje, naloge, projekt):</th> <th style="text-align: center; width: 25%;">Delenj (v %) / Weight (in %)</th> <th style="text-align: right; width: 25%;">Assessment:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">40 %</td> <td style="text-align: center; padding: 5px;">60 %</td> <td style="text-align: right; padding: 5px;">Type (examination, oral, coursework, project):</td> </tr> </tbody> </table> | Način (pisni izpit, ustno izpraševanje, naloge, projekt): | Delenj (v %) / Weight (in %) | Assessment: | 40 % | 60 % | Type (examination, oral, coursework, project): | <p style="text-align: center;">Delež (v %) / Weight (in %)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Načini ocenjevanja:</th> <th style="text-align: center; width: 25%;">Delenj (v %) / Weight (in %)</th> <th style="text-align: right; width: 25%;">Assessment:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Način (pisni izpit, ustno izpraševanje, naloge, projekt):</td> <td style="text-align: center; padding: 5px;">40 %</td> <td style="text-align: right; padding: 5px;">Type (examination, oral, coursework, project):</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">60 %</td> <td></td> </tr> </tbody> </table> | Načini ocenjevanja: | Delenj (v %) / Weight (in %) | Assessment: | Način (pisni izpit, ustno izpraševanje, naloge, projekt): | 40 % | Type (examination, oral, coursework, project): | | 60 % | |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | Delenj (v %) / Weight (in %) | Assessment: | | | | | | | | | | | | | | |
| 40 % | 60 % | Type (examination, oral, coursework, project): | | | | | | | | | | | | | | |
| Načini ocenjevanja: | Delenj (v %) / Weight (in %) | Assessment: | | | | | | | | | | | | | | |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | 40 % | Type (examination, oral, coursework, project): | | | | | | | | | | | | | | |
| | 60 % | | | | | | | | | | | | | | | |

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| <ul style="list-style-type: none"> • Seminarska naloga. • Pisni in/ali ustni izpit. | | <ul style="list-style-type: none"> • seminar paper, • written and/or oral examination. |
|-------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------|

Reference nosilca / Lecturer's references:

1. DROBNIČ, Janez (2012). Novi pristopi pri vodenju kariere, ki izhajajo iz teorije socialnega učenja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2012, letn. 23, št. 3/4, str. 13-29, 277-278. [COBISS.SI-ID 2513751]
2. DROBNIČ, Janez. Poklicna vzgoja in karierni načrt za osebe s posebnimi potrebami = Career guidance teacher for children with special needs. V: STARC, Sonja (ur.). [Izvlečki = Abstract booklet]. Koper: Pedagoška fakulteta, 2010, str. 17-18. [COBISS.SI-ID 3836631]
3. DROBNIČ, Janez. Razvoj modela poklicne orientacije za osebe s posebnimi potrebami : doktorska disertacija. Koper: [J. Drobnič], 2014. [12] f., 283 str., ilustr., tabele. [COBISS.SI-ID 1536380868]
4. DROBNIČ, Janez. Poklicno svetovanje in zaposlitvene možnosti oseb s posebnimi potrebami. V: DESTOVNIK, Karl (ur.), TASIČ, Andreja (ur.). Usposabljanje strokovnih delavcev za uspešno vključevanje otrok in mladostnikov s posebnimi potrebami v vzgojo in izobraževanje v letih 2008, 2009, 2010 in 2011. Ljubljana: SOUS - Skupnost organizacij za usposabljanje oseb s posebnimi potrebami v Republiki Sloveniji, 2011, str. 189-196. [COBISS.SI-ID 4351703]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|-------------------------------------------------------------------------------------------------|
| Predmet: | Metode dela z otroki z znižanimi učnimi sposobnostmi in otroki z učnimi težavami |
| Course title: | Working methods for children with lower education abilities and children with learning problems |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 1. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 1 st |

Vrsta predmeta / Course type

obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

/

| Predavanja Lectures | Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|---------|-------------------|------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | / | 30 (15 LV, 15 SV) | / | / | 120 | 6 |

Nosilec predmeta / Lecturer:

doc. dr. Božidar Opara / Assist. Prof. Dr. Božidar Opara

**Jeziki /
Languages:**

Predavanja / Lectures: slovenski/Slovene
Vaje / Tutorial: slovenski/Slovene

Pogoji za vključitev v delo oz. za opravljanje

Conditions for inclusion in work or performance of

študijskih obveznosti:

/

study obligations:

/

Vsebina:

Metode dela z otroki z znižanimi učnimi sposobnostmi:

- klasifikacija posebnih potreb,
- zgodovinski pregled obravnavanja,
- klasifikacija,
- etiologija,
- prevalenca,
- razvojne in psihopedagoške značilnosti,
- značilnosti učenja,
- identifikacija,
- vzgojno-izobraževalni programi.

Metode dela z učenci z učnimi težavami:

- modeli,
- prilagoditve,
- koncept učne težave.

Content (Syllabus outline):

Methods of work with children with reduced learning abilities:

- classification of special needs,
- historical review of treatment,
- classification,
- ethology,
- prevalence,
- development and psycho-pedagogical characteristics,
- learning characteristics,
- identification,
- upbringing and educational programmes.

Methods of work with students with learning disorders:

- models,
- adjustments,
- the concept of a learning disorder.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Opara,B. et all (2010): Analiza vzgoje in izobraževanja OPP v Sloveniji. Ljubljana: Pedagoški inštitut.
- Magajna, L., Kavkler, M., Čačinovič Vogrinčič, G., Pečjak, S., Bregar Golobič, K. (2007). Koncept dela Učne težave v osnovni šoli (predlog).Urad za razvoj šolstva MŠŠ.
- Pravilnik o organizaciji in načinu dela komisij za usmerjanje otrok s posebnimi potrebami ter o kriterijih za opredelitev vrste in stopnje primanjkljajev, ovir ozziroma motenj otrok s posebnimi potrebami (2003). UL RS Št. 54.
- Študijsko gradivo - zapiski predavanj.
- Zakon o usmerjanju otrok s posebnimi potrebami (2000, 2007). Ur.L. RS, št. 54/2000, 3/2007

Dopolnilna literatura / Additional literature:

- *Osebe s posebnimi potrebami v procesu inkluzije ter vloge defektologov in specializiranih institucij.* Zbornik prispevkov X. Defektoloških izobraževalnih dnevov. (2002) Ljubljana: Društvo defektologov Slovenije.

Dodatna literatura / Additional literature:

- Haeberlin,U. et all (1991): Die Integration von Lernbehinderten, Verlag Paul Haupt,Bern
- Korlaet,J. (1971): Pedagogija mentalno nedovoljno razvijene djece, Sveučilište u Zagrebu, Visoka defektološka škola Zagreb

Cilji in kompetence:

Objectives and competences:

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| <p><u>Cilji:</u></p> <p>Študent/ka</p> <ul style="list-style-type: none">• spozna značilnosti v razvoju otrok z znižanimi učnimi sposobnostmi in otrok z učnimi težavami,• spozna organizacijo in oblike vzgoje in izobraževanje otrok z znižanimi učnimi sposobnostmi in otrok z učnimi težavami,• obvlada metode vzgoje, izobraževanja in rehabilitacije otrok z znižanimi učnimi sposobnostmi in otrok z učnimi težavami. <p><u>Splošne kompetence:</u></p> <ul style="list-style-type: none">• zmožnost odkrivanja in prepoznavanja posebnih potreb vsakega posameznega OPP,• zmožnost uporabe ustreznih postopkov, metod in tehnik,• zmožnost razvijanja inkluzivne kulture, politike in prakse. <p><u>Predmetno-specifične kompetence:</u></p> <ul style="list-style-type: none">• poznavanje značilnosti razvoja in posebnih potreb z znižanimi učnimi sposobnostmi in otrok z učnimi težavami,• poznavanje in obvladovanje metod vzgoje in izobraževanja otrok z znižanimi učnimi sposobnostmi in otrok z učnimi težavami,• sposobnost izdelovanja individualiziranih programov za otroke z znižanimi učnimi sposobnostmi in otroki z učnimi težavami. | <p><u>Objectives:</u></p> <p>Student:</p> <ul style="list-style-type: none">• gets acquainted with the characteristics of the development of children with reduced learning abilities and learning disorders,• gets acquainted with the organization and forms of upbringing and education of children with reduced learning abilities and children with learning disorders,• has mastered the methods of upbringing, education and rehabilitation of children with reduced learning abilities and children with learning disorders. <p><u>General competences:</u></p> <ul style="list-style-type: none">• ability to detect and identify the specific needs of each individual special needs student,• ability to use appropriate procedures, methods and techniques,• ability to develop inclusive culture, behaviour and practice. <p><u>Specific competences:</u></p> <ul style="list-style-type: none">• gets acquainted with the developmental characteristics and special needs of children with reduced learning abilities and learning disorders,• gets acquainted with and masters the organization and forms of upbringing and the education of children with reduced learning abilities and children with learning disorders,• ability to prepare individualized programmes for children with reduced learning abilities and learning disorders. |
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Predvideni študijski rezultati:

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| <p><u>Znanje in razumevanje:</u></p> <p>Študent/ka:</p> <ul style="list-style-type: none">• pozna in razume specifičnosti v razvoju OPP ter obvlada strategije, metode in oblike, ki se uporabljajo pri njihovi vzgoji in izobraževanju,• zna načrtovati in izvajati potrebne prilagoditve in pomoč za posebne potrebe OPP. <p><u>Uporaba:</u></p> | <p>Intended learning outcomes:</p> <p><u>Knowledge and understanding:</u></p> <p>The student:</p> <ul style="list-style-type: none">• knows and understands the particularity of the development of special needs individuals and has mastered strategies, methods and forms, which are used in their upbringing and education,• knows how to plan and implement the necessary adjustments and help for special needs individuals. |
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| <p>Študent/-ka:</p> <ul style="list-style-type: none"> • obvlada metode učno vzgojnega dela z otroki z znižanimi učnimi sposobnostmi in otroki z učnimi težavami, • obvlada specifične postopke in metode dela z otroki z znižanimi učnimi sposobnostmi in otroki z učnimi težavami. <p>Refleksija:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none"> • zna ovrednotiti izdelan individualizirani program glede na uresničevanje zastavljenih ciljev in dosežke otrok. Strokovno ravnanje utemeljuje na osnovi sodobnih teoretičnih izhodišč in praktičnega dela z otroki. | <p>Use:</p> <p>The student:</p> <ul style="list-style-type: none"> • has mastered the methods of education and upbringing of children with reduced learning abilities and learning disorders, • has mastered the specific procedures and methods of work for children with reduced learning abilities and learning disorders. <p>Reflection:</p> <p>The student:</p> <ul style="list-style-type: none"> • can evaluate the prepared individualized programme regarding the achievement of set objectives and the achievements of children. Professional activities are based on modern theoretical assumptions and activities involving children in practice. |
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| <p>Metode poučevanja in učenja:</p> <ul style="list-style-type: none"> • predavanja, • problemsko učenje, • refleksija • diskusija, • razprava • samostojno učenje študenta. | <p>Learning and teaching methods:</p> <ul style="list-style-type: none"> • lectures, • problem-based learning, • reflection, • discussion, • debate, • independent student activities. |
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| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
|--------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Type (examination, oral, coursework, project): |
| Seminarska naloga, Pisni in/ali ustni izpit. | 40 % 60 % | seminar paper, written and/or oral examination. |
| Uspešno opravljena seminarska naloga je pogoj za pristop k izpitu. | | In order to apply for the final examination, students are required to successfully produce the seminar paper. |

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| Reference nosilca / Lecturer's references: | |
| <ol style="list-style-type: none"> 1. Opara,B. et all: (2010): Analiza vzgoje in izobraževanja otrok s posebnimi potrebami v Sloveniji. Ljubljana: Pedagoški inštitut. 2. Opara,B.(2010): Problemi terminologije pri edukaciji oseb s posebnimi potrebami. Educa, 19(1/2), 57-61. 3. Opara,B.(2009): Otroci s posebnimi potrebami v vrtcu in šolah. Ljubljana: Center kontura. | |

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | |
|----------------------------------------------|--------------------------------------------|
| Predmet: | Metode dela z nadarjenimi in talentiranimi |
| Course title: | Working methods for gifted and talented |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 2. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 2 nd |

Vrsta predmeta / Course type obvezni/Compulsory

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | / | 15 SV | / | 15 PP | 120* | 6 |

Nosilec predmeta / Lecturer: doc. dr. Mojca Kukanja Gabrijelčič / Assist. Prof. Dr. Mojca Kukanja Gabrijelčič

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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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

Conditions for inclusion in work or performance of study obligations:
/

Vsebina:

*V samostojno študentovo delo je vključenih 30 ur (1 KT) prakse.

Nadarjeni in talentirani učenci:

- opredelitev nadarjenosti in talentiranosti,
- terminološke vrzeli,
- opredelitev nadarjenosti in talentiranosti, koncept nadarjenosti v RS,
- komparativna predstavitev koncepta nadarjenosti,
- pomen prepoznavanja in prepoznavanje nadarjenosti ter talentiranosti, razvojne značilnosti in koncept nadarjenosti,
- dvojna izjemnost.

Spoznavanje dokumentacije, ki določa okvirje poučevanja nadarjenih in talentiranih v javnih zavodih:

- evropski in nacionalni zakonodajni

Content (Syllabus outline):

* The independent student activities include 30 hours (1 CT) of practical training.

Gifted and talented students:

- definition of giftedness and talent,
- terminological gaps,
- definition of giftedness and talent,
- the concept of giftedness in the Republic of Slovenia,
- comparative presentation of the concept of giftedness,
- the importance of identification and recognition
- of giftedness and talent, developmental characteristics and the concept of giftedness,
- twice exceptional individuals.

Exploring the documentation, which provides the framework for teaching the *gifted and talented in*

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| <p>dokumenti;</p> <ul style="list-style-type: none">• zakonodaja na področju vzgoje in izobraževanja;• kurikulum in njegove temeljne značilnosti ter omejitve. <p><u>Učna diferenciacija in individualizacija pri poučevanju in učenju nadarjenih učencev:</u></p> <ul style="list-style-type: none">• opredelitev učne diferenciacije in individualizacije;• možnosti diferenciacije in individualizacije pri delu z nadarjenimi učenci;• kurikularni modeli v razvitih državah sveta (Bloom, Kaplan, modeli v ZDA);• priprava individualiziranega programa za nadarjene in talentirane učence. <p><u>Razumevanje socialno – emocionalnih potreb nadarjenih ter svetovalne storitve:</u></p> <ul style="list-style-type: none">• socialno – emocionalne značilnosti in potrebe nadarjenih otrok;• čustveni problemi in samopodoba;• področja svetovanja nadarjenim in talentiranim učencem (šolsko, osebno, poklicno, skupinsko, individualno ipd.). <p><u>Osnove procesa učenja in poučevanja:</u></p> <ul style="list-style-type: none">• utrjevanje znanja na področju definicij in teorij učenja, poučevanja in znanja;• organiziranje učnega procesa;• vzgojno-izobraževalne značilnosti, posebnosti in potrebe posameznika kot temeljnega subjekta vzgojno-izobraževalnega procesa in učenja;• sodobni teoretski pogledi na sposobnosti za učenje; Učenje učenja;• strategije učenja in poučevanja nadarjenih, talentiranih in nadpovprečno sposobnih;• alternativni pristopi pri poučevanju nadarjenih in talentiranih učencev. <p><u>Ocenjevanje in preverjanje napredka:</u></p> <ul style="list-style-type: none">• pomen ustreznegra opredeljevanja učnih ciljev;• alternativne oblike preverjanja in ocenjevanja znanja nadarjenih in talentiranih učencev. <p>• Sodelovanje s starši in drugimi institucijami.</p> | <p><u>public institutions:</u></p> <ul style="list-style-type: none">• European and national legislative documents,• legislation from the field of upbringing and education,• curriculum and its fundamental characteristics and limitations. <p><u>Differentiated learning and individualisation in the teaching of gifted students:</u></p> <ul style="list-style-type: none">• definition of differentiated learning and individualisation,• options of differentiation and individualisation when working with gifted students,• curriculum models of developed countries (Bloom, Kaplan, US models),• preparation of an individualised programme for gifted and talented students. <p><u>Understanding the social and emotional needs of the gifted and consultancy services:</u></p> <ul style="list-style-type: none">• social and emotional characteristics and needs of gifted children,• emotional problems and self-esteem;• areas of consultancy for gifted and talented students (school, personal, professional, group, individual etc.). <p><u>Basics of the learning and teaching process</u></p> <ul style="list-style-type: none">• strengthening the knowledge of definitions and theories of learning, teaching and knowledge;• organisation of the learning process;• educational characteristics, features and needs of the individual as the basic subject of the educational process and learning;• modern theoretical views of learning abilities; learning to learn,• strategies for teaching the gifted, talented and above-average students;• alternative approaches to the teaching of gifted and talented students. <p><u>Assessment and verification of progress:</u></p> <ul style="list-style-type: none">• the importance of the appropriate definition of the learning objectives;• alternative forms of verification and assessment of knowledge of gifted and |
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| <ul style="list-style-type: none">• Evalvacija dela z nadarjenimi učenci. <p>Pri vsakem od navedenih sklopov je temeljni učni rezultat študenta poznavanje posameznih opredelitev, nadgradnja pa razumevanje posledic vsakega specifičnega pristopa in dela procesa učenja in poučevanja ter sposobnost povezovanja opredeljenih sklopov, tudi z vsebinami drugih predmetov.</p> | <p>talented students.</p> <ul style="list-style-type: none">• Cooperation with parents and other institutions.• Evaluation of work with gifted students. <p>In each of these groups the basic learning objective for the student is the knowledge of individual definitions, the understanding and upgrade of the implications of each specific approach, the learning and the teaching process and the ability to connect particular groups, also with the contents of other subjects.</p> |
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Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Ferbežer, I. (2002): Celovitost nadarjenosti, EDUCA, Nova Gorica.
- Ferbežer, I., Kukanja, M. (2008). Svetovanje nadarjenim učencem. Ljubljana: Zavod za šolstvo.
- Bežič, T., Strmčnik, F., Ferbežer, I., Jaušovec, N., Dobnik, B., Artač, J., Bragato, S., Nanut Brovč, N., Pahor, N., Skrt Leban, N. (1998): Nadarjeni, šola, šolsko svetovalno delo. Zavod Republike Slovenije za šolstvo. Ljubljana.
- Heller, K. A., Monks, F. J., Sternberg, R. J., Subotnik, R. F. (2000): International handbook of Giftedness and Talent. Elsevier. Amsterdam.

Dopolnilna literatura / Additional literature:

- Blažič, M. (2003). Nadarjeni – izkoriščen ali prezrt potencial. Novo mesto: Slovensko združenje za nadarjene.
- Bežič, T., Malešević, T. (2001). Spodbujanje razvoja nadarjenih učencev osnovne šole. Ljubljana: Zavod RS za šolstvo.
- Glogovec, Z., Žagar, D. (1990). Nadarjeni otroci v vrtcu. Ljubljana: Zavod Republike Slovenije za šolstvo.
- KUKANJA-GABRIJELČIČ, Mojca, ČOTAR KONRAD, Sonja. Učno uspešen, nadarjen ali talentiran? : terminološke vrzeli s področja nadarjenosti. *Pedagoška obzorja*, ISSN 0353-1392, 2013, letn. 28, [št.] 3/4, str. 129-143. [COBISS.SI-ID [513789559](#)]
- KUKANJA-GABRIJELČIČ, Mojca. Država, učitelj in delo z nadarjenimi učenci: med poslanstvom in odgovornostjo. *Revija za elementarno izobraževanje*, ISSN 1855-4431, 2014, letn. 7, št. 1, str. 83-97. http://www.pef.um.si/content/Zalozba/clanki_2014_letnik7%20_stev_1/REI_7_1.pdf. [COBISS.SI-ID [20459528](#)]

Dodatna literatura / Additional literature:

- Kukanja-Gabrijelčič, Mojca. Pravičnost in enakost ali nadarjen v "družbi za vse". 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. 305-318.
- Kukanja-Gabrijelčič, Mojca. Ali imamo v naših šolah talentirane učence za zgodovino?. V: Ferbežer, Ivan (ur.), Mönks, Franz J. (ur.). *Holistični pogled na nadarjenost : Mednarodna znanstvena konferenca, Ptuj 2008 : International scientific conference, [Ptuj, 2008]*. Ljubljana: MIB, 2008, str. 220-229.
- Kukanja-Gabrijelčič, Mojca. Socialna inteligenco učitelja nadarjenega učenca. V: Željeznov Seničar, Maruška (ur.). *Socialne in čustvene potrebe nadarjenih in talentiranih : zbornik : II. mednarodna znanstvena konferenca 2010 = II. international scientific conference 2010*. Ljubljana: MIB, 2010, str.

Cilji in kompetence:

Cilji:

Študent/-ka:

- spozna teorije ter opredelitve nadarjenosti in nadpovprečnih sposobnosti, povezave z učnimi stilmi in motivacijo,
- spozna osnove prepoznavanja nadarjenih učencev in učencev z nadpovprečnimi sposobnostmi ter temeljne strategije dela z njimi,
- spozna samoregulativne mehanizme pri učenju, pomen in pripravo individualiziranega programa učenja ter sistem vseživljenjskega učenja kot temelja za karierni razvoj,
- spozna postopke evidentiranja, identifikacije in pripravo individualiziranega programa za nadarjene in talentirane učence ter je sposoben/na samostojno individualno ali v skupini delati z nadarjenimi oz. nadpovprečno sposobnimi učenci na različnih področjih in različnih razvojnih obdobjih.

Splošne kompetence:

- sposobnost uporabe ustreznih postopkov, metod in tehnik za pripravo in izvajanje individualiziranih programov,
- izbira ustreznih postopkov, metod, tehnik in strategij dela glede na specifične potrebe posameznika,
- sposobnost uporabe različnih merskih instrumentov v fazi evidentiranja nadarjenih in talentiranih učencev,
- sposobnost prepoznavanja učno neuspešnih nadarjenih in talentiranih učencev,
- organiziranje takšnih oblik aktivnega in samostojnega učenja, ki bodo posameznika usposabljale za uspešno učenje.

Predmetnospecifične kompetence:

Študent/-ka:

- razume učenje kot proces in ga zna organizirati tako, da upošteva teoretično znanje in potrebe udeležencev,
- zna aktivirati samoregulativne mehanizme

Objectives and competences:

Objectives:

The student:

- gets acquainted with the theories and definitions of giftedness and above-average abilities and their relation to learning styles and motivation,
- gets acquainted with the basics of identifying gifted students and students with above-average abilities, as well as fundamental strategies for working with such students,
- gets acquainted with the self-regulative learning mechanisms, the importance of the preparation of an individualised learning programme and the system of lifelong learning as the foundation for career development,
- gets acquainted with the procedures of documentation and identification, as well as the preparation of the programme for gifted and talented students and is capable of working with gifted students or students with above average abilities, individually or in a group, in different areas and in different stages of development.

General competences:

- ability to use appropriate procedures, methods and techniques to prepare and implement individualized programmes,
- the selection of appropriate procedures, methods, techniques and strategies of work according to the specific needs of the individual,
- ability to use different measurement instruments at the stage of documenting gifted and talented students,
- ability to identify gifted and talented students, who are not successful in school,
- organisation of the forms of active and independent learning, which will prepare the individual for successful learning.

Subject-specific competences:

The student:

- recognizes learning as a process and

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| <p>pri udeležencih,</p> <ul style="list-style-type: none">• pozna strategije spodbujanja razvoja na posameznih področjih ter hkrati spodbuja socialne in druge veščine tudi na šibkejših področjih otrokovega razvoja;• zna prepoznati in prilagoditi delo učencem z nadpovprečnimi sposobnostmi na različnih področjih. | <p>organizes it with regard to theoretical knowledge and the needs of the participants,</p> <ul style="list-style-type: none">• can activate the self-regulatory mechanisms of participants,• is familiar with the strategies for encouraging development in individual areas and simultaneously promotes social and other skills also in the weak areas of the child's development,• recognizes and adapts work to students with above-average abilities in various areas. |
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Predvideni študijski rezultati:

Znanje in razumevanje: Študent/-ka:

- pozna proces učenja ter posebnosti učenja in poučevanja nadarjenih, talentiranih in nadpovprečno sposobnih učencev,
- zna samostojno načrtovati individualizirane učne programe in izvajati proces učenja,
- zna prepoznati nadarjene in talentirane otroke ter tiste z nadpovprečnimi sposobnostmi in uporabiti ustrezne strategije za spodbujanje njihovega celostnega razvoja.

Uporaba:

Študent/-ka je sposoben/-na:

- organizirati različne oblike učenja za različne udeležence in jih povezati v celoto poučevanja v oddelku,
- uporabiti strategije za najbolj učinkovito učenje,
- prepoznavati posebnosti vsakega posameznika in mu omogočiti samoreguliranje učenja,
- prepoznavati in prilagoditi učenje udeležencem z različnimi značilnostmi.

Refleksija:

Študent/-ka je sposoben/-na:

- kritično ovrednotiti proces učenja v odnosu na teoretično znanje in konkretnega posameznika,
- strokovno delo utemeljiti s sodobnimi teoretičnimi spoznanji.

Intended learning outcomes:

Knowledge and understanding:

The student:

- knows the learning process and the specialities of learning and teaching gifted, talented and above-average students,
- can independently plan individualised learning programmes and implement the learning process,
- can recognize the gifted and talented children and children with above-average abilities and use appropriate strategies to promote their integrated development.

Use:

The student is able to:

- organize various forms of learning for different participants and connect them into a whole,
- use strategies for the most effective learning,
- recognize special characteristics of individuals and enable them self-regulated learning,
- recognize and adapt learning to participants with different characteristics.

Reflection:

The student is able to:

- critically evaluate the learning process in relation to the theoretical knowledge and the individual,
- justify professional work with modern theoretical knowledge.

Metode poučevanja in učenja:

- Predavanja,
- seminarne vaje,
- osebna mapa,
- dnevnik razmišljanja,
- diskusija,
- analiza,
- iniciativa.

Learning and teaching methods:

- lectures,
- seminar exercises,
- personal folder,
- log of thoughts,
- discussion,
- analysis,
- initiative.

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

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| Način (pisni izpit, ustno izpraševanje, naloge, projekt): • seminarska naloga, • individualiziran program za nadarjenega učenca, • in pisni in/ali ustni izpit. | 30 % 10 % 60 % | Type (examination, oral, coursework, project): • seminar paper, • individualized programme for a gifted student, • and written and/or oral examination. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Reference nosilca / Lecturer's references:

1. FERBEŽER, Ivan, KUKANJA-GABRIJELČIČ, Mojca. Svetovanje nadarjenim učencem. 1. izd. Ljubljana: Zavod Republike Slovenije za šolstvo, 2008. 108 str. ISBN 978-961-234-647-8. [COBISS.SI-ID 238484992]
2. KUKANJA-GABRIJELČIČ, Mojca, ČOTAR KONRAD, Sonja. Učno uspešen, nadarjen ali talentiran? : terminološke vrzeli s področja nadarjenosti. *Pedagoška obzorja*, ISSN 0353-1392, 2013, letn. 28, [št.] 3/4, str. 129-143. [COBISS.SI-ID 513789559]
3. KUKANJA-GABRIJELČIČ, Mojca. Socialna inteligenco učitelja nadarjenega učenca. V: ŽELJEZNOV SENIČAR, Maruška (ur.). Socialne in čustvene potrebe nadarjenih in talentiranih : zbornik : II. mednarodna znanstvena konferenca 2010 = II. international scientific conference 2010. Ljubljana: MIB, 2010, str. 404-417. [COBISS.SI-ID 3910103]
4. KUKANJA-GABRIJELČIČ, Mojca. Terminološke vrzeli na področju nadarjenosti = Terminology gaps in gifted education field. V: STARC, Sonja (ur.). [Izvlečki. Koper: Pedagoška fakulteta, 2010, str. 51-52. [COBISS.SI-ID 3842519]
5. KUKANJA-GABRIJELČIČ, Mojca. Država, učitelj in delo z nadarjenimi učenci: med poslanstvom in odgovornostjo. *Revija za elementarno izobraževanje*, ISSN 1855-4431, 2014, letn. 7, št. 1, str. 83-97. [COBISS.SI-ID 20459528]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|-------------------------------------------------------|
| Predmet: | Metode dela s slepimi in slabovidnimi |
| Course title: | Working methods for blind and persons with bad vision |

**Študijski program in stopnja
Study programme and level**

**Študijska smer
Study field**

**Letnik
Academic year**

**Semester
Semester**

| | | | |
|---------------------------------------------|---|-----------------|-----------------|
| Inkluzivna pedagogika, 2. stopnja | / | 2. | 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 2 nd | 3 rd |

Vrsta predmeta / Course type obvezni/Compulsory

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|----------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 15 | / | 60 (15 SV, 45 LV) | / | / | 105 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Aksinja Kermauner / Assist. Prof. Dr. Aksinja Kermauner

| | |
|------------------------|---------------------------------------------|
| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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

/

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

- Osnove tiflopedagogike.
- Oftalmologija – izbrana poglavja.
- Posebnosti v razvoju slepih in slabovidnih otrok.
- Celovita zgodnja obravnava slepih in slabovidnih otrok ter njihovih staršev.
- Dejavniki uspešnega inkluzivnega šolanja.
- Metode vzgoje in izobraževanja slepih in slabovidnih otrok.
- Izdelava individualiziranega programa.
- Prilagoditve učnega okolja: IKT, učni in komunikacijski pripomočki, optični pripomočki, gradiva (teorija in praktikum).
- Osnove specialnih znanj oz. podporne strategije za premagovanje primanjkljaja – (teorija in praktikum):
 - komunikacijske tehnike (računalništvo, specializirani programi, opismenjevanje v brajici),
 - orientacija in mobilnost: terenske vaje (Koper z okolico, obisk Zavoda za slepo in slabovidno mladino v Ljubljani),
 - vsakodnevna opravila slepega,
 - vaje preostalih čutil.
- Otroci z več motnjami.
- Razvijanje socialnih kompetenc slepih in slabovidnih otrok, rehabilitacija kasneje oslepelih.

Content (Syllabus outline):

- Basics of typhlopedagogy.
- Ophthalmology – selected chapters.
- Specialities in the development of blind and visually impaired children.
- Comprehensive early treatment of blind and visually impaired children and their parents.
- Factors of successful inclusive schooling.
- Methods of upbringing and education of blind and visually impaired children.
- Creation of an individualised programme.
- Adaptation of the learning environment: ICT, learning and communication devices, optical devices, materials (theory and practice).
- Bases of special knowledge or support strategies for overcoming impairment – (theory and practice):
 - communication techniques (computer science, specialized programs, braille literacy),
 - orientation and mobility: field exercises (Koper and its surroundings, visit to the Institute for Blind and Visually Impaired Youth Ljubljana),
 - everyday chores of the blind,
 - exercises of the other senses.
- Children with multiple disorders.
- Development of social skills of blind and

- | | |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">Postopek usmerjanja; Zakon o usmerjanju otrok s posebnimi potrebami. | <ul style="list-style-type: none">visually impaired children, rehabilitation of persons who lose their sight later in life.Process of guidance; Act on guiding special needs children. |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Temeljni literatura in viri / Readings:

Osnovna literatura

- Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji (1995). Ministrstvo za šolstvo in šport, Ljubljana.
- Kermauner, A. (2010). Fenomenologija samogenerirane slepote. Doktorska disertacija. Ljubljana: Pedagoška fakulteta.
- Kobal, G., Darja, Kobal, B. (2006). Zagotavljanje enakih možnosti za vzgojo in izobraževanje slepih in slabovidnih otrok v Sloveniji. Ljubljana: DEMS.
- Opara, B. (2005). Vloga vrtcev in šol pri vzgoji in izobraževanju otrok s posebnimi potrebami. Ljubljana: Centerkontura.
- Žolgar Jerković, I., Kermauner, A. (2006). Poznavanje slepih in slabovidnih učencev - pot do ustrezne obravnave. Sodobna pedagogika, 57, 376-393.

Dodatna literatura / Additional literature:

- Bishop, V. E. (2004). Teaching visually impaired children. Charles C Thomas, Publisher, Ltd., Springfield.
- London: David Foulton Publishers.
- Kermauner, A. (2010). Na drugi strani vek. Ljubljana: Študentska založba.
- Kermauner, A. (2004). Tipna slikanica za slepe. Diplomsko delo. Ljubljana: Pedagoška fakulteta.
- Mason, H., in McCall, S. (1997) (ur.). Visual Impairment. Acces to Education for Children and Young People. London: David Fulton Publishers.
- Murn, T. (2002). Kaj piše na tabli? Ne vidim prebrati! Priročnik za načrtovanje in izvajanje pouka s slepim ali slabovidnim učencem. Škofja Loka: Center slepih in slabovidnih.
- Oberman, M., Zovko, G. (1984). Metodičke napomjene za rad s djecom oštećena vida. V: Odgojno-obrazovna integracija djece s teškoćama u razvoju. Zagreb: Savez društava defektologa Hrvatske, 69-75.
- Oberman, M. (1986). Osposobljavanje djece oštećena vida za svakodnevni život. Socialna misao, 8-9, 333-339.
- Popović, D. (1986). Rani razvoj i prilagođavanje slepih. Beograd: Zavod za udžbenike i nastavna sredstva.
- Stančić, V. (1991). Oštećenja vida – biopsihosocialni aspekti. Zagreb: Školska knjiga.
- Wanecek, O. (1973). Povijest pedagogije slijepih. Beograd: Savez društava defektologa Jugoslavije.
- Zovko, G. (1994). Peripatologija. Zagreb: Školske novine.

Cilji in kompetence:

Cilji:

Študent/ka:

- sposna pojav slepote in slabovidnosti ter specifičnosti pri njihovem razvoju,
- sposna metode vzgoje in izobraževanja ter rehabilitacije slepih in slabovidnih.

Izobraziti široko usposobljenega strokovnjaka, ki bo znal prepoznati posameznika v vsej svoji

Objectives and competences:

Objectives:

The student:

- learns about blindness and visual impairment and the specialities in their development,
- gets acquainted with the methods of upbringing, education and rehabilitation of the blind and visually impaired.

drugačnosti v razvoju in pri učenju in bo obvladal različne pristope, metode, tehnike in strategije za neposredno delo in za vključevanje slepih in slabovidnih v normalno življenje.

Splošne kompetence:

- obvladovanje temeljnih načel in postopkov načrtovanja, izvajanja in vrednotenja učnega procesa,
- upoštevanje razvojnih značilnosti ter individualnih razlik učencev pri spodbujanju uspešnega učenja,
- učinkovito izvajanje individualizacije in diferenciacije vzgojno-izobraževalnega dela,
- vzpostavljanje optimalnega učnega okolja z uporabo različnih učnih metod in strategij,
- sodelovanje z drugimi delavci na šoli, drugimi šolami in institucijami ter strokovnjaki na vzgojno-izobraževalnem področju.

Predmetnospecifične kompetence:

- poznavanje osnovnih teoretičnih spoznanj in osnov specialnih didaktik in metodik tiflopedagogike, prenos znanja na pedagoško področje,
- razvijanje kompetenc za praktično delovanje na področju preverjanja in ocenjevanja slepote in slabovidnosti ter načrtovanja, izvajanja in evalvacije programov ter poznavanje razvojnih zakonitosti slepih in slabovidnih učencev,
- sposobnost razvijanja odnosnih kompetenc slepih in slabovidnih učencev,
- poznavanje zakonitosti prilaganja preprostejših učil v skladu s tiflopedagoškimi načeli; poznavanje IKT za slepe in slabovidne.

The goal is to educate a broadly qualified expert, who will recognize an individual with his/her differences in the developmental and learning process and will master various approaches, methods, techniques and strategies of direct work and integration of the blind and visually impaired into normal life.

General competences:

- management of the basic principles and procedures of planning, implementation and evaluation of the learning process,
- taking into account the developmental characteristics and individual differences of students to promote successful learning,
- effective implementation of individualised and differentiated educational work,
- establishment of the optimal learning environment by using different learning methods and strategies,
- cooperation with other workers at the school in question, other schools, institutions and upbringing and education experts.

Subject-specific competences:

- knowledge of basic theoretical findings and bases of special didactic and methodological aspects of tiflopedagogy, transfer of knowledge to the educational area,
- development of competences for practical operation in the area of testing and assessment of blindness, planning, implementation and evaluation of the programmes and knowledge of the developmental principles of the blind and visually impaired students,
- ability to develop relationship competences of the blind and visually impaired students,
- knowledge of the principles of adjustment of simplified learning aids in accordance with the principles of tiflopedagogy; knowledge of ICT for the blind and visually impaired.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bodo študentje:

- pri načrtovanju VIZ pri vseh aktivnostih

Intended learning outcomes:

Knowledge and understanding:

After the completion of this subject the students will:

- upoštevali tiflopedagoška načela,
- sposobni tolmačiti motnjo vida na pedagoškem področju, razumeli bodo diagnozo ter strokovno mnenje o otroku in ga znali razložiti; spoznali okvare vida s pomočjo simulacijskih očal,
- poznali oblike sodelovanja s starši, da bi slepemu ali slabovidnemu otroku omogočali vključevanje v redni vrtec ali šolo,
- usposobljeni za nudenje dodatne strokovne pomoči, kar se tiče nekaterih podpornih strategij in enostavnejših specialnih znanj,
- znali poiskati ustrezne rešitve pri premagovanju arhitektonskih in organizacijskih ovir za večjo varnost pri gibanju slepega ali slabovidnega učenca,
- pridobili znanje za pripravo in izvedbo prilagoditev pri pouku, ustreznega didaktičnega materiala in enostavnejših učil,
- se spoznali z brajico,
- pravilno spremljali slepega ali slabovidnega otroka po znanih in neznanih poteh oz. mu po navodilih tiflopedagoga omogočali, da razvija orientacijo in mobilnost, ki je primerna njegovim psihomotoričnim sposobnostim,
- razumeli posebnosti socialnega razvoja slepih in slabovidnih otrok v primerjavi z videčimi vrstniki in znali razvijati njihove socialne kompetence,
- poznali pravice slepih in slabovidnih otrok, ki izhajajo iz Zakona o usmerjanju otrok s posebnimi potrebami.

Uporaba:

Študent/-ka:

- je sposoben/na prepozнатi individualne značilnosti posameznika s slepoto ali slabovidnostjo.
- Zna uporabiti prave metode, tehnike, pripomočke in strategije dela pri obravnavi slepih oziroma slabovidnih.

Refleksija:

Študent/ka:

- je sposoben/na kritično presojati, ali so njegove/njene ocene in vedenje o slepem

- consider the principles of tiflopedagogy in the planning of upbringing and education and all activities,
- be able to interpret visual impairment from the viewpoint of education, understand the diagnosis and expert opinion about the child and interpret it; get acquainted with visual impairment through simulation glasses,
- know the forms of cooperation with parents to enable the integration of blind or visually impaired children into a regular kindergarten or school,
- be trained to provide additional professional help regarding some support strategies and simple special knowledge,
- be able to find appropriate solutions for overcoming architectonic and organisational obstacles to provide greater security of the movement of the blind or visually impaired child,
- gain knowledge for the preparation and performance of the adjustments in class, the corresponding didactic material and simpler learning aids,
- get acquainted with braille,
- properly accompany a blind or visually impaired child on known and unknown paths and enable him/her according to the instructions of a tiflopedagogy expert to develop orientation and mobility which is suitable to his/her psychic abilities and motor skills,
- understand the specialities of social development of the blind and visually impaired children compared with seeing peers and know how to develop their social competences,
- know the rights of the blind and visually impaired children, arising from the Act on guiding special needs children.

Use:

The student:

- is able to recognize individual characteristics of the blind or visually impaired person.
- Can use the right methods, techniques, tools and strategies for treatment of the blind and visually impaired.

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| <p>in slabovidnem posamezniku. Zato mora neprestano preverjati ustreznost spoznanj o njem in slediti njegovemu razvoju in spremjanju,</p> <ul style="list-style-type: none"> • pri uporabi metod mora slediti načelu, da nobena metoda ni popolna in splošno veljavna. | <p><u>Reflection:</u> The student:</p> <ul style="list-style-type: none"> • is capable of critically evaluating whether his/her assessments and knowledge about the blind and visually impaired individual is correct. Therefore the student must constantly review the adequacy of knowledge about the individual and monitor his/her development and change, • when using the methods, the student should take into account the principle that no method is perfect and generally applicable. |
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Metode poučevanja in učenja:

- predavanja,
- laboratorijske vaje,
- delo v skupinah,
- konzultacije.

Learning and teaching methods:

- lectures,
- laboratory exercises,
- teamwork,
- consultations.

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <ul style="list-style-type: none"> • Pisni in/ali ustni izpit. • Seminarska naloga. | <p>60 % 40 %</p> | <p>Type (examination, oral, coursework, project):</p> <ul style="list-style-type: none"> • written and/or oral examination, • seminar paper. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Reference nosilca / Lecturer's references:

1. Kermauner, A. (2009). Tactile Books for Blind in Slovenia. V The Tiphlo & Tactus guide to children's book with tactile illustrations (ur. Claudet, P.), str. 189-204. Dijon: Les droit qui revent; prevod v francoščino Livres tactiles illustrés de Slovénie, v Guide Tiphlo & Tactus de l'album tactile illustré, str. 195-210.
2. Kermauner, A. (2010). Na drugi strani vek. Ljubljana: Študentska založba.
3. Kermauner, A. (2010). Fenomenologija samogenerirane slepote. Doktorska disertacija. Ljubljana: Pedagoška fakulteta.
4. Kermauner, A. (2011). Prvoosebna fenomenološka študija samogenerirane slepote. Revija za elementarno izobraževanje. ISSN 1855-4431. Letn. 4, št. 1-2, str. 81-94

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|-------------------------------------------|
| Predmet: | Individualizacija vzgoje in izobraževanja |
| Course title: | Individualisation of education |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 2. |

| | | | |
|---------------------------------------------|---|-----------------|-----------------|
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 2 nd |
|---------------------------------------------|---|-----------------|-----------------|

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|------------------------------|--------------------|
| Vrsta predmeta / Course type | obvezni/Compulsory |
|------------------------------|--------------------|

| | |
|-------------------------------------------------------|---|
| Univerzitetna koda predmeta / University course code: | / |
|-------------------------------------------------------|---|

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | 15 | / | / | 15 PP | 120* | 6 |

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| Nosilec predmeta / Lecturer: | doc. dr. Božidar Opara / Assist. Prof. Dr. Božidar Opara |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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

/

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

*V samostojno študentovo delo je vključenih tudi 30 ur (1 KT) prakse.

- Sodobno pojmovanje vzgoje in izobraževanja.
- Diferenciacija in individualizacija vzgoje in izobraževanja.
- Individualizacija v procesu vzgoje in izobraževanja otrok s posebnimi potrebami.
- Refleksija diferenciacije in individualizacije otrok s posebnimi potrebami.
- Detekcija, zgodnja intervencija in identifikacija otrok s posebnimi potrebami.
- Procesna diagnostika.
- Podporni sistemi in oblike: prilaganje vzgojno izobraževalnega dela, dodatna strokovna pomoč.

Content (Syllabus outline):

- * The independent student activities include 30 hours (1 CT) of practical training.
 - Modern understanding of upbringing and education.
 - Differentiation and individualisation of upbringing and education.
 - Individualisation in the process of upbringing and education of children with special needs.
 - Reflection on the differentiation and individualisation of children with special needs.
 - Detection, early intervention and identification of children with special needs.
 - Process diagnostics.
 - Support systems and forms: adaptation of the educational work, additional professional help.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Galeša, M. (1995). Specialna metodika individualizacije. Didakta. Radovljica (373 str.).
- Končar, M., (2003): Individualiziran program.Defektologica Slovenica,11 (3),25-33.
- Opara,B. et al (2010): Analiza vzgoje in izobraževanja otrok s posebnimi potrebami v Sloveniji,

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| <p>Pedagoški inštitut, Ljubljana.</p> <ul style="list-style-type: none">• Opara,B. 2015: Dodatna strokovna pomoč in prilagoditve za otroke s posebnimi potrebami v procesu vzgoje in izobraževanja; rokopis.• Zakon o usmerjanju otrok s posebnimi potrebami, Ur.I RS št. 58/2011. <p><u>Dopolnilna literatura / Additional literature:</u></p> <p>Internetni naslovi:</p> <ul style="list-style-type: none">• http://www.gov.on.ca/mbs/english/index.htm.30.09.2006.Individual Educational Plan; Resource Guide,Ontario,1998• http://www.Idonline.org/Id_indepth/iep/iep_process.html; 30.09.2006. (Harley, A.T.: Individualized Educational program The Process. Virginia Department of Education).• http://www.gov.on.ca/mbs/english/index.htm. 30.09.2006. Individual Educational Plan. Resource Guide. Ontario, 1998. <p><u>Dodatna literatura / Additional literature:</u></p> <ul style="list-style-type: none">• European Union 2012: Education and Disability/ Special Needs : http://www.nesse.fr/nesse/activities/report• UNESCO 2005: Guidelines for Inclusion, Ensuring Access to Education for All. | <p>Cilji in kompetence:</p> <p><u>Cilji:</u></p> <p>Študent/-ka:</p> <p>sposna koncept individualizirane vzgoje in izobraževanja ter individualizacijo kotuniverzalni pristop pri vzgoji in izobraževanju otrok s posebnimi potrebami,</p> <ul style="list-style-type: none">• sposna celovit proces edukacije otrok s posebnimi potrebami od detekcije, klasifikacije in identifikacije,• sposna in obvlada procesno diagnosticiranje otrok s posebnimi potrebami ter prilaganje in dodatno strokovno pomoč kot pogoj za inkluzivno edukacijo. <p><u>Spološne kompetence:</u></p> <ul style="list-style-type: none">• Sposobnost razumevanja in uporabe individualizirane obravnave otrok s posebnimi potrebami,• sposobnost oblikovanja inkluzivnega šolskega okolja, razvijanje in tolerantnosti in fleksibilnosti. <p><u>Predmetnospecifične kompetence:</u></p> <ul style="list-style-type: none">• razumevanje koncepta individualizacije,• sposobnost odkrivanja in prepoznavanja otrok s posebnimi potrebami ter njihovih posebnih razvojnih in učnih potreb, <p>Objectives and competences:</p> <p><u>Objectives:</u></p> <p>The student:</p> <p>learns about the concept of individualised upbringing and education and individualization as the universal approach to the upbringing and education of children with special needs,</p> <ul style="list-style-type: none">• gets acquainted with the entire process of educating children with special needs from detection and classification to identification,• gets acquainted with and masters the process diagnosis of children with special needs and adaptation and additional professional help as the condition for inclusive education. <p><u>General competences:</u></p> <ul style="list-style-type: none">• ability to understand and use individualised treatment of children with special needs,• ability to create an inclusive school environment, development, tolerance and flexibility. <p><u>Subject-specific competences:</u></p> <ul style="list-style-type: none">• understanding of the concept of individualisation,• ability to detect and identify children with special needs and their specific developmental and learning needs, |
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- sposobnost izdelave individualiziranega programa za vsakega otroka s posebnimi potrebami,
- sposobnost oblikovanja in izvajanja prilagoditev v procesu vzgoje in izobraževanja in nudenje dodatne strokovne pomoči otrokom z različnimi posebnimi potrebami.

- ability to create an individualised programme for each special needs child,
- ability to create and implement adjustments in the process of upbringing and education and the provision of additional professional help for children with various special needs.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- pozna načela in delovanje individualizacije v procesu edukacije, pozna procese edukacije otrok s posebnimi potrebami od detekcije, zgodnje intervencije do identifikacije posebnih potreb,
- pozna metode procesnega diagnosticiranja ter metode prilagajanja in dodatne strokovne pomoči.

Uporaba:

Študent/ka:

- zna uporabiti individualizirane načine vzgoje in izobraževanja otrok s posebnimi potrebami,
- zna nuditi vse potrebne oblike podpore in prilagoditve za vsakega otroka s posebnimi potrebami,
- širi vrednote strpnosti in sprejemanja različnosti v procesu edukacije,
- v celovit proces edukacije otrok s posebnimi potrebami vključuje vse dejavnike, ki sodelujejo v procesu razvoja in edukacije otroka.

Refleksija:

Kritično analizira celoten proces izvajanja projektne naloge ter naredi načrt za svoje izpopolnjevanje na tem področju.

Intended learning outcomes:

Knowledge and understanding:

The student:

- knows the principles and function of individualisation in the process of education and the process of education of children with special needs from detection to early intervention and identification of special needs,
- knows the methods of process diagnostics and the methods of adjustment and additional professional help.

Use:

The student:

- can use individualised methods of upbringing and education of children with special needs,
- can provide all the necessary forms of support and adjustments for each special needs child,
- spreads the values of tolerance and acceptance of diversity in the process of education,
- integrates all factors into the comprehensive process of education of children with special needs, which are involved in the process of development and education of the child.

Reflection:

The student critically analyses the entire process of the execution of the project assignment and prepares a plan for his/her improvement in this area.

Metode poučevanja in učenja:

Learning and teaching methods:

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Predavanja, samostojno učenje študentov, praktično delo študentov, seminarsko delo, diskusija. | <ul style="list-style-type: none"> lectures, independent student activities, practical student activities, seminar paper, discussion. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
|-----------------------------------------------------------|-----------------------------|------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Type (examination, oral, coursework, project): |
| Projektna naloga . | 50 % | Project assignment. |
| Pisni in/ali ustni izpit. | 50 % | Written and/or oral examination. |

Reference nosilca / Lecturer's references:

- OPARA, Božidar. Nekateri problemi terminologizacije v defektologiji. *Defektol. slov. (Ljubl.)*, september 2002, letn. 10, št. 2, str. 23-40. [COBISS.SI-ID [5184073](#)]
- OPARA, Božidar. Nekateri aspekti personalizacije pri osebah z motnjami v duševnem razvoju. *Vzgoja izob.*, 24, št. 1 (1993), str. 23-25. Ilustr. [COBISS.SI-ID [55602176](#)]
- OPARA, Božidar. Mobilna specialno pedagoška služba kot oblika pomoči otrokom z učnimi težavami v OŠ. *Defektol. slov. (Ljubl.)*, april 1996, let. 4, št. 1, str. 67-72. [COBISS.SI-ID [2701129](#)]
- OPARA, Božidar. Zgodnje odkrivjanje in obravnavanje otrok s posebnimi potrebami pomembno za njihov razvoj (!) = Early detection and treatment of children with special needs - important for their development. V: COTIČ, Mara (ur.), MEDVED-UDOVIČ, Vida (ur.), FELDA, Darjo (ur.), ZORMAN, Anja (ur.), BOROTA, Bogdana (ur.), VIČIČ, Jernej (ur.), STARC, Sonja (ur.), ZURC, Joca (ur.), ZUDIČ ANTONIČ, Nives (ur.). Izvlečki. Koper: Univerza na Primorskem, Pedagoška fakulteta, 2004, str. 74-75. [COBISS.SI-ID [960727](#)]
- Opara,B. et al (2010): Analiza vzgoje in izobraževanja otrok s posebnimi potrebami v Sloveniji, Pedagoški inštitut, Ljubljana.

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | |
|---------------------------------------|-----------------------------------------------------------------|
| Predmet: | Partnerstvo s starši in okoljem v inkluziji |
| Course title: | Partnership with parents and the environment based on inclusion |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 1. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 1 st |

| | |
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| Vrsta predmeta / Course type | obvezni/Compulsory |
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| | |
|-------------------------------------------------------|---|
| Univerzitetna koda predmeta / University course code: | / |
|-------------------------------------------------------|---|

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | / | 30 (15 SV, 15 | / | / | 120 | 6 |

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| | | LV) | | | | |
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Nosilec predmeta / Lecturer: prof. dr. Jurka Lepičnik Vodopivec / Prof. Dr. Jurka Lepičnik Vodopivec

Jeziki / Languages: Predavanja / Lectures: slovenski/Slovene
Vaje / Tutorial: slovenski/Slovene

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

/

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

Partnerstva v funkciji inkluzije:

- Opredelitev, sistemski zasnovanost in cilji partnerstva.
- Družbena pogojnost vzpostavljanja partnerstva.
- Načela oblikovanja in negovanja partnerskih odnosov (participativnost, avtonomnost, dvosmernost, komplementarnost, kontinuiranost).
- Modeli partnerskih odnosov in stopnje partnerstva.
- Dokumenti in zakonske osnove zagotavljanja partnerstva.
- Elementi komunikacijske teorije in skupinske dinamike, kot orodja za vzpostavljanje in vzdrževanje partnerstva.
- Vloga in pomen zagovorništva pri vzpostavljanju inkluzivnega okolja.
- Načrtovanje, izvedba, refleksija in evalvacija partnerstva.

Partnerstvo s starši in okoljem v inkluziji:

- Načela in cilji in strategije partnerstva s starši in okoljem.
- Pravice otrok in staršev otrok.
- Vloga staršev pri socialni integraciji otrok.
- Stopnje participacije staršev; vključevanje družin v sooddločanje, vzgojno izobraževalni proces in evalvacijo procesa.
- Načrtovanje in izvajanje učinkovite interakcije in komunikacije s starši.
- Oblike sodelovanja s starši in inkluziji.
- Partnerstva z deležniki ožjega in širšega okolja v inkluziji.
- Profesionalna partnerstva v inkluziji.

Content (Syllabus outline):

Partnership in the function of inclusion:

- Definition, systemic design and objectives of the partnership.
- Social conditionality of the building of partnerships.
- The principles of building and maintaining partnerships (participation, autonomy, mutuality, complementarity, continuity).
- Models and stages of partnerships.
- Documents and legal basis for the assurance of partnerships.
- Elements of communication theory and group dynamics as tools for building and maintaining partnerships.
- The role and importance of advocacy for the formation of an inclusive environment.
- Planning, implementation, reflection and evaluation of the partnership.

Partnership with parents and the environment in inclusion:

- Principles, objectives and strategies of a partnership with parents and the environment.
- The rights of the child and the parents of the child.
- The role of parents in the social integration of children.
- Levels of parent participation; inclusion of families into decision-making, the educational process and the evaluation of the process.
- Planning and implementation of effective interaction and communication with parents.

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| | <ul style="list-style-type: none">Forms of cooperation with parents in inclusion.Partnerships with members of the immediate and broad environment in inclusion.Professional partnerships in inclusion. |
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Temeljni literatura in viri / Readings:

- Lepičnik-Vodopivec, J. (1996). Med starši in vzgojitelji ni mogoče ne komunicirati. Ljubljana: Misch, Oblak in Schwarz.
- Blacher, J., Feinfield, K. A. in Kraemer, B. R. (2007). Supporting families who have children with disabilities. V A. Carr G. O'Reilly P. N. Walsh in J. McEvoy (Ur.), *Intellectual disability and clinical psychology practice* (str. 303-335). London: Routledge.
- Harbin, G. L., McWilliam, R. A., & Gallagher, J. J. (2000). Services for young children with disabilities and their families. V J. P. Shonkoff & J. P Meisels (Ur.), *Handbook of early childhood intervention* (druga izdaja, str. 387–415). New York: Cambridge University Press.
- Cankar, F..et al. (2009). *Šola kot stičišče partnerjev*.Ljubljana: Zavod RS za šolstvo.
- Epstein, J. L. (2001) School, Family and Community Partnerships.Boulder: Westview press
- Lepičnik Vodopivec, J. (1996). Med starši in vzgojitelji ni mogoče ne komunicirati. Ljubljana: Misch, Oblak in Schwarz.
- Lepičnik Vodopivec, J. (2012). *Teorija in praksa sodelovanja s starši : priročnik*. 1. izd. Ljubljana: Pedagoška fakulteta.
- Novljan, E. (2004). Sodelovanje s starši otrok s posebnimi potrebami pri zgodnji obravnavi.Ljubljana: Zveza Sožitje.
- McWilliam, R.A. (2010). Assessing families' needs with the routine-based interview. V R.A. McWilliam (Ed.), *Working with families of young children with special needs* (str.27-59). NY: Guilford Press. Trnavčevič, A., Logaj, V. et al. (2006). *Sodelovanje z okoljem*. Radovljica Šola za ravnatelje.

Cilji in kompetence:

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| <u>Cilji:</u> Študent/ka: | <ul style="list-style-type: none">spoznava pomen in strategije vključevanja različnih partnerjev na načrtovanje, izvedbo in evalvacijo programa ter zagotavljanja inkluzivnega okolja;spoznava različne koncepte vključevanja v šolsko in širše okolje ter vloge partnerjev v procesu zagotavljanja inkluzivnega okolja. <u>Splošne kompetence:</u> <ul style="list-style-type: none">razumevanje odnosov med vzgojno-izobraževalnimi institucijami in socialnim okoljem v inkluziji;zmožnost vzpostavljanja in vzdrževanja partnerskega odnosa z različnimi partnerji v inkluziji;zmožnost razvijanja inkluzivne kulture, uresničevanja inkluzivne prakse in vplivanja |
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Objectives and competences:

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| <u>Objectives:</u> The student: | <ul style="list-style-type: none">gets acquainted with the importance and the strategies of the inclusion of different partners into planning, implementation and evaluation of the programme and the provision of the inclusive environment;gets acquainted with different concepts of integration into the school and broader environment and the role of partners in the process of inclusive environment provision. <u>General competences:</u> <ul style="list-style-type: none">understanding the relationship between the educational institutions and the social environment in inclusion;ability to establish and maintain a partner relationship with various partners in inclusion; |
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| <p>na inkluzivno politiko.</p> <p>Predmetnospecifične kompetence:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none">• razvija večine vzpostavljanja partnerstva s starši in okoljem v inkluziji,• vzpostavlja, gradi in vzdržuje partnerske odnose s sodelujočimi v inkluziji,• pozna in uporablja različne oblike, strategije in tehnike za učinkovito delo s partnerji pri vzgoji in izobraževanju v inkluziji ter lokalno skupnostjo,• pozna predpise, ki urejajo partnerstva na področju delovanja vzgojno-izobraževalnih zavodov v inkluziji. | <ul style="list-style-type: none">• ability to develop an inclusive culture, realize inclusive practice and influence the inclusive policy. <p>Subject-specific competences:</p> <p>The student:</p> <ul style="list-style-type: none">• develops skills for the establishment of inclusive partnerships with parents and the environment,• establishes, builds and maintains partnerships with participating persons in inclusion,• knows and uses various forms, strategies and techniques for effective work with partners in the upbringing and education in inclusion and the local community,• is familiar with the regulations governing partnerships in the area of operation of the educational institutions in inclusion. |
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Predvideni študijski rezultati:

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| <p>Znanje in razumevanje:</p> <p>Študent/ka:</p> <ul style="list-style-type: none">• razume vlogo staršev, vzgojiteljev/učiteljev in predstavnikov ter institucij v širšem družbenem okolju pri zagotavljanju socialne integracije ter vlogo vseh partnerjev pri vzpostavljanju inkluzivnega okolja,• zna prepoznavati procesne indikatorje uspešne inkluzije in načrtovati ustrezne partnerske odnose za zagotavljanje kakovosti vzgoje in izobraževanja za vsakega posameznega otroka v inkluziji,• zpostavlja partnerske odnose s starši/družino in okoljem v inkluziji,• ugotavlja pogoje za vzpostavljanje partnerskih odnosov v inkluziji. <p>Uporaba:</p> <p>Študent/ka:</p> <ul style="list-style-type: none">• zna vzpostavljati partnerske povezave s starši, svojimi kolegi, lokalno skupnostjo, širšim strokovnim okoljem,• zagotavlja pogoje za vzpostavljanje partnerskih odnosov v inkluziji,• zbira podatke, jih analizira in dostopa do virov ter literature za vzpostavljanje partnerskih povezav v inkluziji s | <p>Intended learning outcomes:</p> <p>Knowledge and understanding:</p> <p>The student:</p> <ul style="list-style-type: none">• understands the role of parents, childcare workers/teachers, representatives and institutions in the wider social environment for social integration and the role of all partners for the establishment of an inclusive environment,• can recognize process indicators of successful inclusion and plan appropriate partnerships for the provision of quality education and training for each child in inclusion,• establishes partnerships with parents/family and the environment in inclusion,• provides conditions, required to establish partnerships in inclusion. <p>Use:</p> <p>The student:</p> <ul style="list-style-type: none">• can establish partnerships with parents, colleagues, the local community and the broader professional environment,• can provide the conditions required to establish partnerships in inclusion,• collects data, analyses them and accesses sources and literature necessary to establish partnerships in inclusion with the |
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| <p>starši/družino in okoljem.</p> <p>Refleksija: Študent/ka:</p> <ul style="list-style-type: none"> • pozna strategije, ki ji omogočajo kritično refleksijo in evalvacijo svoje prakse na nivoju partnerstva s starši, kolegi in okoljem, • avtonomno in v sodelovanju z drugimi raziskuje, evalvira, načrtuje in izvaja različne dejavnosti, ki so namenjene kakovostnim spremembam na področju partnerskih odnosov v inkluziji. | <p>parents/family and the environment</p> <p>Reflection: The student:</p> <ul style="list-style-type: none"> • is familiar with strategies which enable critical reflection and evaluation of his/her own practice on the level of partnership with parents, peers and the environment, • autonomously and in cooperation with others, researches, evaluates, plans and executes various activities intended to introduce quality changes in the field of partnership in inclusion. |
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| Metode poučevanja in učenja: | Learning and teaching methods: | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • interaktivna predavanja, • diskusije, • individualno delo, • delov parih in skupinah, • problemsko in raziskovalno učenje. | Delež (v %) / Weight (in %) | Assessment: <ul style="list-style-type: none"> • Interactive lectures, • discussions, • individual work, • work in pairs and teams, • problem and research-based learning. |
| Načini ocenjevanja: Način (pisni izpit, ustno izpraševanje, naloge, projekt): <ul style="list-style-type: none"> • seminarška naloga, • predstavitev seminarške naloge, • ustni izpit. | Delež (v %) / Weight (in %) | Type (examination, oral, coursework, project): <ul style="list-style-type: none"> • seminar paper, • presentation of the seminar paper, • oral examination. |

| Reference nosilca / Lecturer's references: | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. LEPIČNIK-VODOPIVEC, Jurka. <i>Teorija in praksa sodelovanja s starši : priročnik</i> . 1. izd. V Ljubljani: Pedagoška fakulteta, 2012. 44 str., ilustr. ISBN 978-961-253-082-2. [COBISS.SI-ID 261080832] | |
| 2. LEPIČNIK-VODOPIVEC, Jurka. Partnerstvo s starši - vrednote, prepričanja, dileme. V: VRBOVŠEK, Betka (ur.). <i>Vrednote, prepričanja in dileme v vrtcu</i> . Ljubljana: Supra, 2013, str. 20-30. [COBISS.SI-ID 19747592] | |
| 3. LEPIČNIK-VODOPIVEC, Jurka. Sodelovanje staršev z vrtcem kot dejavnik kakovosti vrtca. <i>Revija za elementarno izobraževanje</i> , ISSN 1855-4431, sep. 2010, letn. 3, št. 2/3, str. 63-78. [COBISS.SI-ID 17890056] | |
| 4. LEPIČNIK-VODOPIVEC, Jurka. A hidden curriculum in kindergartens and empathy of preschool teachers. <i>e-Pedagogium</i> , ISSN 1213-7758, 2007, 1, str. 60-75 | |
| 5. LEPIČNIK-VODOPIVEC, Jurka. Kako starši doživljajo vzgojo v družini : vzgojni stili v družini danes. <i>Sodobna pedagogika</i> , ISSN 0038-0474, 2007, letn. 58, posebna izd., str. 182-195. [COBISS.SI-ID 15311368] | |

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | |
|---------------------------------------|-------------------------|
| Predmet: | Pedagoška praksa |

Course title: Practical training

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. | 2. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st | 2 nd |

Vrsta predmeta / Course type obvezni/Compulsory

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| / | / | 15 LV | / | / | 165 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Mojca Kukanja Gabrijelčič / Assist. Prof. Dr. Mojca Kukanja Gabrijelčič

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|--------------------------------|-------------------------------------------------|
| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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

/

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

Študent/-ka si samostojno izbere vzgojno-izobraževalno ali drugo institucijo, kjer spoznava zakonitosti vzgojno-izobraževalnega dela.
Študent/-ka:

- s pomočjo osvojenih osnovnih pojmov in konceptov s področja inkluzivne pedagogike spoznava, opazuje, analizira in načrtuje pedagoške (andragoške) dejavnosti iz vsebinskega, organizacijskega in institucionalnega vidika;
- sodeluje z mentorjem, vodstvom, okoljem, starši in ostalimi vključenimi v vzgojno-izobraževalni proces;
- nastopa pred učencimi, mentorjem, kolegi. Aplicira pridobljena psihološko-pedagoška, didaktična in specialno-didaktična znanja, veščine in spretnosti, ki jih je pridobil med študijem.

Content (Syllabus outline):

The student independently selects an educational or other institution, where he/she gets acquainted with the principles of upbringing and education. The student:

- with the help of basic definitions and concepts in the field of inclusive pedagogy gets acquainted with, observes, analyses and plans teaching (andragogical) activities from the substantive, organizational and institutional aspect;
- cooperates with the mentor, management, environment, parents and other participants involved in the process of upbringing and education;
- presents in front of the students, the mentor and the colleagues. The student applies the acquired psychological and pedagogical, didactic and special didactic knowledge and skills, which he/she has acquired during the course of their studies.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Cencič, M., Cencič, M. (1994). Praktično usposabljanje učiteljskih kandidatov. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.
- KUKANJA-GABRIJELČIČ, M. *Praktično pedagoško usposabljanje : priročnik za študente programa Edukacijske vede in mentorje na študijski praksi : študijsko gradivo v elektronski obliki*. Koper: Pedagoška fakulteta, 2014.
- Valenčič Zuljan, M. (2000). Začetna opazovalna pedagoška praksa in študentova profesionalna rast, *Pedagoška obzorja: Didactica Slovenica*. Letn. 15, št. 1–2.

Literatura se sproti dopolnjuje. / The literature will be kept up-to-date.

Cilji in kompetence:

Študenti se seznanijo s praktičnimi specialno-didaktičnimi, pedagoško-psihološkimi znanji in veščinami v delovnem okolju in pridobijo izkušnje o pedagoški oz. andragoški dejavnosti.

Spološne kompetence:

- Povezava specialno-didaktičnih, pedagoško-andragoških teoretičnih spoznanj s praktičnimi izkušnjami.
- Pridobitev praktičnih izkušenj pri načrtovanju, vodenju, izvajaju in vrednotenju pedagoškega ali andragoškega dela.
- Zmožnost odkrivanja in prepoznavanja posebnih potreb vsakega posameznika z uporabo ustreznih postopkov, metod in tehnik.
- Sposobnost uporabe ustreznih postopkov, metod in tehnik za pripravo in izvajanje individualiziranih programov.

Predmetnospecifične kompetence:

- Razvijanje zmožnosti opazovanja in svetovanja.
- Uporaba različnih diferenciranih/individualiziranih učnih strategij v neposrednem delu.
- Zmožnost samorefleksije in načrtovanja sprememb ter razvijanje strategij reflektivnega praktika.
- Poznavanje in uporaba različnih oblik sodelovanja s kolegi, vodstvom, starši, okoljem.
- Kritično opazovanje procesa izobraževanja v izbrani instituciji in priprava, ki vsebuje

Objectives and competences:

Students become familiar with the practical special didactic, pedagogical and psychological knowledge and skills in the working environment and gain experience in pedagogical and andragogical activities.

General competences:

- Connection of special didactic, pedagogical and andragogical theoretical knowledge with practical experience.
- Acquisition of practical experience in the planning, management, implementation and evaluation of the educational or andragogical work.
- Ability to detect and identify the specific needs of each individual using the appropriate procedures, methods and techniques.
- Ability to use appropriate procedures, methods and techniques to prepare and implement individualized programmes.

Subject-specific competences:

- Development of observation and advising abilities.
- Use of various differentiated/individualized learning strategies in direct operation.
- Ability of self-reflection, planning of changes and development of the strategies of a reflective practitioner.
- Knowledge and use of various forms of cooperation with the colleagues, management, parents and environment.
- Critical observation of the education process in the selected institution and a report

opis in vrednotenje dejavnosti, pri kateri je posamezni študent sodeloval.

containing the description and evaluation of activities in which the individual student participated.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka osvoji praktična znanja in izkušnje na različnih delovnih področjih in situacijah, kjer je mogoče specialno-didaktično, pedagoško-psihološko znanje koristno uporabiti.

Študent/-ka:

- pozna osnovne tehnike opazovanja učnega procesa;
- razvija spremnosti neposrednega vzgojno-izobraževalnega dela;
- zna povezati in uporabiti pridobljeno znanje v kompleksnih, nepredvidljivih in raznovrstnih okoliščinah.

Uporaba:

- Pridobljeno znanje zna analizirati, ga sintetizirati in smiselno uporabiti.
- Pozna in zna uporabiti različne diferencirane/individualizirane pristope pri delu z otroki/odraslimi.

Refleksija:

Razume metode jedrne refleksije in jo s pomočjo mentorja uporablja za načrtovanje svojega profesionalnega razvoja.

Intended learning outcomes:

Knowledge and understanding:

The student gains practical knowledge and experience in different working areas and situations where the special didactic, pedagogical and psychological knowledge can be constructively used.

The student:

- is acquainted with the basic techniques for the observation of the learning process;
- develops the skills of direct upbringing and education;
- is able to connect and use the acquired knowledge in complex, unpredictable and varied circumstances.

Use:

- Can analyze, synthesize and logically apply the acquired knowledge.
- Knows and can use different differentiated/individualised approaches when working with children/adults.

Reflection:

Understands the methods of core reflection and uses it to plan his/her professional development with the help of a mentor.

Metode poučevanja in učenja:

- interaktivna predavanja,
- individualno delo, delo v paru, delo v skupini,
- kritično refleksivna obravnavava primerov iz prakse,
- opazovanje vzgojnega procesa, razgovor,
- sodelovalno in individualno učenje,
- izkušenjsko učenje,
- refleksivni dnevniški zapisi.

Learning and teaching methods:

- Interactive lectures,
- individual work, work in pairs, teamwork,
- critically reflective analysis of practical cases,
- observation of the educational process, interview,
- collaborative and individual learning,
- experience-based learning,
- reflective journal notes.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Način (pisni izpit, ustno izpraševanje, naloge, projekt):</p> <ul style="list-style-type: none"> Poročilo o opravljenem praktičnem usposabljanju (dnevnik prakse). <p>Ocena je opisna: opravil/a, ni opravi/a prakse.</p> | <p>100 %</p> | <p>Type (examination, oral, coursework, project):</p> <ul style="list-style-type: none"> Report on completed practical training (practical training log). <p>The score is descriptive: practical training completed/not completed.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Reference nosilca / Lecturer's references:

- KUKANJA-GABRIJELČIČ, M. Kolegialno opazovanje in ocenjevanje učnega dela. *Pedagoška obzorja*, ISSN 0353-1392, 2007, letn. 22, št. 1/2, str. 178-190.
- KUKANJA-GABRIJELČIČ, M. *Praktično pedagoško usposabljanje : priročnik za študente programa Edukacijske vede in mentorje na študijski praksi : študijsko gradivo v elektronski obliki*. Koper: Pedagoška fakulteta, 2014.
- KUKANJA-GABRIJELČIČ, M., KUKANJA, M. Professional improvement with collegial and self-evaluation. V: *Quality education for all through improving teacher training*. Sofia: Paradigma, 2010, str. 95-104.
- KUKANJA-GABRIJELČIČ, M., ČOTAR KONRAD, S. Spodbujanje ustvarjalnosti in kritičnega mišljenja pri študentih Pedagoške fakultete. 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. 195-211, 556.
- KUKANJA-GABRIJELČIČ, Mojca. Profesionalni razvoj učiteljev in težave pri delu z nadarjenimi učenci. *Pedagoška obzorja*, ISSN 0353-1392, 2015, letn. 30, št. 1, str. 112-127.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|-------------------------------------------------------------------------|---------------------------------------------|
| Predmet: | Raziskovanje inkluze |
| Course title: | Researching inclusion |
| Študijski program in stopnja Study programme and level | Študijska smer Study field |
| Inkluzivna pedagogika, 2. stopnja | / |
| Inclusive Pedagogics, 2 nd cycle | / |

Vrsta predmeta / Course type

obvezni/Compulsory

Univerzitetna koda predmeta / University course code:

/

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|---------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | / | 30(15 SV, 15 LV) | / | / | 120 | 6 |

Nosilec predmeta / Lecturer:

prof. dr. Majda Cencič, doc. dr. Tina Štemberger / Prof. Dr. Majda

Cencič, Assist. Prof. Dr. Tina Štemberger

| | |
|---------------------|------------------------------------------|
| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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

/

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

Opis vsebine predmeta:

Raziskovanje inkluzije glede na različne vrste raziskav, npr. glede na metodologijo (kvalitativne in/ali kvantitativne), čas proučevanja (zgodovinske raziskave, sedanje in/ali futuristične), vrsto podatkov (teoretične, empirične), vrsto znanstvenih spoznanj (temeljne, aplikativne). Poudarek bo tako na empiričnem kvantitativnem neeksperimentalnem, kot na kvalitativnem empiričnem raziskovanju (npr. akcijsko raziskovanje, študija primera). Proces raziskovanja glede na paradigma raziskovanja: izbira teme ali problema, študij virov in literature, načrtovanje raziskave: načrtovanje metod, tehnik, instrumentov ali vprašalnikov (preverjanje merskih značilnosti instrumentov pri kvantitativnih raziskavah, triangulacija podatkov pri kvalitativnih raziskavah), izbira vzorca (metode vzorčenja pri kvantitativnih raziskavah) ali enot raziskovanja (induktivni pristop pri kvalitativnih raziskavah), načrtovanje obdelave podatkov (kvantitativno, s programom SPSS: univariatne in bivariatne, parametrične in neparametrične statistične metode obdelave podatkov) ali kvalitativna analiza podatkov, zbiranje podatkov z ustreznimi in primernimi tehnikami glede na predmet in metodologijo raziskovanja, analiziranje podatkov in interpretacija, predstavljanje procesa in rezultatov raziskave (pisno, govorno ali na plakatu).

Content (Syllabus outline):

Description of the content of the subject:

Research of inclusion regarding various types of research, e.g. according to the methodology (qualitative and/or quantitative), time of research (historical research, current and/or future), type of data (theoretical, empirical), type of scientific knowledge (basic, applied). The emphasis will be on empirical quantitative non-experimental research, as well as on the quality empirical research (e.g. the action research, case study).

The research process according to the research paradigm: choice of the topic or problem, study of the sources and literature, planning of the research: planning the methods, techniques, instruments and questionnaires (check of the measurement characteristics of the instruments for quantitative research, triangulation of data for qualitative research), selection of the sample (sampling methods for quantitative research) or research units (inductive approach for qualitative research), planning the processing of data (quantitatively, using SPSS: univariate and bivariate, parametric and non-parametric statistical methods of data processing) or qualitative data analysis, data collection with the relevant and appropriate techniques according to the subject and the methodology of research, data analysis and interpretation, presentation of the process and the results of the research (in written or spoken form or with a poster).

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Cencič, M. (2008). Kako poteka pedagoško raziskovanje: Primer empirične neeksperimentalne kvantitativne raziskave. Ljubljana: Zavod Republike Slovenije za šolstvo.
- Članki iz različnih revij in zbornikov, ki so povezani s predmetom. Seznam člankov in literature se sproti dopolnjuje.

Dopolnilna literatura / Additional literature:

- Kožuh, B. (2003). Statistične metode v pedagoškem raziskovanju. Ljubljana. Filozofska fakulteta.
- Kožuh, B. (2000). Statistične obdelave v pedagoških raziskavah. Ljubljana. Filozofska fakulteta.
- Martler, C. A. (2005). Action Research: Teachers as Researcher in the Classroom. Thousand Oaks, London, New Delfi: Sage Publications.
- Sagadin, J. (2003). Statistične metode za pedagoge. Ljubljana. Obzorja.
- Sagadin, J. (1993). Poglavlja iz metodologije pedagoškega raziskovanja. Ljubljana. Zavod R Slovenije za šolstvo in šport (določena poglavja).
- Vogrinc, J. (2008). Kvalitativno raziskovanje na pedagoškem področju. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.

Dodatna literatura / Additional literature:

- Priporoča se katerakoli domača ali tuja literatura za družboslovno kvantitativno ali kvalitativno raziskovanje.

Cilji in kompetence:

Cilji:

Študent/-ka:

- spoznava posebnosti raziskovanja inkluзije v praksi ter se teoretično in praktično usposablja za kvalitativno ali kvantitativno raziskovalno delo.
- zna izbrati ustrezni raziskovalni pristop glede na problem in cilje raziskave.
- zna izvesti celoten raziskovalni proces in ga predstaviti v pisni, govorni ali obliki plakata.
- se zaveda pomena etičnosti v raziskovanju.

Spološne kompetence:

- razvijanje zmožnosti odkrivanja in prepoznavanja posebnih potreb vsakega posameznika z uporabo ustreznih postopkov, metod in tehnik;
- uporaba ustreznih metod raziskovanja in razvoja prakse (področja dela), z npr. študijo primera, akcijskim raziskovanjem ipd.;
- interdisciplinarno povezovanje vsebin;
- sposobnost vrednotenja oz. kritične evalvacije obstoječe prakse, politike in raziskovanja edukacije drugačnih in inkluзije;
- sposobnost analize in kritične presoje pedagoških praks in gradiv s področja inkluзivne pedagogike;
- sposobnost samostojnega dela, vodenega samostojnega dela in dela v skupini;
- sposobnost načrtovanja in izpeljave

Objectives and competences:

Objectives:

The student:

- gets acquainted with the specialities of practical inclusion research and theoretically and practically trains for the qualitative and quantitative research work,
- can choose the appropriate research approach according to the problem and the research objectives,
- can perform the entire research process and present it in written or spoken form or in the form of a poster,
- is aware of the importance of ethics in research.

General competences:

- development of the competences to detect and identify the specific needs of each individual using the appropriate procedures, methods and techniques;
- use of appropriate methods of research and practical development (areas of work), e.g. case study, action research etc.;
- interdisciplinary integration of content;
- ability to assess or critically evaluate the existing practice, behaviour and research of education of special needs individuals, as well as inclusion;
- ability to analyze and critically assess teaching practices and materials from the field of inclusive pedagogics;
- ability of independent work, guided independent work and teamwork;

projektov z upoštevanjem dogovorjenih rokov ter predstavljanje lastnih dosežkov in spoznanj v različnih oblikah.

Predmetnospecifične kompetence:

- Razvijanje sposobnosti kritičnega presojanja podatkov in njihovo osmišljanje.
- Razvijanje etičnosti in odgovornosti.
- Upoštevanje vseh, ki so vključeni v proučevanje.
- Razvijanje kritičnega in reflektivnega pogleda na ugotovitve raziskave.
- Poznavanje zakonitosti raziskovalnega dela.
- Upoštevaje okolja in vsakega posameznika.
- Vključenost različnih oseb v raziskovalni proces.
- Upoštevanje etičnih načel v procesu raziskovanja.

- ability to plan and execute projects within deadlines and present their own achievements and knowledge in various forms.

Subject-specific competences:

- Development of skills for the critical evaluation of data and their explanation.
- Development of ethics and responsibility.
- Consideration of everyone who is included in the research.
- Development of a critical and reflective view on the findings of the research.
- Knowledge of the principles of research work.
- Consideration of the environment and each individual.
- The involvement of various persons in the research process.
- Consideration of the ethical principles in the process of research.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- pozna različne metodološke pristope in zna izbrati med njimi glede na cilje raziskovanja.
- pozna osnovne univariatne, bivariatne in multivariatne analize podatkov.
- zna ustrezno obdelati kvantitativne podatke s programom SPSS, ali pa kvalitativne.
- zna oblikovati poročilo o raziskavi.

Uporaba:

Študent/-ka:

- je sposoben/-na izpeljati kvalitativno ali kvantitativno raziskavo glede na izbrani problem proučevanja inkluzije v praksi,
- ustrezno napiše poročilo o raziskavi in ga predstavi.

Refleksija:

Študent/-ka je zmožen/-na:

- ovrednotiti objavljene rezultate raziskave,
- kritično ovrednotiti svoj proces raziskave in rezultate.

Intended learning outcomes:

Knowledge and understanding:

The student:

- is acquainted with different methodological approaches and can choose between them according to the objectives of the research,
- knows the basic univariate, bivariate and multivariate data analyses,
- can correctly process quantitative or qualitative data using SPSS,
- knows how to create a research report.

Use:

The student:

- is able to execute a qualitative or quantitative research to study inclusion in practice,
- writes a proper research report and presents it.

Reflection:

The student is able to:

- evaluate the published research results,
- critically evaluate the process and results of the research.

Metode poučevanja in učenja:

- predavanja,
- vaje v skupinah in
- samostojno raziskovalno delo študenta.

Learning and teaching methods:

- lectures,
- group exercises and
- independent research activities of the student.

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt):

- projektna ali raziskovalna naloga
- pisni izpit.

25 %

75 %.

Assessment:

Type (examination, oral, coursework, project):

- project or research assignment,
- written examination.

Reference nosilca / Lecturer's references:

1. CENCIČ, Majda. Kako poteka pedagoško raziskovanje : primer kvantitativne empirične neeksperimentalne raziskave. 1. izd. Ljubljana: Zavod RS za šolstvo, 2009. 168 str., ilustr. ISBN 978-961-234-745-1. [COBISS.SI-ID 243206400]
2. CENCIČ, Majda. Pedagoško raziskovanje v družbi znanja. V: CENCIČ, Majda. Raziskovalni pogledi na razvijanje pedagoške prakse, Izbrana pedagoška področja, (Partnerstvo fakultet in šol v letih 2006 in 2007). Koper: Univerza na Primorskem, Pedagoška fakulteta, 2007, str. 9-33. [COBISS.SI-ID 2283735]
3. CENCIČ, Majda. Educational research for future teachers. JISTE, J. Int. Soc. Teach. Educ., 2002, letn. 6, št. 1, str. 20-26. [COBISS.SI-ID 4613193]
4. CENCIČ, Majda. Z opazovanjem pouka do boljšega dela. Vzgoja izob., 1992, let. 23, št. 5, str. 26-30. [COBISS.SI-ID 2743113]
5. CENCIČ, Majda. Researching school environment for innovative design. *International journal of innovating and learning*, ISSN 1471-8197, 2014, vol. 16, no. 1, str. 53-66. [COBISS.SI-ID 1536678596]
6. 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]
7. ŠTEMBERGER, Tina. Učiteljeva pripravljenost na inkluzivno vzgojo in izobraževanje. V: HOZJAN, Dejan (ur.), STRLE, Marko (ur.). *Inkluzija v sodobni šoli*, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2012, str. 55-65. [COBISS.SI-ID 4625879]
8. ŠTEMBERGER, Tina. Učiteljeva pripravljenost na inkluzijo. *Pedagoška obzorja*, ISSN 0353-1392, 2013, letn. 28, [št.] 3/4, str. 3-16, tabele. [COBISS.SI-ID 513786999]
9. ŠTEMBERGER, Tina. Nekatere dileme spletnega zbiranja podatkov v luči pedagoških raziskav. *Pedagoška obzorja*, ISSN 0353-1392, 2015, letn. 30, št. 1, str. 128-143, graf. prikazi, tabele, sl. [COBISS.SI-ID 514129271]
10. ŠTEMBERGER, Tina. Paradigme v pedagoškem raziskovanju. V: GRUŠOVNIK, Tomaž (ur.). *Obzorja učenja : vzgojno-izobraževalne perspektive*, (Knjižnica Annales Ludus, ISSN 2335-3686). Koper: Univerzitetna založba Annales, 2015, str. 131-145, 477-478, [COBISS.SI-ID 1537360324]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|-----------------------------------------------------|
| Predmet: | Metode dela z otroki z različnimi motnjami |
| Course title: | Work methods with children with various impairments |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-------------------------------------------------------------------|---------------------------------------|---------------------------------|------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 2. | 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 2 nd | 3 rd |

| | |
|-------------------------------------|--------------------|
| Vrsta predmeta / Course type | obvezni/Compulsory |
|-------------------------------------|--------------------|

| | |
|--------------------------------------------------------------|---|
| Univerzitetna koda predmeta / University course code: | / |
|--------------------------------------------------------------|---|

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|--------------------------------|----------------------------|--------------------------|------------------------------------------------|--------------------------------------------------------------|---------------------------------------|-------------|
| 30 | / | 30 (15 LV, 15 SV) | / | / | 120 | 6 |

| | |
|-------------------------------------|----------------------------------------------------------------|
| Nosilec predmeta / Lecturer: | doc. dr. Vanja Kiswarday/ Assis. Prof. Vanja Kiswarday, Dr.Sc. |
|-------------------------------------|----------------------------------------------------------------|

| | |
|--------------------------------|-------------------------------------------------|
| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

| | |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
| / | / |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vsebina: | Content (Syllabus outline): |
| <u>Metode dela z otroki z različnimi motnjami:</u> | <u>Methods of work with children with different disorders:</u> |
| <ul style="list-style-type: none"> načrtovanje spodbudnega, multisenzornega in inkluzivno naravnega učnega okolja, multidisciplinarno in sodelovalno delo inkluzivnih timov, podpora in nadomestna komunikacija dvojna izjemnost, kakovostno preživljanje prostega časa in za razvijanje talentov in interesov OPP (šport, glasba, likovno ustvarjanje, živali), razvijanje in spodbujanje celostnega sprejemanja samega sebe, samostojnosti, ustvarjalnosti in aktivne participacije OPP. | <ul style="list-style-type: none"> planning of a stimulative and inclusive natural learning environment based on multiple senses, multidisciplinary and collaborative advisory work of inclusion teams, support and alternative communication double exceptionality, quality leisure time and the development of talents and interests of the special needs individuals (sports, music, art, animals), development and promotion of integrated acceptance of oneself, independence, creativity and active participation of the special needs individuals. |
| <u>Motnje avtističnega spektra (MAS):</u> | <u>Autism spectrum disorders (ASD):</u> |
| <ul style="list-style-type: none"> opredelitev, prepoznavanje in vrste avtizma, triada primanjkljajev, | <ul style="list-style-type: none"> definition, identification and types of |

- smernice za celostno obravnavo oseb z motnjami avtističnega spektra,
- metode dela z otroki z motnjo avtističnega spektra,
- vzgoja in izobraževanje oseb z motnjami avtističnega spektra,
- partnerstvo s starši.

Motnje v gibalnem razvoju:

- opredelitev, vrste in stopnje gibalne oviranosti,
- prilagoditve za vzgojo in izobraževanje oseb z gibalno oviranostjo,
- metode in pristopi, ki spodbujajo razvoj oseb z gibalno oviranostjo,
- pripomočki, ki povečujejo funkcionalne sposobnosti oseb z gibalno oviranostjo,
- vloga spremiševalca osebe z gibalno oviranostjo.

Primanjkljaji na posameznih področjih učenja (PPPU):

- heterogenost vzrokov, ki vplivajo na pojav učnih težav,
- opredelitev in vrste PPPU,
- prepoznavanje, pomoč in podpora učencem s PPPU,
- pomen kakovostnega učnega okolja za uspeh učencev posebej tistih s PPPU.

Dolgotrajne ali kronične oblike bolezni:

- opredelitev in vrste dolgotrajnih in kroničnih bolezni,
- organizacija kontinuma vzgoje in izobraževanja glede na obliko zdravljenja (bolnišnično oz. izvenbolnišnično),
- potrebe, zmožnosti in omejitve otroka oz. mladostnika z dolgotrajno oz. kronično obliko bolezni,
- značilnosti učnega dela otroka oz. mladostnika z dolgotrajno oz. kronično obliko bolezni ter prilagoditve, pripomočki in strategije, ki ugodno vplivajo na uspešnost učenja,
- timsko in sodelovalno delo med matično in bolnišnično šolo (vrtcem) ter družino otroka,
- specifike v individualiziranem programu.

- autism,
- triad of impairments,
- guidelines for the comprehensive treatment of individuals with autism spectrum disorders,
- methods of work with children with autism spectrum disorder,
- upbringing and education of individuals with autism spectrum disorder,
- partnership with parents.

Impairment in physical development:

- definition, types and degrees of physical impairment,
- adjustments for upbringing and education of individuals with physical impairment,
- methods and approaches which support the development of people with physical impairment,
- devices which increase the functional abilities of individuals with physical impairment,
- the role of a companion of a physically impaired person.

Specific learning disabilities (SLD):

- heterogeneity of the reasons which impact the development of learning disabilities,
- definition and types of SLD,
- identification, help and support for students with SLD,
- the importance of a quality learning environment for the success of students, especially those with SLD.

Long-term or chronic conditions:

- definitions and types of long-term and chronic conditions,
- organization of continued upbringing and education according to the form of treatment (hospital or non-hospital),
- needs, abilities and limitations of the child or adolescent with a long-term or chronic disease,
- features of teaching a child or adolescent with a long-term or chronic disease, adaptations, devices and strategies, which have a positive effect on the performance of teaching,

- teamwork and collaborative work between the parent school, the hospital school (kindergarten) and the family of the child,
- specifics of the individualized programme.

Temeljna literatura in viri / Readings:

Temeljna literatura / References:

- Aktualna zakonodaja in pravilniki o usmerjanju otrok s posebnimi potrebami.
- Bečan, Tanja. (2012). Ko naš učenec zboli. Ljubljana: ZŠRS.
- Hannah, Liz. (2009). Učenje mlajših otrok z motnjami avtističnega spektra, Center za avtizem
- Kiswarday, Vanja in Valenčič Zuljan, Milena. (2015). Paradigmatski premik sodobne šole od usmerjenosti v primanjkljaje k rezilientnosti. V: Grušovnik, Tomaž (ur.) Vzgojno-izobraževalne paradigm. Koper: Pef UP.
- Košak Babuder, Milena in Velikonja, Marija (2011). Učenci z učnimi težavami v osnovni šoli. Ljubljana: PEF.
- Magajna, Lidija in dr. (2008). Učne težave v osnovni šoli – problem, perspective, priporočila. Ljubljana: ZRSŠ.
- Milačić, I. (2006). Aspergerjev sindrom ali visoko funkcionalni avtizem. Center za avtizem.
- Mitchell, D. (2014). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
- Vrlič Danko, A. (2005). Gibalno ovirani otroci in otroci z nevrološko poškodbo v vrtcu in v šoli. Maribor.
- Withaker, Philip. 2011. Težavno vedenje in avtizem. Center za avtizem.
- Žgur, E. idr. (2014). Navodila za gibalno ovirane učence z motnjo v duševnem razvoju v posebnem programu vzgoje in izobraževanja. El. knjiga. - Ljubljana : Ministrstvo za izobraževanje, znanost in šport..

Dodatna literatura / Additional literature:

- Hegarty, Seamus in Alur, Mithu (2002): *Education and children with special needs. From Segregation to Inclusion*. London: SAGE Publications.
- Opara, Božidar (2005): Otroci s posebnimi potrebami v vrtcih in šolah. Vloga in naloga vrtcev in šol pri vzgoji in izobraževanju otrok s posebnimi potrebami. Uresničevanje vzgojno-izobraževalnih programov s prilagojenim izvajanjem in z dodatno strokovno pomočjo. Priročnik. Ljubljana: Centerkontura.
- Žgur, E. (ur.) (2011). Kako lahko pomagam : usposabljanje strokovnih delavcev za uspešno vključevanje otrok in mladostnikov s posebnimi potrebami v vzgojo in izobraževanje v letih 2008-2011. Vipava: CIRIUS.
- Wilken, E. (2012). Jezikovno spodbujanje otrok z Downovim sindromom z izčrpnim prikazom KPK sistema – s kretnjami podprte komunikacije
- Werdonig idr. (2010). Smernice za delo v oddelkih za predšolske otroke z motnjami avtističnega spektra – MAS. Ljubljana : ZRSŠ.
- Ferek, M. (2006). Hiperaktivni sanjari : drugačiji, lošiji, bolji : osvrt na ADHD - deficit pažnje / hiperaktivni poremečaj. Buđenje.
- Kobal Grum, Darja. (2009). Poti do inkluzije. Ljubljana: Pedagoški inštitut.

Cilji in kompetence:

Cilji:

Študent/-ka pozna osnovne karakteristike obravnavanih skupin OPP ter pristope, ki spodbujajo njihovo aktivno participacijo v socialnem in učnem vključevanju v vrtcu oz. šoli.

Spošne kompetence:

Študent/-ka:

- je sposoben/-na organizirati spodbudno, multisenzorno in inkluzivno naravnano

Objectives and competences:

Objectives:

The student gets acquainted with the basic characteristics of the groups of individuals with special needs in question and the approaches which promote their active participation in the social and learning integration in the kindergarten and school.

General competences:

The student:

- is able to organize a stimulative and

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| <p>učno okolje glede na potrebe posameznega OPP,</p> <ul style="list-style-type: none">• je usposobljen/-na za konstruktivno sodelovanje v multidisciplinarnem timu strokovnih delavcev na področju vzgoje in izobraževanja,• je usposobljen/-na za partnersko sodelovanje s starši OPP,• je usposobljen/-na za uporabo različnih pripomočkov in sodobne IKT, ki omogočajo vključevanje OPP v redne oblike vzgoje in izobraževanja,• pozna specifičnost in vlogo različnih strokovnih profилов, ki sodelujejo v inkluzivnih timih, kar mu omogoča bolj konstruktivno sodelovanje v timu,• pozna pomen in vrste podporne in nadomestne komunikacije, da jo lahko prilagaja potrebam uporabnika in okolja,• spodbuja celostni razvoj posameznikov, razvoj pozitivne samopodobe in sprejemanja samega sebe, samostojnosti, ustvarjalnosti in aktivne participacije OPP,• spodbuja razvoj močnih področij, ki so lahko podlaga kariernemu razvoju posameznika,• prilagaja fizično, učno in socialno okolje potrebam oseb s posebnimi potrebami,• spodbuja in načrtuje aktivno participacijo staršev in posameznika v vseh fazah individualiziranega programa. | <p>inclusive natural learning environment based on multiple senses according to the needs of an individual special needs person,</p> <ul style="list-style-type: none">• is trained for constructive participation in a multidisciplinary team of professionals in the field of upbringing and education,• is trained for partnership cooperation with the parents of the special needs individuals,• is trained to use different devices and modern ICT, enabling the integration of special needs individuals into regular forms of upbringing and education,• knows the particularity and the role of various professional profiles which are involved in the inclusive teams, enabling a more constructive participation in a team,• is acquainted with the meaning and types of support and alternative communication, so he/she can adjust it to the needs of the user and the environment,• promotes the overall development, the development of a positive self-image and the acceptance of oneself, independence, creativity and the active participation of the special needs individuals,• promotes the development of a person's advantages, which may form the basis for the individual's career,• adjusts the physical, educational and social environment to the needs of the special needs individuals,• encourages and plans active participation of parents and the individual in all stages of the individualised programme. |
| <p><u>Predmetno specifične kompetence:</u></p> <p>Študent/-ka:</p> <ul style="list-style-type: none">• je sposoben/-na prepozнатi obravnavane vrste primanjkljajev, ovir oz. motenj,• je sposoben/-na izbrati, načrtovati in izvajati ustrezne oblike pomoči in podpore OPP za učinkovito vključevanje otrok in mladostnikov z MAS, gibalno oviranostjo, PPPU, dolgotrajno ali kronično obliko bolezni v učno in socialno okolje,• je usposobljen/-na za aktivno sodelovanje v vseh fazah individualizacije učnega dela OPP,• je sposoben/-na načrtovati individualizirane pristope in izvirne projekte pomoči za kakovostno vključevanje OPP v vzgojo in izobraževanje, | <p><u>Subject-specific competences:</u></p> <p>The student:</p> <ul style="list-style-type: none">• is able to identify specific types of deficits, obstacles and impairments,• is capable of selecting, planning and implementing appropriate forms of assistance and support to special needs individuals in order to enable the effective integration of children and adolescents with ASD, physical impairment, specific learning disorders or long-term or chronic disease into the educational and social environment,• is trained for active participation in all |

delo in socialno okolje.

stages of the individualisation of the educational work of the special needs individuals,

- is capable of planning individualised approaches and original projects of aid for the quality integration of the special needs individuals into the upbringing, education, work and social environment.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/ka:

- zna opredeliti obravnavane motnje, ovire oz. primanjkljaje,
- pozna njihove razvojne specifičnosti in prepozna njihove posebne potrebe in zmožnosti,
- pozna vlogo strokovnih timov in aktivno sodeluje v vseh fazah individualiziranega načrta,
- obvlada metode, tehnike in strategije vzgoje, izobraževanja in rehabilitacije pri obravnavanih skupinah.

Uporaba:

Študent/-ka:

- je sposoben/-na prepoznati individualne značilnosti posameznika z MAS, PPPU, gibalno oviranostjo, dolgotrajno boleznijo.
- zna uporabiti prave metode, tehnike, pomočne in strategije dela pri obravnavi pri teh skupinah oseb.

Refleksija:

Študent/-ka:

- je sposoben/-na strokovno in konstruktivno soustvarjati načine podpore in pomoči s posameznikom in njegovimi bližnjimi ter nenehno slediti dinamiki sodelovanja in se ustrezno odzivati nanjo,
- pri uporabi metod in pristopov podpore in pomoči mora slediti načelom individualizacije in personifikacije in iskati naj ustreznejše in najbolj učinkovite kombinacije podpore in pomoči.

Intended learning outcomes:

Knowledge and comprehension:

- getting familiar with development particularities of individual child with special needs;
- recognise special needs of children who need adjustments and professional help;
- to know how to participate in the expert team preparing an individual educational programme for each child with special needs;
- to modify methods, forms and ways of educational work with children with special needs.

Use:

The student:

- is able to recognize individual characteristics of individuals with ASD, SLD, physical impairment and long-term disease,
- can use the right methods, techniques, tools and strategies for dealing with these groups of people.

Reflection:

The student:

- is capable of co-creating ways of support and assistance to individuals and their loved ones in a professional and constructive manner and constantly follow the dynamics of cooperation and respond to it appropriately,
- when using the methods and approaches of support and assistance, the student should follow the principle of individualisation and personalization and search for the most appropriate and effective combinations of support and assistance.

Metode poučevanja in učenja:

Learning and teaching methods:

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| <ul style="list-style-type: none"> • Predavanja, • diskusije, • študije primera, • seminarško delo, • samostojno delo študenta. | <ul style="list-style-type: none"> • lectures, • discussions, • case studies, • seminar paper, • independent student activities. | |
| Načini ocenjevanja: Način (pisni izpit, ustno izpraševanje, naloge, projekt): <ul style="list-style-type: none"> • Ustni in/ali pisni izpit, • seminarska naloga. | Delež (v %) / Share (in %) 60 % 40 % | Assessment: Type (examination, oral, coursework, project): <ul style="list-style-type: none"> • oral and/or written examination, • seminar paper. |

Reference nosilca / Lecturer's references:

1. KISWARDAY, Vanja in VALENČIČ ZULJAN, Milena. (2015). Paradigmatski premik sodobne šole od usmerjenosti v primanjkljaje k rezilientnosti. V: Grušovnik, Tomaž (ur.) Obzorja učenja : Vzgojno-izobraževalne perspektive. Koper: Univerzitetna založba Annales. (179-194)
2. KISWARDAY, Vanja. (2014). Model spodbujanja rezilientnosti v šolskem okolju. Revija za elementarno izobraževanje. Št. 2 (41-62).
3. KISWARDAY, Vanja Riccarda. Skrb za socialno vključevanje ter razvijanje življenske odpornosti in prožnosti (rezilientnosti) otrok in mladostnikov s posebnimi potrebami v procesu uresničevanja individualiziranega programa. V: VOVK ORNIK, Natalija, (ur.) *Delo z otroki s posebnimi potrebami*. Maribor: Forum Media, 2011 (12-37).
4. OPARA, Božidar, KISWARDAY, Vanja, GABRIJELČIČ, Mojca. K., & RUTAR, Sonja. Terminološka vprašanja in dileme na področju zagotavljanja socialne kohezivnosti v vzgoji in izobraževanju. V: BOROTA, Bogdana e tal (Eds.) Social Cohesion in Education. Horlivka State Pedagogical Institute for Foreign Languages. 2011. str. 47-64.
5. KISWARDAY, Vanja. (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.

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | | | |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------|
| Predmet: Course title: | Poklicna orientacija in karierni razvoj oseb s posebnimi potrebami Professional guidance and career development of persons with special needs | | |
| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
| Inkluzivna pedagogika, 2. stopnja Inclusive Pedagogics, 2 nd cycle | / | 2. | 3. 3 rd |

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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 Clinical | Druge oblike študija | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------|-------------------------|-------------------------------|------|
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| seminars | Other forms of study | 120 | 6 |
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| 30 | / | 30 (15 SV, 15 LV) | / |

Nosilec predmeta / Lecturer: doc. dr. Janez Drobnič / Assist. Prof. Dr. Janez Drobnič

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| Jeziki / Languages: | Predavanja / Lectures: | slovenski/Slovene |
| | Vaje / Tutorial: | slovenski/Slovene |

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

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Conditions for inclusion in work or performance of study obligations:

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Vsebina:

- Pregled razvojnih teorij in konceptov z vidika oblikovanja izobraževalnih in poklicnih interesov.
- Poznavanje dejavnikov, ki igrajo pomembno vlogo pri izbiri poklica.
- Spoznavanje različnih vrst prizadetosti ali primanjkljajev, kot dejavnikov tveganja na celotni psihosocialni razvoj s posebnim poudarkom na razvoj izobraževalnih in poklicnih interesov.
- Pregled poklicnih področij, opisov poklicev, pogojev za pridobitev in opravljanje poklicev in možnosti za zaposlitev.
- Pregled vzgojno-izobraževalnih programov in pogojev ter postopkov za vpis.
- Poznavanje pravic otrok s posebnimi potrebami pri vpisu v vzgojnoizobraževalne programe.
- Pregled zakonodaje s področja zaposlovanja invalidov.
- Oblikovanje načrta poklicnega usmerjanja, kot dela individualiziranega programa otroka s posebnimi potrebami ter načrtovanje prehodov v zaposlitev.
- Spoznavanje diagnostičnih metod in svetovalnih tehnik v procesu poklicnega usmerjanja.
- Poklicno usmerjanje v luči oblikovanja samopodobe.
- Vključevanje in sodelovanje s starši otroka s posebnimi potrebami.
- Večine temskega sodelovanja in pomen za poklicno usmerjanje otroka s posebnimi

Content (Syllabus outline):

- Review of the theories and concepts of development from the perspective of the design of educational and occupational interests.
- Knowledge of the factors which play an important role in the choice of profession.
- Exploration of different types of disabilities or impairments as risk factors for the overall psychosocial development with special emphasis on the development of educational and occupational interests.
- Review of the occupational areas, descriptions of professions, conditions for the acquisition and the pursuit of professions and employment opportunities.
- Review of educational programmes, and the conditions and procedures for enrolment.
- Knowledge of the rights of children with special needs for enrolment in educational programmes.
- Review of the legislation from the field of employment of disabled persons.
- Formation of a plan of vocational guidance as part of the individualised programme for children with special needs and planning the transition into employment.
- Exploration of diagnostic methods and advisory techniques in the process of vocational guidance.
- Vocational guidance in the light of self-image improvement.
- Inclusion and cooperation with the parents of a child with special needs.

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| <p>potrebami.</p> <ul style="list-style-type: none">• Oblikovanje in aktiviranje socialne mreže pomoči kot podpornega elementa poklicnega izobraževanja.• Vpogled v poklicno rehabilitacijo odraslih oseb. | <ul style="list-style-type: none">• Teamwork skills and the importance of the vocational guidance of a child with special needs.• Creation and activation of a social network of help as the support element of vocational education.• Insight into the vocational rehabilitation of adults. |
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Temeljni literatura in viri / Readings:

- Ažman, T. idr. (2014) Moja Kariera. Informacije za otroke, dijake, študente mlade in odrasle, starše in strokovne delavce. Ljubljana; Center RS za poklicno izobraževanje.
- CEDEFOP (2006) Izboljšanje politik in sistemov za vseživljenjske karierne orientacije, Uporaba skupnih evropskih referenčnih orodij, Ljubljana: Zavod RS za zaposlovanje.
- Brejc, T. (2004), *Prispevki k rehabilitacijski psihologiji*, Ljubljana: Inštitut Republike Slovenije za rehabilitacijo.
- European Agency for Development in Special Needs Education (2003), *Individual Transition Plans-Supporting the move from School to Employment*
- Marjanovič, L. (et.al.) (2004), *Razvojna psihologija*, Ljubljana: Znanstveno raziskovalni inštitut Filozofske fakultete.
- Niklanović, S. (ur.) (1997): *Kako naj svetujem? Prispevki o poklicnem svetovanju*. Ljubljana: Izida
- Opara, B. (1997), *Poklicne možnosti in poklicno usposabljanje absolventov OŠ s PP, Poklicno usposabljanje in zaposlovanje mladostnikov s posebnimi potrebami*, Zbornik, Ljubljana: Društvo defektologov Slovenije.
- Patton, W. in McMahon, M. (2006). Career development and system theory. Rotterdam: Sense Publisher.
- Rupar, B., Žvokelj, M. (2001) *Poklicna orientacija v petem in šestem razredu osnovne šole*, Ljubljana: Zavod za šolstvo.
- Uršič, C. Drobnič, J. (1995) *Zaposlovanje invalidov, primerjava politik, koncepcij in ukrepov*, Ljubljana : Inštitut Republike Slovenije za Rehabilitacijo in Republiški zavod za zaposlovanje.
- Šlibar, Z., Kruščić, M., Zupančič, M., (ur.) (1999), *Opisi poklicev*, Zavod RS za zaposlovanje, Ljubljana.

Cilji in kompetence:

Cilji:

Študent/-ka spozna pomen in bistvo poklicne orientacije ter posebnosti poklicnega izobraževanja oseb s posebnimi potrebami.

Splošne kompetence:

- Zmožnost razvijanja inkluzivne kulture, politike in prakse.
- Sposobnost analize in kritične presoje praks poklicne orientacije in poklicnega izobraževanja oseb s posebnimi potrebami.
- Sposobnost oblikovanja poklicne orientacije in izobraževanja oseb s posebnimi potrebami.

Predmetnospecifične kompetence:

Objectives and competences:

Objectives:

The student learns about the importance and the essence of vocational orientation and the specialities of the vocational education of persons with special needs.

General competences:

- Ability to develop the inclusive culture, behaviour and practice.
- Ability to analyse and critically evaluate vocational orientation and the education of persons with special needs.
- Ability to create the vocational orientation and education of persons with special needs.

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| <ul style="list-style-type: none">• Poznavanje pomena in funkcije poklicne orientacije oseb s posebnimi potrebami.• Vključevanje oseb s posebnimi potrebami v različne oblike poklicnega izobraževanja.• Izdelava individualnih prilagoditev in pomoči pri poklicnem izobraževanju oseb s posebnimi potrebami. | <p>Subject-specific competences:</p> <ul style="list-style-type: none">• Understanding the importance and function of the vocational orientation of persons with special needs.• Integration of persons with special needs into various forms of vocational education.• Creation of individual adjustments and assistance for the vocational education of special needs individuals. |
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Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/ka:

- pozna bistvo poklicne orientacije pri osebah s posebnimi potrebami,
- pozna koncept poklicnega izobraževanja in posebne prilagoditve za osebe s posebnimi potrebami,
- zna organizirati, usmerjati in spremljati pot poklicnega izobraževanja vsakega otroka s posebnimi potrebami.

Uporaba:

Študent/-ka:

- zna izdelati individualizirani program poklicnega izobraževanja posameznika s posebnimi potrebami,
- zna izdelati individualni program prehoda v zaposlitev, zna izpeljati poklicno orientacijo in organizirati poklicno izobraževanje v rednih programih s prilagojenim izvajanjem in dodatno strokovno pomočjo oziroma v prilagojenih izobraževalnih programih,
- zna oblikovati individualni program prehoda iz izobraževanja v zaposlitev.

Refleksija:

Študent/-ka je zmožen/-na ovrednotiti ustreznost poklicne orientacije in izvajanje poklicnega izobraževanja ter ga po potrebi dopolniti z ustreznimi prilagoditvami in strokovno pomočjo.

Intended learning outcomes:

Knowledge and understanding:

The student:

- knows the importance of vocational orientation for special needs individuals,
- is familiar with the concept of vocational education and specific adjustments for special needs individuals,
- is able to organize, guide and monitor the vocational educational path of every special needs child.

Use:

The student:

- can prepare an individualised programme of vocational education for individuals with special needs,
- can prepare an individualised programme of the transition into employment; can perform vocational orientation and organize vocational education in regular programmes with adjusted implementation and additional professional assistance or in customized education programmes,
- can create an individual programme of transition from education to employment.

Reflection:

The student is able to evaluate the adequacy of the vocational orientation and the implementation of vocational education and if necessary complement it with the appropriate adjustments and technical assistance.

Metode poučevanja in učenja:

Learning and teaching methods:

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| <ul style="list-style-type: none"> Predavanja, diskusija, delov skupinah, samostojno delo študentov. | <ul style="list-style-type: none"> lectures, discussion, teamwork, independent student activities. |
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| Načini ocenjevanja: | Dlež (v %) / Weight (in %) | Assessment: |
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| Način (pisni izpit, ustno izpraševanje, naloge, projekt): Krajši pisni izdelki. Pisni in/ali ustni izpit. Uspešno opravljene obveznosti pri laboratorijskih vajah so pogoj za pristop k izpitu. | Delež (v %) / Weight (in %) | Type (examination, oral, coursework, project): Production of short texts. Written and/or oral examination. In order to apply for the examination, students are required to successfully complete laboratory exercises. |

Reference nosilca / Lecturer's references:

- 1.DROBNIČ, Janez (2012). Novi pristopi pri vodenju kariere, ki izhajajo iz teorije socialnega učenja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2012, letn. 23, št. 3/4, str. 13-29, 277-278. [COBISS.SI-ID 2513751]
2. DROBNIČ, J. (2010). Poklicna vzgoja in karierni načrt za osebe s posebnimi potrebami = Career Guidance for Children with Special Needs. V: STARC, Sonja (ur.). [Izvlečki = Abstract booklet]. Koper: Pedagoška fakulteta, 2010, str. 17-18. [COBISS.SI-ID 3836631]
3. DROBNIČ, J. (2014). Razvoj modela poklicne orientacije za osebe s posebnimi potrebami : doktorska disertacija. Koper: [J. Drobnič], 2014. [12] f., 283 str., ilustr., tabele. [COBISS.SI-ID 1536380868]
4. DROBNIČ, J. (2011). Poklicno svetovanje in zaposlitvene možnosti oseb s posebnimi potrebami. V: DESTOVNIK, Karl (ur.), TASIČ, Andreja (ur.). Usposabljanje strokovnih delavcev za uspešno vključevanje otrok in mladostnikov s posebnimi potrebami v vzgojo in izobraževanje v letih 2008, 2009, 2010 in 2011. Ljubljana: SOUS - Skupnost organizacij za usposabljanje oseb s posebnimi potrebami v Republiki Sloveniji, 2011, str. 189-196. [COBISS.SI-ID 4351703]

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | |
|---------------------------------------|---------------------|
| Predmet: | Znakovni jezik |
| Course title: | Language of symbols |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 2. | 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 2 nd | 3 rd |

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| Vrsta predmeta / Course type | obvezni/Compulsory |
|------------------------------|--------------------|

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|-------------------------------------------------------|---|
| Univerzitetna koda predmeta / University course code: | / |
|-------------------------------------------------------|---|

| Predavanja | Seminari | Vaje | Klinične vaje | Druge oblike | Samost. delo | ECTS |
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|------------|----------|------|---------------|--------------|--------------|------|

| Lectures | Seminar | Tutorial | Clinical seminars | študija Other forms of study | Individ. work |
|----------|---------|----------|-------------------|------------------------------------|---------------|
| 5 | / | 70 LV | / | / | 105 |

Nosilec predmeta / Lecturer: doc. dr. Božidar Opara / Assist. Prof. Dr. Božidar Opara

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|---------------------|------------------------|-------------------|
| Jeziki / Languages: | Predavanja / Lectures: | slovenski/Slovene |
| | Vaje / Tutorial: | slovenski/Slovene |

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

/

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

Slovenski znakovni jezik in znakovni jezik:

- zgodovina in razvoj SZJ,
- raziskovanje in standardizacija kretenj, temeljne karakteristike kretenj,
- slovnična pravila SZJ in elementi ZJ (položaj rok, mimika obraza, itd.),
- osnove tolmačenja,
- učenje kretenj - osnovni vsebinski moduli: predstavitev, sporazumevanje, osebe, okolje, osebnost, življenje,
- vloga tolmača, intervenorja, spremjevalca in zapisnikarja,
- temeljne značilnosti oddajanja oz. sprejemanja informacij in motnje,
- učenje osnov mednarodne kretnje – skupne temeljne značilnosti vseh znakovnih jezikov,
- Zakon o uporabi slovenskega znakovnega jezika.

Gluhota/naglušnost/gluhoslepota:

- socialna struktura (socio-ekonomski položaj) in posledice na področju izobraževanja in zaposlovanja,
- mentalno zdravje in gluhota (posledice gluhote/gluhoslepote),
- kulturne značilnosti »Kulture Gluhih«,
- prilagoditve v okolju za nemoteno sporazumevanje gluhih/naglušnih/gluhoslepih oseb,
- izbira komunikacijskih sredstev (SZJ, taktilni ZJ, vodení ZJ, prstna abeceda, oralna metoda, totalna komunikacija, itd.).

Content (Syllabus outline):

Slovenian sign language and sign language:

- history and development of the Slovenian sign language,
- research and standardisation of gestures, basic characteristics of gestures,
- grammar of the Slovenian sign language and elements of sign language (the position of the arms, facial expressions etc.),
- basics of interpreting,
- learning gestures – basic substantive modules: presentation, communication, people, environment, personality, life,
- the role of the interpreter, intervenor, companion and the recorder,
- the basic characteristics of exchanging information and impairments,
- learning the basics of international gestures – common key features of all sign languages,
- Act on the use of the Slovenian sign language.

Deafness/impaired hearing/deafblindness:

- social structure (socio-economic position) and the consequences in the field of education and employment,
- mental health and deafness (consequences of deafness/deafblindness),
- cultural characteristics of the “deaf culture”,
- adjustments of the environment for undisturbed communication with deaf/hearing impaired/deafblind persons,
- selection of means of communication

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| | (Slovenian sign language, tactile sign language, guided sign language, fingerspelling, oral method, total communication etc.). |
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Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Bešter, (1994). Nekaj značilnosti slovenskega kretalnega jezika v primerjavi s slovenskim glasovnim jezikom. Defektologica Slovenica no.1.
- Globačnik, B. (2001). Slovenski jezik in slovenski znakovni jezik; Defectologica Slovenica no. 9, št. 2.
- Juhart, M. (2007) Gluhoslepi. Ljubljana: Zveza društev gluhih in naglušnih Slovenije.
- Juhart, Redžepovič (2007) Gluhi, naglušni in gluhoslepi na področju izobraževanja. Ljubljana: Zveza društev gluhih in naglušnih Slovenije.
- Košir, S. (1993). Neverbalna komunikacija slušno motenih in njihova pričakovanja; O položaju gluhih in naglušnih v Sloveniji – zbornik prispevkov s konference v Portorožu; Ljubljana; Zavod za gluhe in naglušne Ljubljana.
- Opara, B. (2007). Šola za različne učence-tudi za učence s posebnimi potrebami, Zbornik Različni učenci - različni pristopi, Supra, Ljubljana.
- Podboršek, L. (1984). Moderndorfer M. Govorica rok – priročnik za učenje kretalnega govora; Ljubljana; Zveza društev gluhih in naglušnih Slovenije.
- Podboršek, L. (1992). Govorica rok 2 – priročnik za učenje znakovnega jezika; Ljubljana; Zavod za usposabljanje slušno in govorno prizadetih.
- Zakon o uporabi slovenskega znakovnega jezika (2002). Uradni list Republike Slovenije, št. 96.

Dopolnilna literatura / Additional literature:

- Podboršek, L. (1989). Uvajanje znakovnega jezika v vzgojo, izobraževanje in usposabljanje slušno prizadetih v Sloveniji, Ljubljana; Zavod za usposabljanje slušno in govorno prizadetih.
- Redžepovič, A. (1995). Odrasli gluhi in naglušni v Sloveniji. Ljubljana: Zveza društev gluhih in naglušnih Slovenije.
- Savič, (1998) Socialne posledice gluhotre. Zbornik: Klasifikacija in socialne posledice gluhotre. Ljubljana: Zveza društev gluhih in naglušnih Slovenije.
- Stalzer, (1997). Visoka izobrazba za gluhe. Zbornik: Pravica gluhih do znanja. Ljubljana: Zavod za gluhe in naglušne Ljubljana.
- Žele, A., Bauman J. (2003). Multimedijijski praktični slovar slovenskega znakovnega jezika gluhih (CD ROM); Ljubljana, Zveza društev gluhih in naglušnih Slovenije.

Dodatna literatura / Additional literature:

- Dolinšek, T. (1989). Dejavniki uspešnega zaposlovanja. Zbornik: Usposabljanje slušno prizadetih na slovenskem. Ljubljana: Zveza društev gluhih in naglušnih Slovenije.
- Davidovič, B., Globačnik, B. (2001). Vodnik po pravicah invalidov. Ljubljana: Urad Vlade RS za invalide in bolnike in Urad Vlade RS za informiranje.
- Ivasovič V. (2005). Ali slišimo gluhe? Na koliko decibelih? (Prevod) Ljubljana: Mestno društvo gluhih Ljubljana.

- Jakopič, B. (1970). Gluhonemnica v Ljubljani (1900-1945). Ljubljana: Zavod za usposabljanje slušno in govorno motenih.
- Jakopič, B. (1978) Oris zgodovine vzgoje in izobraževanja gluhih v svetu. Ljubljana: Zavod za usposabljanje slušno in govorno motenih.
- Juras, (1986). Družbena odgovornost gluhih. Zbornik: Jugoslovanski posvet z mednarodno udeležbo o problematiki totalne komunikacije in organiziranju gluhih in naglušnih danes in jutri. Ljubljana: Zveza društev gluhih in naglušnih Slovenije.

Cilji in kompetence:

Cilji:

Študent/ka:

- spozna zakonitosti slovenskega znakovnega jezika za gluhe in zakonitosti znakovnega jezika za gluhoslepe,
- zna primerjati zakonitosti obeh znakovnih jezikov s slovenskim jezikom,
- se teoretično in praktično usposobi za samostojno sporazumevanje z gluho in gluhoslepo osebo,
- spozna osnovne značilnosti gluhote.

Spološne kompetence:

- izbira ustreznih pristopov, metod, tehnik in strategij dela glede na specifične potrebe posameznika,
- uporaba specialno pedagoških znanj za delo z otroki s posebnimi potrebami,
- sposobnost sprejemanja interesov posameznika in uporaba notranje motivacije posameznika za razvoj potrebnih spremnosti.

Predmetnospecifične kompetence:

Gluhota in slovenski znakovni jezik:

Študent/-ka:

- spozna in uporabi elemente SZJ in razvije komunikacijske spremnosti,
- spozna kulturne značilnosti gluhih in razvije empatijo (socialna struktura),
- uporabi osnovne značilnosti tolmačenja in zapisovanja.

Gluhoslepota in znakovni jezik:

Študent/-ka:

- spozna komunikacijske kanale za sporazumevanje z gluhoslepo osebo,
- spozna in uporabi podporne storitve za delo z gluhoslepimi osebami (vodenje,

Objectives and competences:

Objectives:

The student:

- gets acquainted with the principles of the Slovenian sign language for the deaf and the principles of the sign language for the deafblind,
- can compare the principles of both sign languages with the Slovenian language,
- is theoretically and practically qualified for independent communication with a deaf and deafblind person,
- learns about the basic characteristics of deafness.

General competences:

- selection of correct approaches, methods, techniques and strategies of work according to the specific needs of the individual,
- use of special teaching skills to work with special needs children,
- ability to accept the interests of an individual and use the individual's internal motivation for the development of the needed skills.

Subject-specific competences:

Deafness and the Slovenian sign language:

The student:

- gets acquainted with and uses elements of the Slovenian sign language and develops communication skills,
- learns about the cultural characteristics of the deaf and develops empathy (social structure),
- uses the basic features of interpretation and recording.

Deafblindness and the sign language:

The student:

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| <p>mobilnost, tolmačenje, intervenor, prilagoditve okolja) in razvije empatijo.</p> <p>Naglušnost: Študent/-ka:</p> <ul style="list-style-type: none">• spozna temeljne značilnosti sporazumevanja z naglušno osebo,• prilagodi okolja za nemoteno komuniciranje z naglušno osebo. | <ul style="list-style-type: none">• gets acquainted with the communication channels for communication with a deafblind person,• gets acquainted with and uses the support services for work with deafblind persons (management, mobility, interpreting, intervenor, adaptations of the environment) and develops empathy. <p>Hearing impairment: The student:</p> <ul style="list-style-type: none">• gets acquainted with the fundamental characteristics of communication with hearing impaired persons,• adjusts the environment for the smooth communication with hearing impaired persons. |
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Predvideni študijski rezultati:

Znanje in razumevanje:

- spoznati in prepozнатi jezikovne značilnosti SZJ, ZJ za gluho slepe in različna sredstva sporazumevanja,
- spoznati kulturne, socialne in komunikacijske značilnosti dela in življenja gluhih/naglušnih/gluhoslepih,
- razumeti in prepozнатi vlogo tolmača, ter ostalih podpornih komunikacijskih storitev (zapisovalec, intervenor, asistent v komunikaciji, vodenje, ...).

Uporaba:

- uporaba osnov SZJ pri sporazumevanju z gluho osebo,
- uporaba osnov ZJ in drugih komunikacijskih poti pri sporazumevanju z gluho slepo osebo,
- uporaba osnov drugih komunikacijskih kanalov pri sporazumevanju z naglušno osebo,
- empatija do težav in specifike dela in življenja oseb z okvaro sluha/vida,
- kulturno zavedanje skupnosti gluhih in uporaba le tega pri sporazumevanju z njimi ter prireševanju problemov na strokovnem področju gluhoty,
- reševati komunikacijske motnje,
- uporabiti elemente tolmačenja ter drugih vlog na področju premagovanja

Intended learning outcomes:

Knowledge and understanding:

- recognize and identify the linguistic characteristics of the Slovenian sign language, the sign language for the deafblind and different means of communication,
- get acquainted with the cultural, social and communication characteristics of the work and life of the deaf/hearing impaired/deafblind persons,
- understand and identify the role of the interpreter and other supportive communication services (recorder, intervenor, communication assistant, management).

Use:

- use of the basics of the Slovenian sign language for communication with a deaf person,
- use of the basics of the Slovenian sign language and other communication channels for communicating with a deafblind person,
- use of the basics of other communication channels for communication with a hearing impaired person,
- empathy for the problems and specifics of the work and life of persons with impaired hearing/vision,

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| <p>komunikacijskih ovir.</p> <p>Refleksija:</p> <ul style="list-style-type: none"> • vzpodbudi študente/-tke pri samoevalvaciji razvoja sporazumevanja z osebami z okvaro sluha, • vzpodbuditi razumevanje gluhotе in socialnih vidikov posledic gluhotе, • znanje in razumevanje nadgraditi pri nadalnjem razvoju in raziskavah SZJ ter drugih metod sporazumevanja, • prepoznavati jezikovno zavedanje besednega in nebesednega zavedanja, • spoštovanje drugih jezikov, • razvoj novih socialnih veščin v stiku s kulturo gluhih, • prepoznavanje invalidske politike in družbene skrbi za invalide, • uporaba znanj za delo z drugimi kategorijami invalidov oz. osebami s posebnimi potrebami, • integracija znakovnega jezika v delo in sporazumevanje z drugimi – inkluzija. | <ul style="list-style-type: none"> • cultural awareness of the community of the deaf and the use of this awareness for communicating with them to solve problems in the professional area of deafness, • resolving communication disorders, • use of the elements of interpreting and other applications in the field of overcoming communication obstacles. <p>Reflection:</p> <ul style="list-style-type: none"> • encourages students to self-evaluation of the development of communication with impaired hearing individuals, • encourages the understanding of deafness and the social aspects of deafness, • upgrade of knowledge and understanding for further development and research of the Slovenian sign language and other methods of communication, • recognition of linguistic verbal and non-verbal awareness, • respect for other languages, • development of new social skills in contact with the culture of the deaf, • recognition of the disability policy and social care for the disabled, • use of knowledge for work with other categories of disabled persons or special needs individuals, • integration of the sign language into work and communication with others – inclusion. |
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| Metode poučevanja in učenja: | Learning and teaching methods: | |
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| <ul style="list-style-type: none"> • predavanja, • vaje, • samostojno delo študenta, • diskusija. | <ul style="list-style-type: none"> • lectures, • seminars, • independent student activities, • discussion. | |
| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Type (examination, oral, coursework, project): |
| Seminarska naloga, pisni in ali ustni izpit. | 30 % 70 % | seminar paper, written and/or oral examination. |

Reference nosilca / Lecturer's references:

1. KASTELIC, Lidija, OPARA, Božidar. Izzivi koncepcije vzgoje in izobraževanja oseb s posebnimi potrebami. V: LEŠNIK, Bogdan (ur.). *Lokalno - globalno - socialno : zbornik abstraktov*. Ljubljana: Visoka šola za socialno delo, 2002, str. 77. [COBISS.SI-ID 4945481]
2. BATISTIČ-ZOREC, Marcela, KASTELIC, Lidija, OPARA, Božidar. Okrogla miza: in kako naprej. V: ANTONČIČ, Ksenija (ur.), KASTELIC, Lidija (ur.). *Živetij skupaj : zbornik s posveta o integraciji predšolskih otrok z motnjami v razvoju, Bled, marec in april 1993*. Ljubljana: Zavod Republike Slovenije za šolstvo in šport, 1993, Str. 158-160. [COBISS.SI-ID 2500681]
3. OPARA, Božidar. Četrtina potrebuje pomoč : usmerjanje otrok s posebnimi potrebami. *Šol. razgl.*, 8. sep. 2001, letn. 52, št. 13, str. 11, portret. [COBISS.SI-ID 4356169]
4. KOBOLT, Alenka, OPARA, Božidar. Vzgoja in izobraževanje otrok s posebnimi potrebami : poročilo o delu. V: DESTOVNIK, Karl (ur.). *Izobraževanje učiteljev ob vstopu v tretje tisočletje, Teze za jesenski del posveta in poročila tematskih skupin s pomladnega dela posveta*. Ljubljana: Pedagoška fakulteta, 1997, str. 34-35. [COBISS.SI-ID 6549321]
5. KASTELIC, Lidija, OPARA, Božidar. Deinstitutionalizacija kot eden od pogojev vključevanja oseb s posebnimi potrebami v socialno okolje. *Defektol. slov. (Ljubl.)*, december 2003, letn. 11, št. 3, str. 97-99. [COBISS.SI-ID 5690185]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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|----------------------|------------------------------------------------|
| Predmet: | Različnost in enake možnosti v izobraževanju |
| Course title: | Diversity and equal opportunities in education |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 2. | 4. |
| Inclusive Pedagogics, 2 nd cycle | / | 2 nd | 4 th |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|------------------------------------|----------------------------------------------------|-------------------------------|------|
| 15 | / | 15 SV | / | / | 60 | 3 |

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| Nosilec predmeta / Lecturer: | doc. dr. Sonja Rutar / Assist. Prof. Dr. Sonja Rutar |
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| Jeziki / Languages: | Predavanja / Lectures: Vaje / Tutorial: | slovenski/Slovene slovenski/Slovene |
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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
| / | / |

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| Vsebina: | Content (Syllabus outline): |
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| <p>Filozofske etične predpostavke inkluzivne kulture in paradigm:</p> <ul style="list-style-type: none">• etika pravičnosti in etika skrbi v vzgoji in izobraževanju;• koncept raznolikosti, različnosti, pravičnosti in enakih možnosti v vrtcu/šoli;• socialna kohezija in socialna pravičnost;• univerzalistične in relativistične razlage kultur in situacij;• kontekstualizacija interesov in pričakovanj v vzgoji in izobraževanju;• pozitivno pripoznanje kot pogoj dialoga;• diskurz kot nosilec poimenovanja in izhodišče pedagoškega ravnjanja;• dimenzijske individualnosti, socialna, kulturna in jezikovna raznolikost, posebne potrebe otrok in njihovih družin,• marginalizirane in depriviligerane skupine otrok in odraslih;• razvoj inkluzivne šolske kulture; participacija otrok;• od segregacije, do integracije in inkluzije – teorije in koncepti;• koncepti in pojmovanja različnosti pri otrocih;• starši kot partnerji pri prepoznavanju različnosti in zagotavljanju enakih možnosti v izobraževanju;• vpliv subjektivnih teorij in podobe o otroku na poučevanje in možnosti učenja ter razvoja otrok;• refleksija in evalvacija procesov inkluzivne prakse. | <p>Philosophical and ethical assumptions of the inclusive culture and paradigms:</p> <ul style="list-style-type: none">• ethics of fairness and ethics of concern in upbringing and education;• the concept of variability, diversity, fairness and equality of opportunity in the kindergarten/school;• social cohesion and justice;• universalist and relativist interpretations of cultures and situations;• contextualization of interests and expectations in upbringing and education;• positive recognition as a condition of dialogue;• discourse as the carrier of the designation and starting point of the educational practice;• dimensions of individuality, social, cultural and linguistic diversity, special needs of children and their families,• marginalised and underprivileged groups of children and adults;• development of the inclusive school culture; participation of children;• from segregation to integration and inclusion – theories and concepts;• concepts and understandings of diversity in children;• parents as partners in the identification of differences and provision of equal opportunities for education;• influence of subjective theories and the image of the children on teaching and learning opportunities and the development of children;• reflection and evaluation of the processes of inclusive practice. |
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Temeljni literatura in viri / Readings:

Temeljna literatura / References:

- KROFLIČ, Robi (2003). Etika in etos inkluzivne šole/vrtca, *Sodobna pedagogika*, 54- posebna izdaja, Ljubljana.
- LESAR, Irena (2008). Analiza diskurzov in paradigem pri uresničevanju integracijskih in inkluzivnih teženj v šolskih sistemih. *Sodobna pedagogika*. Letn. 59, št. 3 (2008), str. 90-109.
- MEDVEŠ, Zdenko (1991). Pedagoška etika in koncept vzgoje. V *Sodobna pedagogika*. Vol. 3-4; št. 101-212; vol. 5-6, Št. 213- 342.
- OPARA, Božidar(2007): Od učljivosti do inkluzivne paradigm, Šolsko polje I. 8 št.3/4, Ljubljana, Pedagoški inštitut.
- OPARA, Božidar (2013). Šola za vse - pravična šola. V: HOZJAN, Dejan (ur.), STRLE, Marko

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| <p>(ur.). Inkluzija v sodobni šoli, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, str. 67-82.</p> <ul style="list-style-type: none">• RUTAR, Sonja (2013). Poti do participacije otrok v vzgoji, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales.• RUTAR, Sonja (2011). Kaj cenimo - izkušnje otrok iz socialno marginaliziranih okolij ali izkušnje otrok iz okolij večinskega blagostanja?. V: COTIČ, Mara (ur.), MEDVED-UDOVIČ, Vida (ur.), STARC, Sonja (ur.). <i>Razvijanje različnih pismenosti</i>, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, str. 474-485, 551-553.• RUTAR, Sonja (2012). Inkluzivna praksa iz perspektive osnovnošolskih učiteljev in vzgojiteljev v vrtcih. V: HOZJAN, Dejan (ur.), STRLE, Marko (ur.). Inkluzija v sodobni šoli, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, str. 19-34. |
| <p><u>Dodatna literatura / Additional literature:</u></p> <ul style="list-style-type: none">• PEČEK, Mojca, LESAR, Irena (2006). <i>Pravičnost slovenske šole : mit ali realnost</i>. Ljubljana : Sophia.• RUTAR, Sonja. Večjezično učenje in poučevanje kot načelo inkluzivne prakse = Multilingual learning and teaching as a principle of inclusive practice. <i>Sodobna pedagogika</i>, 2014, letn. 65, št. 1, str. 22-37, 10-25. |

Cilji in kompetence:

Cilji:

- razvijati znanje o človekovih pravicah in pravicah otrok;
- razvijati zmožnosti prepoznavanja in spoštovanja različnosti kultur in družinskih okolij;
- razvijati zmožnost spodbujanja razvojnih potencialov otrok iz različnih okolij;
- razvijati zmožnost prepoznavanja in upoštevanja medosebnih razlik otrok pri razvoju in učenju.

Spolne kompetence:

Študent/-ka:

- kritično presoja obstoječe prakse, politike in raziskovanja zgodnjega učenja,
- razume razvoj pedagoške misli kot osnovo za načrtovanje sprememb v praksi,
- prepozna, se zaveda in upošteva skupne značilnosti in medosebne razlike pri otrocih.

Predmetnospecifične kompetence:

- izhaja iz vrednot socialne inkluzije in zagotavljanja enakih možnosti v vzgoji,
- podpira otroka/učenca pri aktivnemu samouresničevanju in soudeležbi v skupnosti,

Objectives and competences:

Objectives:

- development of knowledge about human rights and the rights of children;
- development of the abilities of recognition and respect for the diversity of cultures and family environments;
- development of the ability to promote the development potentials of children from different environments;
- development of the ability to recognise and consider interpersonal differences of children in development and learning.

General competences:

The student:

- critically assesses existing practices, policies and research in the field of early learning,
- understands the development of pedagogical concepts as the basis for the implementation of changes in practice,
- identifies, is aware of and considers the common characteristics and interpersonal differences of children.

Subject-specific competences:

- respects the values of social inclusion and ensuring the equality of upbringing,
- supports the child/student in active self-

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| <ul style="list-style-type: none"> • je usmerjen/-a na pozitivne lastnosti lastne osebnosti in osebnosti drugih, • interdisciplinarno prepozna in razume raznolikost v vzgojno-izobraževalnem prostoru. | <ul style="list-style-type: none"> fulfilment and participation in the community, • is focused on the positive features of his/her own personality and the personality of others, • identifies and understands the diversity of the area of upbringing and education in an interdisciplinary way, |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- pozna in razume koncept in pomen inkluzivnega procesa vzgoje in izobraževanja,
- pozna prijene, socialne in kulturne dejavnike otrokovega razvoja in učenja otroka.

Uporaba:

Študent/ka zna uporabiti različne strategije, metode in načine dela, s katerimi upošteva individualne značilnosti otroka.

Refleksija:

Študent-ka:

- zna kritično ovrednotiti svoja stališča in odločitve ter kritično presojati izbrane strategije in delo z otroki in njihovimi družinami,
- zmore inkluzivno paradigmato uresničevati tako, da upošteva konkretno resurse in pogoje.

Intended learning outcomes:

Knowledge and understanding:

The student:

- knows and understands the concept and importance of the inclusive process of upbringing and education,
- is acquainted with the genetic, social and cultural factors of the child's development and learning.

Use:

The student can use different strategies, methods and ways of work and takes into account the individual characteristics of the child.

Reflection:

The student:

- can critically evaluate his/her views, decisions, selected strategies and work with children and their families,
- can realize the inclusive paradigm with regard to specific resources and conditions.

Metode poučevanja in učenja:

- predavanja,
- diskusija,
- refleksija,
- delo v skupinah,
- samostojno dela študenta.

Learning and teaching methods:

- lectures,
- discussion,
- reflection,
- teamwork,
- independent student activities.

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt):

20 %
20 %
60 %

- Seminarska naloga.
- Krajiši pisni izdelki.
- Pisni in/ali izpit.

Assessment:

Type (examination, oral, coursework, project):

- seminar paper,
- production of short texts,
- oral and/or written examination.

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| Pozitivno ocenjena seminarska naloga je pogoj za pristop k izpitu. | | In order to apply for the examination, students are required to successfully produce the seminar paper. |
|--------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------|

Reference nosilca / Lecturer's references:

1. RUTAR, Sonja. Poti do participacije otrok v vzgoji, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2013.
2. RUTAR, Sonja. Večjezično učenje in poučevanje kot načelo inkluzivne prakse = Multilingual learning and teaching as a principle of inclusive practice. Sodobna pedagogika, ISSN 0038-0474, mar. 2014, letn. 65, št. 1, str. 22-37, 10-25.
3. RUTAR, Sonja. Vzpostavljanje enakih možnosti učne uspešnosti otrok s spremeljanjem in z načrtovanjem razvoja bralnih spretnosti. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], jesen 2009, letn. 20, št. 3/4, str. 51-69.
4. RUTAR, Sonja. Spodbudno dvojezično učno okolje in učenje drugega jezika. V: VONTA, Tatjana (ur.). Začnimo na začetku : prispevek predšolskih programov k socialni vključenosti Romov : [znanstvena monografija]. Ljubljana: Pedagoški inštitut, 2013, str. 237-257.http://khetanes.si/doc/Rezultati/PUBLIKACIJE/Za%C4%8Dnimo%20na%20zacetku_elektronska%20izdaja_zasciteno.pdf. [COBISS.SI-ID 2572119]
- RUTAR, Sonja. Inkluzivna praksa iz perspektive osnovnošolskih učiteljev in vzgojiteljev v vrtcih. V: HOZJAN, Dejan (ur.), STRLE, Marko (ur.). Inkluzija v sodobni šoli, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2012, str. 19-34. [COBISS.SI-ID 4625367]
5. RUTAR, Sonja. Kaj cenimo - izkušnje otrok iz socialno marginaliziranih okolij ali izkušnje otrok iz okolij večinskega blagostanja?. V: COTIČ, Mara (ur.), MEDVED-UDOVIČ, Vida (ur.), STARC, Sonja (ur.). Razvijanje različnih pismenosti, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2011, str. 474-485, 551-553.

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | |
|----------------------------------------------|---------------------|
| Predmet: | Reflektivna praksa |
| Course title: | Reflective practice |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-------------------------------------------------------------------|---------------------------------------|---------------------------------|------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 2. | 4. |
| Inclusive Pedagogics, 2 nd cycle | / | 2 nd | 4 th |

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| Vrsta predmeta / Course type | obvezni/Compulsory |
|-------------------------------------|--------------------|

| | |
|--------------------------------------------------------------|---|
| Univerzitetna koda predmeta / University course code: | / |
|--------------------------------------------------------------|---|

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|--------------------------------|----------------------------|--------------------------|------------------------------------------------|--------------------------------------------------------------|---------------------------------------|-------------|
| / | / | 15 LV | / | / | 165 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Sonja Rutar / Assist. Prof. Dr. Sonja Rutar

Jeziki / Predavanja / Lectures: slovenski/Slovene
Languages: Vaje / Tutorial: slovenski/Slovene

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

/

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

- Značilnosti reflektivne prakse in proces reflektivne prakse, ki naj vključuje:
 - načrtovanje dela,
 - zbiraje podatkov,
 - analizo in
 - refleksijo ter načrtovanje sprememb.
- Tehnike opazovanja pri hospitalizacijah ter razvijanje vloge »kritičnega prijatelja« pri kolegialnem opazovanju in svetovanju.
- Sodelovanje z vodstvom, okoljem, starši in vključenimi v učni proces.
- Nastopi pred učencimi, mentorjem, kolegom. Samorefleksija.
- Pogovor po nastopu, ki naj vključuje informacije: o dogajanju in ravnaju študenta, študentovi razlagi in razmislek o dogajanju, razkrivanje in ozaveščanje novega znanja ter načrtovanje sprememb.
- Pomen dnevnih zapisov in beležk dokumentiranje in spremljanje.
- Vodenje dnevnika prakse. Pomen, značilnosti in vsebina razvojnega in profesionalnega portfolija.

Content (Syllabus outline):

- Characteristics of reflective practice and the process of reflective practice, which should include:
 - planning of the work,
 - collection of data,
 - analysis and
 - reflection and the planning of changes.
- Observation techniques in cases of hospitalization and development of the role of a “critical friend” in for collegial observation and counselling.
- Cooperation with the management, environment, parents and other participants in the learning process.
- Presentation in front of students, the mentor and colleagues. Self-reflection:
- Discussion after the presentation, which should include: information on the proceedings and the student’s action, the student’s interpretation and reflection on the proceedings, the disclosure and awareness of the new knowledge and the planning of changes.
- The importance of journal notes and monitoring.
- Keeping a practical training log. The importance, features and content of the developmental and professional portfolio.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Cencič, M. (2000). Nekatere strategije reflektivnega poučevanja. V: Kramar, M., Duh, M. (ur.). Didaktični in metodični vidiki nadaljnega razvoja izobraževanja. Maribor: Pedagoška fakulteta, str. 63-71.
- Cencič, M., Cencič, M. (1994). Praktično usposabljanje učiteljskih kandidatov. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.
- RUTAR, Sonja. Sociokulturalni pristop pri spremljanju otrokovega razvoja in učenja v vrtcu = Sociocultural approach to assessment of child development and learning in preschool

education. Revija za elementarno izobraževanje, ISSN 1855-4431. [Tiskana izd.], apr. 2013, letn. 6, št. 1, str. 105-118. [COBISS.SI-ID 19843848]

Cilji in kompetence:

Cilji:

Študent/-ka na praksi:

- spoznava zakonitosti vzgojno-izobraževalnega dela.
- se usposablja za samostojno, kritično in reflektivno prakso.

Splošne kompetence:

- zmožnost odkrivanja in prepoznavanja posebnih potreb vsakega posameznika z uporabo ustreznih postopkov, metod in tehnik,
- izbira ustreznih pristopov, metod, tehnik in strategij dela glede na specifične potrebe posameznika,
- sposobnost uporabe ustreznih postopkov, metod in tehnik za pripravo in izvajanje individualiziranih programov.

Predmetnospecifične kompetence:

- Razvijanje strategij reflektivnega praktika.
- Razvijanje zmožnosti opazovanja in svetovanja.
- Uporaba različnih strategij v neposrednem delu.
- Pedagoško vodenje razreda, skupine, posameznikov.
- Zmožnost samorefleksije in načrtovanja sprememb.
- Poznavanje in uporaba različnih oblik sodelovanja s kolegi, vodstvom in širšim družbenim okoljem.

Objectives and competences:

Objectives:

The student in practical training:

- gets acquainted with the principles of work in upbringing and education,
- is training for independent, critical and reflective operation.

General competences:

- ability to detect and identify the specific needs of each individual using the appropriate procedures, methods and techniques,
- selection of correct approaches, methods, techniques and strategies of work according to the specific needs of the individual,
- ability to use appropriate procedures, methods and techniques to prepare and implement individualized programmes.

Subject-specific competences:

- Development of the strategies of a reflective practitioner.
- Development of observation and advising abilities.
- Use of various strategies in direct operation.
- Educational leadership of a class, group, individuals.
- Ability of self-reflection and planning of changes.
- Knowledge and use of various forms of cooperation with colleagues, management and the wider social environment.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- pozna osnovne tehnike opazovanja učnega procesa,
- razvija spretnosti neposrednega dela,
- pozna in upošteva ključne dejavnike, ki so potrebni za uspešno vzgojno-izobraževalno delo,
- razume pojave, ki potekajo v praksi.

Uporaba:

Intended learning outcomes:

Knowledge and understanding:

The student:

- is acquainted with the basic techniques for the observation of the learning process,
- develops the skills of direct work,
- knows and considers the key factors which are necessary for successful work in upbringing and education,
- understands the phenomena which occur in practical operation.

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| <p>Študent/-ka:</p> <ul style="list-style-type: none"> • zna načrtovati svoje delo, • je sposoben/-na učinkovito analizirati in ovrednotiti svoje delo in delo ostalih, • zna spremenjati svojo prakso, • zna oblikovati pripravo in jo smiselno prilagajati sposobnostim in zmožnostim učečih. <p>Refleksija:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none"> • je zmožen/-na ovrednotiti svoje delo glede na zastavljene in dosežene cilje ter načrtovati in izpeljati spremembe, • strokovno delo reflektira na osnovi zbranih in analiziranih informacij. | <p>Use:</p> <p>The student:</p> <ul style="list-style-type: none"> • can plan their work, • is capable of effectively analyzing and evaluating his/her work and the work of others, • can change his/her practical operation, • can make a preparation and reasonably adjust it to the capabilities and abilities of the students. <p>Reflection:</p> <p>The student:</p> <ul style="list-style-type: none"> • can evaluate his/her work according to the set and achieved objectives and plan and implement changes, • reflects on his/her professional work based on the selected and analyzed information. |
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| Metode poučevanja in učenja: | Learning and teaching methods: | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Predavanja, • diskusije, • individualno in sodelovalno učenje, • pisanje dnevnika in • vodenje portfolia. | <ul style="list-style-type: none"> • lectures, • discussions, • individual and collaborative learning, • keeping a log and • keeping a portfolio. | |
| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): Izdelava portfolija. Obvezna prisotnost na pedagoški praksi in oddaja ustrezne dokumentacije, skladno z navodili, so pogoji za opravljeno pedagoško prakso. | 100 % | Type (examination, oral, coursework, project): Creation of a portfolio. Compulsory participation in the practical pedagogical course and the submission of required documentation in accordance with instructions to successfully complete the practical pedagogical course. |

| Reference nosilca / Lecturer's references: | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. RUTAR, Sonja. Vzgoja kot priložnost za razvoj osebnega smisla in pozitivne identitete. V: GRUŠOVNIK, Tomaž (ur.). Obzorja učenja : vzgojno-izobraževalne perspektive, (Knjižnica Annales Ludus, ISSN 2335-3686). Koper: Univerzitetna založba Annales, 2015, str. 209-223, 486-487. [COBISS.SI-ID 1537352644] | 2. RUTAR, Sonja. Sociokulturalni pristop pri spremljanju otrokovega razvoja in učenja v vrtcu = Sociocultural approach to assessment of child development and learning in preschool education. Revija za elementarno izobraževanje, ISSN 1855-4431. [Tiskana izd.], apr. 2013, letn. 6, št. 1, str. 105-118. [COBISS.SI-ID 19843848] |

3. RUTAR, Sonja. Kako razumeti in uresničevati participacijo otrok v vrtcu?. Sodobna pedagogika, ISSN 0038-0474, jun. 2012, letn. 63 = 129, št. 3, str. 86-98. <http://www.sodobna-pedagogika.net/>. [COBISS.SI-ID 2410327]
4. RUTAR, Sonja. Inkluzivna praksa iz perspektive osnovnošolskih učiteljev in vzgojiteljev v vrtcih. V: HOZJAN, Dejan (ur.), STRLE, Marko (ur.). Inkluzija v sodobni šoli, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2012, str. 19-34. [COBISS.SI-ID 4625367]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|---------------|-----------------|
| Predmet: | Magistrsko delo |
| Course title: | Master's Thesis |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|-------------------------|----------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 2. | 4. |
| Inclusive Pedagogics, 2 nd cycle | / | 2 nd | 4 th |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|------------------------------------|----------------------------------------------------|-------------------------------|------|
| / | / | / | / | / | 630 | 21 |

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| Nosilec predmeta / Lecturer: | Izbrani mentor / selected mentor |
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| Jeziki / Languages: | Predavanja / Lectures: / |
| | Vaje / Tutorial: slovenski, angleški/Slovenian, English |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
| / | / |

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| Vsebina: Magistrsko delo je avtorsko delo, s katerim študent/-ka dokaže poglobljeno poznavanje neke izbrane teme s področja vpisanega študijskega programa. Magistrsko delo lahko temelji tudi na izdelavi umetniškega izdelka, didaktičnega gradiva ali drugega izdelka, povezanega s področjem oziroma vsebinami študijskega programa. | Content (Syllabus outline): Master's thesis is authorial work with which the students proves in-depth knowledge of a selected topic within the field of her/his study programme. Master's thesis can also be based upon the production of a piece of art, didactic material or another product related to the field or contents of the study programme. The selection and the registration of the theme must comply with the internal regulation of the UP |
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Izbira in prijava teme morata biti v skladu z veljavnimi internimi akti UP in UP PEF.

PEF in force.

Temeljni literatura in viri / Readings:

Izbrana literatura s področja teme magistrskega dela.

Selected literature from the area of the topic selected for master's thesis.

Cilji in kompetence:

Magistrsko delo je avtorsko delo, s katerim študent/-ka izkazuje usposobljenost za iskanje novih virov znanja na določenem strokovnem, umetniškem oziroma znanstvenem področju, za uporabo znanstvenoraziskovalnih metod v širšem spektru problemov in v novih ali spremenjenih okolišinah, sposobnost za prevzemanje odgovornosti za vodenje zahtevnejših delovnih sistemov ter za razvijanje kritične refleksije ter socialnih in komunikacijskih zmožnosti za vodenje skupinskega dela.

Objectives and competences:

Master's thesis is authorial work with which the student demonstrate his/her capacity to find new sources of knowledge in a professional, artistic, or scientific field; to apply scientific research methods in a wider spectre of problems and in new or modified circumstances; the capacity to assume the responsibility of leading demanding working systems and for the development of critical reflection and of communication competences for leading group work.

Predvideni študijski rezultati:

Znanje in razumevanje:

Magistrsko delo je avtorsko delo, s katerim študent/-ka izkazuje poglobljeno znanje na strokovnem področju in poznavanje osnovnih konceptov področja ter usposobljenost analize in konstruktivnega reševanja problemov ter kritične presoje podatkov in informacij. Z magistrskim delom izkazuje razumevanje preučevanega primera oziroma področja.

Intended learning outcomes:

Knowledge and understanding:

Master's thesis is authorial work with which the students demonstrates in-depth knowledge in a professional field and the knowledge of basic concepts of the field, as well as the competence to analyse and constructively solve problems and critically consider data and information. With master's thesis she/he demonstrates the understanding of the explored case or field.

Metode poučevanja in učenja:

- Konzultacije z mentorjem magistrskega dela,
- študij literature,
- samostojno delo.

Learning and teaching methods:

- Consultation with the mentor of master's thesis;
- Studying literature;
- Independent work.

Delež (v %) /

Weight (in %)

Assessment:

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| Načini ocenjevanja: Način (pisni izpit, ustno izpraševanje, naloge, projekt): Priprava magistrskega dela in uspešen zagovor magistrskega dela. Pogoj za zagovor je oddaja magistrskega dela v skladu z veljavnimi internimi akti UP PEF in UP. Magistrsko delo se oceni skladno z veljavnimi internimi akti UP PEF in UP. | 100 % | Type (examination, oral, coursework, project): Preparation and successful defence of master's thesis. The requirement for the defence is submission of the thesis complying with the internal regulation of UP PEF and UP in force. Master's thesis gets assessed according to the internal regulation of UP PEF and UP in |
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| | | force. |
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Reference nosilca / Lecturer's references:

Odvisno od izbranega mentorja.

Depends on the selected mentor.

II. IZBIRNI PREDMETI / OPTIONAL SUBJECTS

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| Predmet: Course title: | Položaj mladih v družbi tveganja The situation of the young in the risk society | | |
|-----------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------|------------------------------------|
| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type

izbirni/Elective

Univerzitetna koda predmeta / University course code:

/

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 30 | / | 15 SV | / | / | 135 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Urban Vehovar / Assist. Prof. Dr. Urban Vehovar

Jeziki / Languages: Predavanja / Lectures: slovenski/Slovene
Vaje / Tutorial: slovenski/Slovene

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

Conditions for inclusion in work or performance of study obligations:

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|---|---|
| / | / |
|---|---|

Vsebina:

- obravnava procesov ekonomske, politične in kulturne globalizacije ter individualizacije, značilnih za družbe tveganja; razumevanje pomena izobraževanja ter učinkov izobraževalnega

Content (Syllabus outline):

- discussion of the processes of economic, political and cultural globalization and individualization, which are typical for risk societies; understanding of the importance of education and the effects of successful or

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| <p>uspeha ali neuspeha na posameznično / posameznikovo prihodnost v družbah tveganja;</p> <ul style="list-style-type: none">• družba kot stratificiran sistem; razumevanje vpliva rasne, razredne in spolne pripadnosti na izobraževalne dosežke mladih; razumevanje vzrokov in posledic socialnega vključevanja in izključevanja v povezavi z rasno, razredno in spolno pripadnostjo ter hendikepom;• študenti/-tke se seznanijo s položajem družine v družbah tveganja ter z značilnostmi medosebnih razmerij, ki so značilna za sodobne družine; oris prehoda k čustveni in podporni družini; družina je ključen dejavnik družbene reprodukcije, ki se prilagaja vsakokratnim družbenim razmeram, obenem pa je objekt političnih in ideoloških manipulacij;• poseben poudarek je dan usposobljenosti za kritično razumevanje položaja mladih, žensk in ostalih potencialno ali dejansko socialno izključenih skupin; v razmerah, ko se tveganja privatizirajo, postaja družina ključen dejavnik preživetvenih možnosti mladih v družbah tveganja; družina je 'smetnjak sodobnih družb';• obravnava vloge države v procesih socialnega vključevanja in izključevanja. | <p>unsuccessful education on the individual's future in risk societies;</p> <ul style="list-style-type: none">• society as a stratified system; understanding of the impact of race, class and gender on the educational achievements of the young; understanding of the causes and consequences of social inclusion and exclusion in conjunction with race, class, gender and disability;• students get acquainted with the position of family in risk societies and the characteristics of interpersonal relationships, which are characteristic for modern families; outline of the transition to the emotional and supportive family; family is the key factor of social reproduction, which is adjusted to the respective social conditions, while at the same time it is subject to political and ideological manipulations;• special emphasis is put on the capacity for critical understanding of the position of young people, women and other potentially or actually socially excluded groups; in conditions when risks become private, the family becomes the key factor of survival options of the young in risk societies; family is the "trash can of modern societies";• discussion of the role of the state in processes of social inclusion and exclusion. |
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Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- U. Beck, *Družba tveganja*, Krtina, Ljubljana 2001 /1986/: str. 23-29; 41-60; 111-146; 201-227
- V. Miheljak (ur.), *Mladina 2000: slovenska mladina na prehodu v tretje tisočletje*, MŠZŠ, Urad RS za mladino in Založba Aristej, Maribor, 2002: str. 79-103; 165-183
- M. Nastran Ule, *Sodobne identitete v vrtincu diskurzov*, Znanstveno in publicistično središče, Ljubljana 2000: str. 33-49; 49-67; 261-270; 310-319
- M. Ule et al., *Socialna ranljivost mladih*, Aristej, Šentilj 2000: str. 17-40; 93-99; 103-113.
- M. Ule, M. Kuhar, *Mladi, družina, starševstvo*, FDV, Ljubljana 2003: str. 73-96; 121-134

Cilji in kompetence:

Cilji:

- ozavestiti študente/-tke o kompleksnosti pojava inkluzije in o potrebi po integraciji različnih znanj v smislu interdisciplinarnosti in transdisciplinarnosti ter sposobnosti in kompetenc za celovito obravnavo različnih posameznikov;

Objectives and competences:

Objectives:

- raise awareness among students about the complexity of the phenomenon of inclusion and the need for the integration of knowledge in the sense of interdisciplinarity and transdisciplinarity, as well as the abilities and skills for the comprehensive

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| <ul style="list-style-type: none"> • razvijati občutljivost za potrebe posameznikov in njihovih svojcev; • razvijati pozitivna pričakovanja povezana z razvojnimi potenciali, cilji in socialno integracijo drugačnih. <p><u>Spološne kompetence:</u></p> <ul style="list-style-type: none"> • razumevanje odnosov med vzgojno-izobraževalnimi institucijami in socialnim okoljem; • zmožnost razvijanja inkluzivne kulture, politike in prakse; • interdisciplinarno povezovanje vsebin; • sposobnost kritičnega branja na področju razvojnih, prepoznavnih in kontekstualnih procesov, ki sooblikujejo edukacijo drugačnih in inkluzijo, tako na ravni skupine kot posameznikov; • sposobnost vrednotenja oz. kritične evalvacije obstoječe prakse, politike in raziskovanja edukacije drugačnih in inkluzije. <p><u>Predmetnospecifične kompetence</u></p> <ul style="list-style-type: none"> • občutljivost/odprtost za ljudi in socialne situacije; • razumevanje vzrokov in posledic socialnega vključevanja ter izključevanja; • usmerjenost v inkluzivno, nediskriminativno delo. | <ul style="list-style-type: none"> treatment of different individuals; • develop sensitivity to the needs of individuals and their families; • develop positive expectations associated with developmental potentials, objectives and the social integration of diverse individuals. <p><u>General competences:</u></p> <ul style="list-style-type: none"> • understanding the relationship between the educational institutions and the social environment; • ability to develop inclusive culture, behaviour and practice; • interdisciplinary integration of content; • ability of critical reading in the field of developmental, identifiable and contextual processes which shape the education of special needs persons and inclusion on the level of the group, as well as individuals; • ability to asses or critically evaluate the existing practice, behaviour and research of the education of special needs individuals, as well as inclusion. <p><u>Subject-specific competences:</u></p> <ul style="list-style-type: none"> • sensitivity/openness to people and the social situation; • understanding the causes and consequences of social inclusion and exclusion; • orientation towards inclusive and non-discriminatory work. |
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Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- razumevanje položaja posameznic / posameznikov ter družine v družbah tveganja;
- poznavanje vpliva rasnih, spolnih in etničnih razlik ter hendikepa kot dejavnikov socialne izključenosti;
- poznavanje posledic in mehanizmov socialnega izključevanja ter vključevanja.

Uporaba:

- poznavanje orodij in metod družbenega vključevanja;
- socialno vključevanje mladih.

Intended learning outcomes:

Knowledge and understanding:

The student:

- understands the position of individuals and family in risk societies;
- knows the impact of racial, gender and ethnic differences and disabilities as the factors of social exclusion;
- knowledge of the consequences and mechanisms of social exclusion and inclusion.

Use:

- knowledge of the tools and methods of social integration;
- social integration of youth.

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| <p><u>Refleksija:</u></p> <ul style="list-style-type: none"> • usposobljenost za kritičen razmislek o razmerju med osebnimi značilnostmi in družbenim položajem skupin mladih, ki so socialno izključene. | <p><u>Reflection:</u></p> <p>capacity for critical reflection about the relationship between personal characteristics and the social position of groups of young people who are socially excluded.</p> |
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Metode poučevanja in učenja:

- Predavanja.
- Seminarsko delo.
- Samostojni študij.

Learning and teaching methods:

- Lectures.
- Seminar work.
- Independent study.

| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
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| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Type (examination, oral, coursework, project): |
| Seminarska naloga. | 50 % | Seminar paper, |
| Pisni izpit. | 50 % | written examination. |

Reference nosilca / Lecturer's references:

1. VEHOVAR, Urban. Kognitivni potencial prebivalstva Republike Slovenije kot dejavnik vzdržnosti omogočajoče in usposabljoče 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](#)]
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](#)]
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.
4. VEHOVAR, Urban, MAKAROVIĆ, 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](#)]
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)
6. POLŠAK-ŠKRABAN, Olga, VEHOVAR, Urban, ŽORGA, Sonja, PENEZIČ, Zvezdan, NEKIĆ, Marina. Nekateri prediktorji življenjskih ciljev v Sloveniji in na Hrvaškem. *Psihol. obz. (LjUBL.)*, 2008, letn. 17, št. 1, str. 73-90. <http://psy.ff.uni-lj.si/iGuests/Obzorja/Vsebina1/Vol17-1/poljsak.pdf>. [COBISS.SI-ID [7400009](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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| Predmet: | Pozitivna psihologija |
| Course title: | Positive psychology |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

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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 | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
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| 15 | / | 30 (15 SV,15 LV) | / | / | 135 | 6 |

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| Nosilec predmeta / Lecturer: | doc. dr. Sonja Čotar Konrad / Assist. Prof. Dr. Sonja Čotar Konrad |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
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| Vsebina: | Content (Syllabus outline): |
| <ul style="list-style-type: none"> • Konceptualizacija pozitivne in integrativne psihološke paradigm. • Osnovne teorije in pojmovanja osebnosti. • Osebnostni tipi in osebnostne poteze. • Humanistične teorije v razumevanju razvojnih potencialov. • Raziskovanje v pozitivni psihologiji usmerjeno na subjektivno in individualno: dobro počutje, zadovoljstvo, upanje, optimizem, energija (flow), modrost; soočanje s stresom; krepitev močnih, interpersonalne spretnosti. • Rezilientnost. | <ul style="list-style-type: none"> • Conceptualization of a positive and integrative psychological paradigm. • Basic theories and concepts of personality. • Personality types and features. • Humanist theories in the understanding of development potentials. • Research in positive psychology, focused on the subjective and individual: well-being, satisfaction, hope, optimism, energy (flow), wisdom; coping with stress; strengthening of the strong, interpersonal skills. • Resiliency. |

Temeljni literatura in viri / Readings:

Temeljna literatura / References:

- Rijavec, M., Miljković, D. in Brdar, I. (2008). Pozitivna psihologija: znanstveno istraživanje ljudskih snaga i sreće. Zagreb: Udžbenici sveučilišta u Zagrebu.

Dodatna literatura / Additional literature:

- Csikszentmihalyi, M., Csikszentmihalyi, I. (Eds.) (2006). A Life Worth Living: Contributions to Positive Psychology. New York: Oxford University Press.
- Musek, J. in Avsec, A. (2002). Pozitivna psihologija : subjektivni (emocionalni) blagor in zadovoljstvo z življenjem, Anthropos, Ljubljana, 34, št. 1/3, str. 41-68.
- Resources for Teaching Positive Psychology. <http://www.enpp.org>.
- Članki, ki jih študenti prejmejo na predavanjih, seminarjih in vajah.

Cilji in kompetence:

Cilji:

Študent/-ka spozna in razume zakonitosti pozitivne paradigme v razumevanju psiholoških procesov za učinkovito delo z ljudmi, ki izhaja iz pozitivnih primerov kako ravnat, da ublažimo stiske in spodbudimo razvoj potencialov in vrlin pri sebi in drugih.

Spološne kompetence:

- Razumevanje osnovnih konceptov znanstvenih izhodišč psihološke stroke, ki študenta/-ko usmerjajo k analiziranju in reševanju problemov.
- Nudenje podpore pri samovrednotenju, zaupanju v lastne moči ter razvijanju pozitivnih pričakovanj do sebe in okolice.
- Razvijanje fleksibilnosti in tolerantnosti pri delu z različnostmi posameznikov..
- Razvijanje študentove/-kine naravnosti k pozitivno-psihološkemu pojmovanju dela z otroki in mladostniki.

Predmetnospecifične kompetence:

- Konceptualno razumevanje pozitivnih vrlin in moči, ki so imanentni posameznikom v vseh kulturnih okoljih.
- Poznavanje mehanizmov spodbujanja pozitivnih potencialov in realiziranja psiholoških potreb posameznika po sprejetosti, ustreznosti in avtonomnosti.
- Razvoj osebnih in medosebnih / socialnih kompetenc za delo s posamezniki in skupinami, ki temeljijo na pozitivnih pričakovanjih, samozaupanju, iniciativi, ustvarjalnosti in vztrajnosti.

Objectives and competences:

Objectives:

The student gets acquainted with and understands the principles of the positive paradigm to understand the psychological processes for effective work with people, which results from positive cases of action to reduce distress and encourage the development of potential and qualities in ourselves and others.

General competences:

- Understanding of the basic concepts of scientific foundations of the psychological profession, which direct students towards analysis and problem-solving.
- Provision of support to gain self-confidence, trust in one's own abilities, positive self-expectations and expectations of the environment.
- Development of flexibility and tolerance at work with different individuals.
- Development of the student's attitude towards a positive psychological conception of work with children and adolescents.

Subject-specific competences:

- Conceptual understanding of the positive qualities and power which are inherent for individuals in all cultural environments.
- Knowledge of the mechanisms to promote positive potential and the realisation of psychological needs of an individual after acceptance, suitability and autonomy.
- Development of personal and interpersonal social skills for working with individuals and groups which are based on positive expectations, self-trust, initiative, creativity

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| | and perseverance. |
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Predvideni študijski rezultati:

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| <p><u>Znanje in razumevanje:</u> Študent/-ka:</p> <ul style="list-style-type: none"> • pozna in razume temeljne koncepte in spoznanja pozitivne psihologije. • razume pomen proučevanja človeških vrlin in dejavnikov, ki podpirajo otrokov in mladostnikov razvoj. <p><u>Uporaba:</u> Študent/-ka:</p> <ul style="list-style-type: none"> • razumevanje uporabi pri ozaveščanju lastnega vpliva na odzivanje drugih v skupini ali diadnem odnosu. • znanje uporabi pri načrtovanju dela in raziskovanja in razvoja lastne delovne in poklicne prakse. • sodeluje z drugimi strokovnjaki in uporabniki iz vidika pozitivnega in integrativnega pristopa. <p><u>Refleksija:</u> Študent/-ka reflektira obstoječe delovne prakse in lastno poklicno, strokovno delovanje.</p> | <p>Intended learning outcomes:</p> <p><u>Knowledge and understanding:</u> The student:</p> <ul style="list-style-type: none"> • knows and understands the basic concepts and findings of positive psychology, • understands the significance of the study of human qualities and the factors which support the development of children and adolescents. <p><u>Use:</u> The student:</p> <ul style="list-style-type: none"> • uses the understanding for the substantiation of his/her influence on the behaviour of others in the group or dyadic relationships, • uses the knowledge for planning work and research and the development of work and professional practice, • cooperates with other experts and users from the point of view of a positive and integrative approach. <p><u>Reflection:</u> The student reflects on existing work practices and his/her own occupational and professional operation.</p> |
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Metode poučevanja in učenja:

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| <ul style="list-style-type: none"> • interaktivna predavanja, • diskusija, • delo v skupinah, • samostojno delo študenta. | <p>Learning and teaching methods:</p> <ul style="list-style-type: none"> • interactive lectures, • discussion, • teamwork, • independent student activities. |
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Delež (v %) /

Načini ocenjevanja:

| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | Delenje (v %) / Weight (in %) | Assessment: |
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| Pisni in/ali ustni izpit. Uspešno opravljen krajši pisni izdelek je pogoj za pristop k izpitu. | 100 % | Type (examination, oral, coursework, project): Written and/or oral examination. In order to apply for the examination, students are required to successfully produce a short written text. |

Reference nosilca / Lecturer's references:

- Čotar Konrad, S in Rutar, S. (2012). Refleksija: pot do profesionalne identitete in pomemben vir spoznanj o samozaznavi študentov predšolske vzgoje in njihovih mentorjev v javnih vrtcih, Mednarodni znanstveni sestanek, Koper, november 2012, v tisku.
- KUKANJA-GABRIJELČIČ, Mojca, ČOTAR KONRAD, Sonja. Spodbujanje ustvarjalnosti in kritičnega mišljenja pri študentih Pedagoške fakultete. 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. 195-211, 556.
- ČOTAR KONRAD, Sonja. Čustvena pismenost - ovrednotenje koncepta emocionalne inteligentnosti in njegove uporabne vrednosti v izobraževanju. V: COTIČ, Mara (ur.), MEDVED-UDOVIČ, Vida (ur.), STARČ, Sonja (ur.). Razvijanje različnih pismenosti, (Knjižnica Annales Ludus). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2011, str. 446-461, 548-549.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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| Predmet: | Uporaba računalnika pri pouku otrok s posebnimi potrebami |
| Course title: | The use of the computer in working with children with special education needs |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
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| 15 | / | 30 LV | / | / | 135 | 6 |

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| Nosilec predmeta / Lecturer: | prof. dr. Andreja Istenič Starčič / Prof. Dr. Andreja Istenič Starčič |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
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| Vsebina: | Content (Syllabus outline): |
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| <ul style="list-style-type: none">• Pogoji in značilnosti uporabe računalnika pri posebnih skupinah otrok (nadarjeni otroci, otroci z vedenjskimi in čustvenimi motnjami, otroci z motnjami in učnimi težavami).• Socialni, etični, zdravstveni in zakonski vidiki uvajanja računalnika v delo za otroke s posebnimi potrebami.• Učinki uporabe računalnika na enake možnosti, upoštevanje različnosti in večkulturnosti v vzgoji in izobraževanju.• Oblike in metode dela z računalnikom pri pouku s posebnim poudarkom na razvojnem in diagnostičnem vidiku. Izkustveno in sodelovalno učenje.• Računalniške simulacije pri zgodnjem učenju.• Kognitivni in emocionalno-osebnostni in socialni dejavniki učenja z računalnikom. Spodbujanje ustvarjalnega izražanja ob delu z računalnikom.• Analiza in evalvacija računalniških programov za različne skupine otrok s posebnimi potrebami.• Študij primerov uporabe računalnika za različne skupine otrok s posebnimi potrebami v Sloveniji, Evropi in v svetu.• Pregled strokovnih virov in skupnosti na področju računalniško podprtga poučevanja otrok s posebnimi potrebami.• Standardi in kazalniki uporabe računalnika za otroke s posebnimi potrebami.• Evalvacija in merjenje znanja pri učenju z računalnikom otrok s posebnimi potrebami. | <ul style="list-style-type: none">• Conditions and characteristics of the use of the computer with special groups of children (gifted children, children with behavioural and emotional disorders, children with disabilities and learning disorders).• Social, ethical, health and legal aspects of the introduction of the computer into work with special needs children.• The effects of the use of the computer on equal opportunities, consideration of the differences and multiculturalism in upbringing and education.• Forms and methods of work with computers in class with special emphasis on the developmental and diagnostic aspect. Experiential and collaborative learning.• Computer simulations in early learning.• Cognitive, emotional, personal and social factors of computer assisted learning. Encouraging creative expression in working with computers.• Analysis and evaluation of computer programs for different groups of children with special needs.• Case study of the use of computers for different groups of children with special needs in Slovenia, Europe and in the world.• Review of professional resources and the community in the field of computer assisted teaching of children with special needs.• Standards and indicators of computer use for children with special needs.• Evaluation and measurement of knowledge in computer assisted learning of children with special needs. |
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Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Istenič Starčič A. (2008). Virtual simulation game – meeting contemporary learning needs. Gothenburg: University of Gothenburg.
- Abbot, C., Cribb, A. (2001). Special schools, inclusion and the World Wide Web: the emerging research agenda. British Journal of Educational Technology (BJET) 32/3. 331-342.
- Loiselle, J. et al. (2001). Integrating technology in classrooms with learning disabled students: teachers' needs and professional development implications. V: Price, J. (ur.) 12th International conference of the Society Association for the Advancement of Computer technology and Teacher Education. 2626-2630.
- Nichols, M., (2001). Teaching for learning. Designing Resource Based Learning Courses for the Digital age. Palmerston North: TrainInc Books.

- Dethereidge, T. (1997). Bridging the communication gap for pupils with profound and multiple learning difficulties. BJET 24/1. 21-26.
- Kress, G. (2004). Learning, a Semiotic View in the Context of Digital Technologies. In: Brown, A., Davis, N. (eds.). *Digital Technology, Communities and Education*. London: Routledge. 86-97.

Dopolnilna literatura / Additional literature:

- Merrell, C., Tymms, P. (2007). Identifying reading problems with computer adaptive assessment. Journal of Computer Assisted Learning. 23/1. 27-35.
- Istenič Starčič, A. (2001). CMC - an oral-friendly written communicational technology : the challenge of teacher's role in the computer mediated learning. V: KOZŁOWSKA, Anna (ur.), KOŽUH, Boris (ur.). *The quality of education in the light of educational challenges and tendencies of the third millennium*. Częstochowa: Wydawnictwo Wyższej szkoły pedagogicznej w Częstochowie, str. 11-33.
- Journal of Computer Assisted Learning (ur. Charles Crook), Blackwell Publishing.
- Computers in Education (ur. Rachelle S. Hellerm Jean D.M. Underwood) Elsevier.

Cilji in kompetence:

Cilji:

Razvoj kompetenc za uporabo izobraževalne tehnologije pri poučevanju otrok s posebnimi potrebami.

Spološne kompetence:

- Informacijska pismenost.
- Sposobnost prilagajanja posameznikom z učnimi pripomočki, gradivi ipd.

Predmetnospecifične kompetence:

- Uporaba računalnika za izboljšanje kakovosti poučevanja in zagotavljanje osnovnih pravic in potreb posameznika in skupine, usmerjenosti in inkluzivno, nediskriminativno delo in multikulturalnost.
- Oblikovanje celovite ocene potreb posameznika oz. skupine, njihovih močnih in šibkih področij ob upoštevanju okoljskih dejavnikov (fizičnih, socialnih, kulturnih, tehnoloških) za uporabo računalnika pri delu z otroki s posebnimi potrebami.
- Uporaba specialnopedagoških znanj pri vpeljavi računalnika v delo z otroki s posebnimi potrebami (otroci z motnjami in učnimi težavami, nadarjeni otroci, otroci z vedenjskimi in čustvenimi motnjami).
- Kritičnost in avtonomnost pri načrtovanju in uporabi računalnika za večjo individualizacijo in inkluzijo pri zgodnjem učenju.
- Kritično vrednotenje in analiza socialnih, etičnih, zdravstvenih in zakonskih vidikov

Objectives and competences:

Objectives:

Development of competences for the use of educational technology in teaching children with special needs.

General competences:

- Information literacy.
- Ability to accommodate individuals with the help of learning tools, materials etc.

Subject-specific competences:

- Use of the computer to improve the quality of teaching and the fulfilment of basic rights and needs of individuals and groups, orientation towards inclusion, non-discriminatory work and multiculturalism.
- Creation of a comprehensive assessment of the needs of an individual or group, their strong and weak areas with regard to environmental factors (physical, social, cultural, technological) to use the computer for work with special needs children.
- Use of special pedagogical knowledge to introduce the computer into work with special needs children (children with disabilities and learning disorders, gifted children, children with behavioural and emotional disorders).
- Critical attitude and autonomy in the planning and use of the computer for greater individualisation and inclusion in early learning.
- Critical evaluation and analysis of the social,

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| <p>pri uporabi računalnika za otroke s posebnimi potrebami.</p> <ul style="list-style-type: none"> • Oblikovanje načrta evalvacije in uporaba ustreznih evalvacijskih strategij pri vrednotenju uporabe računalnika pri poučevanju otrok s posebnimi potrebami. | <p>ethical, health and legal aspects of the use of the computer with special needs children.</p> <ul style="list-style-type: none"> • Designing a plan of evaluation and the use of appropriate evaluation strategies for the evaluation of the use of computer for teaching children with special needs. |
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Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- pozna pristope pri uporabi računalnika za izboljšanje kakovosti dela z različnimi skupinami otrok s posebnimi potrebami,
- pozna standarde in evalvacijске strategije za uporabo izobraževalne tehnologije za otroke s posebnimi potrebami.

Uporaba:

Študent/-ka načrtuje in razvija računalniške didaktične programe za različne skupine otrok s posebnimi potrebami.

Refleksija:

Študent/-ka na osnovi razumevanja teoretskih pogledov kritično ovrednoti skladnost med teoretičnimi načeli in izhodišči ter izpeljavo teh konceptov v praksi – študij primerov sodobne izobraževalne tehnologije in oblikovanje modela uporabe računalnika za delo z otroki s posebnimi potrebami.

Intended learning outcomes:

Knowledge and understanding:

The student:

- is familiar with the approaches for the use of computers to improve the quality of work with different groups of children with special needs,
- is familiar with the standards and evaluation strategies for the use of educational technology for children with special needs.

Use:

The student plans and develops computer didactic programs for different groups of children with special needs.

Reflection:

Based on the understanding of theoretical views, the student critically evaluates the consistency between theoretical principles and basic positions and the implementation of these concepts in practice – a case study of modern educational technology and design of a model of the use of computers for working with special needs children.

Metode poučevanja in učenja:

- predavanja,
- laboratorijske vaje,
- projektna naloga,
- študij literature in virov,
- domače naloge.

Learning and teaching methods:

- lectures,
- laboratory exercises,
- project assignment,
- study of literature and resources,
- homework.

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

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| <p>Način (pisni izpit, ustno izpraševanje, naloge, projekt):</p> <ul style="list-style-type: none"> • pisni in/ali ustni izpit, • krajiši pisni izdelki. | <p>70 %</p> <p>30 %</p> | <p>Type (examination, oral, coursework, project):</p> <ul style="list-style-type: none"> • written and/or oral examination, • production of short texts. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Reference nosilca / Lecturer's references:

1. ISENIC STARCIC, Andreja, SEVERI: ICT assisted special needs education: Student centred teaching and learning. Ljubljana: Arhinet, 2008. (V tisku.)
2. ALERBY, Eva, ISENIC STARČIČ, Andreja:/ The significance of children's experiences of computers in their everyday life,/ V: Cencic Majda (ur.), Cotič Mara (ur.), Medved Udovič Vida (ur.) : Sodobne strategije učenja in poučevanja, Koper: Univerza na Primorskem, 2008. (V tisku.)
3. KLJUN, Matjaž, BRODNIK, Andrej, ISENIC STARČIČ, Andreja. LMS in the pre-school education program. V: LUŽAR - STIFFLER, Vesna (ur.), HLJUZ DOBRIĆ, Vesna (ur.). 28th International Conference on Information Technology Interfaces, June 19-22, 2006, Cavtat/Dubrovnik, Croatia. ITI 2006 : proceedings of the 28th International Conference on Information Technology Interfaces, June 19-22, 2006, Cavtat/Dubrovnik, Croatia, (IEEE Catalog, No. 06EX1244). Zagreb: University of Zagreb, SRCE University Computing Centre, cop. 2006, str. 277-282.
4. ISENIC STARČIČ, Andreja, BRODNIK, Andrej. Usposabljanje učiteljev za uporabo informacijsko-komunikacijske tehnologije. /Ann, Ser. hist. sociol./, 2005, let. 15, št. 1, str. 163-168, ilustr.
5. ALERBY, E., ISENIC STARČIČ, Andreja. Some notes on the meaning of computers in schoolchildren-s life: a study of school children-s creative expression of their use of computers. V: CAL 07, Development, Disruption and Debate - D3 : abstract book. Dublin: University of Dublin, Trinity College, School of Computer Science and Statistics, 2007, str. 1-6.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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|-------------------------------------------------------------------------|---------------------------------------------|---------------------------------------|------------------------------------|
| Predmet: | Učenje naravoslovja v inkluzivnih oddelkih | | |
| Course title: | Teaching science in inclusive classrooms | | |
| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|--------------------------------------|----------------------------------|--------------------------------|--------------------------------------------------|------------------------------------------------------------|---------------------------------------------|-------------|
| 15 | / | 30 LV | / | / | 135 | 6 |

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| Nosilec predmeta / Lecturer: | doc. dr. Janja Plazar / Assist Prof Dr. Janja Plazar |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
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Vsebina:

- Pomen učenja naravoslovja v vseh starostnih obdobjih otrokovega razvoja, tudi in predvsem pri otrocih s posebnimi potrebami v inkluzivnih oddelkih.
- Razvoj in vzpodbujanje znanstvenega razmišljanja, spoznavanje naravoslovnih postopkov ter prilagajanje teh otrokom v inkluzivnih oddelkih;
- Pomen opazovanja naravnih pojavov, živih bitij ter okolja okoli nas za otroke v inkluzivnih oddelkih;
- Prilagoditve pouka naravoslovja za otroke s posebnimi potrebami;
- Izvajanje naravoslovnih eksperimentov s področja biologije, kemije in fizike, ki so prilagojeni za delo z otroki s posebnimi potrebami in za različne starostne skupine otrok;
- skrb za varnost pri izvajanju naravoslovnih eksperimentov v inkluzivnih oddelkih v šolah in vrtcih.

Content (Syllabus outline):

- The importance of learning natural sciences in all age periods of the child's development, especially of special needs children in inclusive sections;
- development and encouragement of scientific thinking, exploring natural science procedures and the modification of these procedures to children in inclusive departments;
- the importance of observation of natural phenomena, living beings and the environment around us for children in inclusive departments;
- adjustment of the natural sciences class to children with special needs;
- performance of natural science experiments in the field of biology, chemistry and physics, which are adapted to work with special needs children and to different age groups of children;
- concern for safety while performing natural experiments in inclusive departments in schools and kindergartens.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Novak, T. in drugi (2003). Začetno naravoslovje z metodiko. Maribor: Pedagoška fakulteta.
- Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., Jackson, R. B. (2010). *Campbell Biology* (9th Edition). United Kingdom: Benjamin Cummings. (izbrana poglavja)
- Daniels, E. R. (2003). Oblikovanje inkluzivnih oddelkov. Ljubljana, Pedagoški inštitut.
- Kavkler, M. Et al. (2008). Razvoj inkluzivne vzgoje in izobraževanja: izbrana poglavja v pomoč šolskim timom. Ljubljana, Zavod Republike Slovenije za šolstvo.
- Gostinčar-Blagotinšek, A; Ferbar, J., Mati, D., Razpet, N. (2006). *Metodika začetnega naravoslovja – fizika*. Koper: Pedagoška fakulteta.
- Lazarini, F, Brenčič, J. (2011). *Splošna in anorganska kemija*. Ljubljana: Fakulteta za kemijo in kemijsko tehnologijo.

Dopolnilna literatura / Additional literature:

- Manning, M. & Granstrom, B. (1997). *Šola naravoslovja*. Tržič: Učila d.o.o.
- Manning, M. & Granstrom, B. (1998). *Šola znanosti*. Tržič: Učila d.o.o.
- Zorec, M. (2004). *Naravoslovna delavnica: preprosti naravoslovni eksperimenti in projekti za vsakogar*. Ljubljana: Tehniška založba Slovenije.
- Košir, S. Et al. (2008). *Otroci s primanjkljaji na posameznih področjih učenja: navodila za prilagojeno izvajanje programa osnovne šole z dodatno strokovno pomočjo*. Ljubljana: Zavod Republike Slovenije za šolstvo.

- Blažič, M. (urednik) (2003). *NADARJENI: izkoriščen ali prezrt potencial?* Zbornik, Mednarodni znanstveni simpozij, Novo Mesto, Slovensko združenje za nadarjene.
- Bužan, V. Et al. (2006). *Živeti in se učiti: priložnosti za vseživljensko učenje oseb z motnjami v duševnem razvoju.* Ljubljana: CUDV Dolfke Boštjančič.
- Kornhauser, A. (1988): Pamet je boljša kot žamet: Pametna kuvarica. Ljubljana, DZS.
- Kornhauser, A. (1988): Pamet je boljša kot žamet: Umivanje za zabavo in bistro glavo. Ljubljana, DZS.
- Kornhauser, A. (1988): Pamet je boljša kot žamet: Voda – čudežna tekočina. Ljubljana, DZS.
- Kornhauser, A. (1988): Pamet je boljša kot žamet: Odpri oči, napni možgane. Ljubljana, DZS.
- Različna otroška literatura (pravljice, enciklopedije, revije,...) in drugi viri informacij (TV oddaje, internet, dokumentarni filmi,...).
- Znanstveni članki in strokovne revije s področja naravoslovja in inkluzije.

Cilji in kompetence:

Cilji:

Študenti/-tke

- osvojijo znanje, kako približati naravoslovje otrokom s posebnimi potrebami v inkluzivnih oddelkih s pomočjo prilagoditev pristopa poučevanja ter pripomočkov za učenje naravoslovja;
- naučijo se poiskati načine, kako spodbujati znanstveno razmišljanje, kako otroke z različnimi potrebami spoznati z naravoslovnimi postopki ter pri tem upoštevajorazlično starostno strukturo otrok;
- se naučijo poenostaviti, razčleniti in oblikovati zapletena naravoslovna vprašanja ter jih prirediti otrokom z različnimi potrebami v inkluzivnih oddelkih in starostno heterogenih skupinah;
- se naučijo otroke na ustrezan način spodbuditi k opazovanju pojavov in živih bitij okoli sebe ter na ta način razvijejo čut za naravo in okolje.

Spološne kompetence:

- prepoznavanja, zavedanja in upoštevanja skupnih značilnosti in medsebojnih razlik pri otrocih;
- zmožnost izbire in uporabe različnih strategij, pristopov in metod dela z različnimi otroki;
- obvladanje temeljnih načel in postopkov načrtovanja, izvajanja in vrednotenja vzgojno-izobraževalnega procesa;
- zmožnost vzpostavljanja pozitivnega odnosa do otrok, ob razumevanju in

Objectives and competences:

Objectives:

Students

- acquire knowledge about how to bring natural science nearer to children with special needs in inclusive departments with the help of the adjustment of the teaching approach and learning tools for natural sciences;
- learn to find ways for encouragement of scientific thinking and the acquaintance of special needs children with natural science procedures, while at the same time considering the age structure of the children;
- learn to simplify, dissect and form complex natural science questions and adjust them to the children with special needs in inclusive departments and heterogeneous age groups;
- learn to appropriately encourage children to observe the phenomena and living beings around them and in this way develop a commitment to nature and the environment.

General competences:

- recognition, awareness of and compliance with the common characteristics and interpersonal differences of children;
- the ability to select and use various strategies, approaches and methods of work with different children;
- comprehension of the basic principles and procedures of planning, implementation and evaluation of the process of upbringing

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| <p>spoštovanju njihovega socialnega, kulturnega, jezikovnega in religioznega porekla, ter drugih osebnih okoliščin;</p> <ul style="list-style-type: none">• prepoznavanje otrok s posebnimi potrebami, prilagajanje dela njihovim potrebam in sodelovanje z drugimi strokovnimi delavci. <p><u>Predmetnospecifične kompetence:</u></p> <ul style="list-style-type: none">• Zmožnost samostojnega pridobivanja novega znanja, samostojnega postavljanja in reševanja zahtevnih vprašanj s področja naravoslovja.• Zmožnost vzpodbujanja radovednosti otrok s posebnimi potrebami različnih starostnih skupin, upoštevanja notranje motivacije ter interesov otrok, vzpodbujanja aktivnega, izkušenjskega ter raziskovalnega učenja, ter to prirediti posameznim otrokom v inkluzivnih oddelkih.• Zmožnost poenostavljanja, razčlenjevanja zapletenih naravoslovnih vprašanj ter oblikovanje le-teh v otrokom razumljiva vprašanja, na katere lahko otroci sami najdejo odgovore. | <p>and education;</p> <ul style="list-style-type: none">• ability to establish a positive relationship with children, understanding and respect of their social, cultural, linguistic and religious origin, and other personal circumstances;• identification of children with special needs, adaptation of work to their needs and cooperation with other professional workers. <p><u>Subject-specific competences:</u></p> <ul style="list-style-type: none">• Ability of independent acquisition of new knowledge, independent asking and the resolution of complex questions in the field of natural science.• Ability to encourage the curiosity of children with special needs of different age groups, considering their internal motivation and interests, promote active, experience and inquiry based learning and adapt this to individual children in inclusive departments.• Ability to simplify and dissect complex natural science questions and modify them so that children can understand them and answer them on their own. |
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Predvideni študijski rezultati:

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| <p><u>Znanje in razumevanje:</u></p> <ul style="list-style-type: none">• poznavanje in razumevanje različnih nivojev in pristopov k učenju naravoslovja otrok v inkluzivnih oddelkih, upoštevaje posebne potrebe otrok ter različno starostno strukturo otrok;• zavedanje pomena učenja naravoslovja za otroke v inkluzivnih oddelkih. <p><u>Uporaba:</u></p> <ul style="list-style-type: none">• Sposobnost načrtovanja, prilagajanja in izvedbe programa učenja naravoslovja v odvisnosti od sestave skupin otrok v inkluzivnih oddelkih. <p><u>Refleksija:</u></p> <ul style="list-style-type: none">• Sposobnost analiziranja in vrednotenja lastnega dela in dela ter dosežkov otrok. | <p>Intended learning outcomes:</p> <p><u>Knowledge and understanding:</u></p> <ul style="list-style-type: none">• Knowledge and understanding of various stages and approaches to teaching natural sciences to children in inclusive departments, taking into account the special needs of children and the different age structure of children;• Awareness of the importance of natural science for children in inclusive departments. <p><u>Use:</u></p> <ul style="list-style-type: none">• Ability of planning, adaptation and performance of the natural science teaching programme in relation to the composition of the groups of children in inclusive departments. <p><u>Reflection:</u></p> <ul style="list-style-type: none">• Ability to analyse and evaluate one's own work and the work and achievements of the children. |
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Metode poučevanja in učenja:

- Predavanja,
- laboratorijske vaje,
- diskusija,
- konzultacije,
- samostojni študij,
- raziskovalno delo..

Learning and teaching methods:

- lectures,
- laboratory exercises,
- discussion,
- consultations.
- independent study,
- research work.

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt):

- Izdelava in zagovor seminarske naloge.

100 %

Type (examination, oral, coursework, project):

- The students writes and defends a seminar paper.

Reference nosilca / Lecturer's references:

1. COTIČ, Nastja, PLAZAR, Janja. Aktivno učenje za predšolske otroke: povezovanje naravoslovja, matematike in učenja v naravi. 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. 463-477, 585-586, ilustr.
2. DOLENC-ORBANIĆ, Nataša, PLAZAR, Janja, ŠKVARČ, Smiljana, ŠÖMEN JOKSIĆ, Agnes. Preschool and primary school education on sun-protection = Vzdělávání mateřských a základních škol v oblasti ochrany před slunečním zářením. V: ŘEHULKA, Evžen (ur.). *Health education : international experiences*, (School and health 21, 2010). 1st ed. Brno: Masarykova universita: MSD, 2010, str. 363-373, ilustr., tabele. [COBISS.SI-ID [1024003299](#)]
3. PLAZAR, Janja, DOLENC-ORBANIĆ, Nataša. Poučevanje naravoslovja v inkluzivnih oddelkih = Teaching science in inclusive classrooms. V: STARC, Sonja (ur.). *Izvlečki*. Koper: Pedagoška fakulteta, 2010, str. 65-66. [COBISS.SI-ID [3845847](#)]
4. PLAZAR, Janja. Zdravju koristne in zdravju škodljive snovi v vsakodnevni prehrani : preprosto podajanje zapletenih pojmov. V: COTIČ, Mara (ur.), MEDVED-UDOVIČ, Vida (ur.), CENCIČ, Majda (ur.). *Pouk v družbi znanja*. Koper: Pedagoška fakulteta, 2009, str. 284-289, ilustr. [COBISS.SI-ID [3475159](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Učenje likovnih vsebin v heterogenih skupinah

Course title: Art education in heterogeneous groups

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type

izbirni/Elective

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
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Nosilec predmeta / Lecturer: doc. mag. Tilen Žbona / Assist. Prof. Tilen Žbona

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| Jeziki / Languages: | Predavanja / Lectures: Vaje / Tutorial: | slovenski/Slovene slovenski/Slovene |
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Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

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Conditions for inclusion in work or performance of study obligations:

Vsebina:

- Likovni jezik.
- Likovni razvoj in faktorji ustvarjalnosti.
- Razvojna psihologija pri likovni dejavnosti.
- Likovna izrazna sredstva in oblikovalna načela.
- Načrtovanje likovnih dejavnosti.

Content (Syllabus outline):

- Language of fine arts.
- Artistic development and creativity factors.
- Developmental psychology of fine arts activities.
- Artistic means of expression and design principles.
- Planning fine arts activities.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Berce, H.(1984): Likovna vzgoja od 1. do 4. Razreda. Ljubljana: Zavod za šolstvo SRS.
- Duh, M.(2003): Likovna vzgoja v prvi triadi devetletne osnovne šole: priročnik za učitelje razrednega pouka, Ljubljana: Rokus.
- Gerlovič, A., Gregorač, I. (1968). Likovni pouk otrok. Ljubljana: MK.
- Gorjup, T.(1999): Likovne zakonitosti in aktivnosti delovne terapije, Ljubljana: DZS.
- Karlavaris, B., Berce Golob, H (1991). Likovna vzgoja, priročnik za učitelje razrednega pouka. Ljubljana: Državna založba Slovenije.
- TOMŠIČ ČERKEZ Beatriz. (2010) Likovne kuharije : uporabne likovne tehnike, Ljubljana : Mladinska knjiga.

Cilji in kompetence:

Cilji:

Študent/-ka:

- ob praktičnem delu spoznava gradiva, načine oblikovanja ter likovne tehnike;
- razvija delovne sposobnosti ob uporabi materialov, orodij ter delovnih postopkov;
- spozna pomen in možnosti pri delu s heterogenimi skupinami;
- se seznanji z osnovami in pomenom

Objectives and competences:

Objectives:

The student:

- gets acquainted with materials, methods of design and fine arts techniques;
- develops work abilities with the help of materials, tools and working procedures;
- learns about the importance and options of work with heterogeneous groups;
- gets acquainted with the basics and the

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| <p>delovne terapije ter motivacije h kreativnosti;</p> <ul style="list-style-type: none">• razvija imaginacijo in išče nove pristope za približevanje likovnoizraznega sveta heterogenim skupinam. <p>Spološne kompetence:</p> <ul style="list-style-type: none">• oblikovanje varnega in spodbudnega učnega okolja, v katerem se učenci počutijo sprejete, in se ceni različnost in spodbuja samostojnost in odgovornost;• obvladovanje temeljnih načel in postopkov za načrtovanje, izvajanje in vrednotenje učnega procesa;• upoštevanje razvojne značilnosti učencev ter zakonitosti in dejavnike uspešnega učenja pri načrtovanju in izvajanju pouka. <p>Predmetnospecifične kompetence:</p> <ul style="list-style-type: none">• uporaba specifičnih likovno-ustvarjalnih pristopov pri oblikovanju likovnih rešitev;• poznavanje in razumevanje likovno teoretskih konceptov in zakonitosti likovnega jezika;• poznavanje in razumevanje specifičnih pristopov za likovne dejavnosti s heterogenimi skupinami. | <p>meaning of work therapy and motivation for creativity;</p> <ul style="list-style-type: none">• develops imagination and looks for new approaches to bring the world of artistic expression nearer to the people. <p>General competences:</p> <ul style="list-style-type: none">• creation of a safe and supportive learning environment, where the students feel accepted, diversity is appreciated and independence and responsibility are promoted;• mastering of the fundamental principles and procedures of planning, implementation and evaluation of the learning process;• consideration of the developmental characteristics of students and the principles and factors of successful learning in the planning and performance of lessons. <p>Subject-specific competences:</p> <ul style="list-style-type: none">• use of specific artistically creative approaches in the formation of artistic solutions;• knowledge and understanding of the artistic theoretical concepts and principles of the language of fine arts;• knowledge and understanding of the specific approaches to artistic activities with heterogeneous groups. |
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Predvideni študijski rezultati:

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| <p>Znanje in razumevanje:</p> <p>Študent/-ka :</p> <ul style="list-style-type: none">• pozna teoretična izhodišča likovne umetnosti,• ob praktičnem delu pozna gradiva, načine oblikovanja ter likovne tehnike primerne za delo v heterogenih skupinah,• pozna uporabo materialov, orodij ter delovnih postopkov,• pozna metode in oblike dela s heterogenimi skupinami pri izvajanju likovnih dejavnosti,• je usposobljen/-a za razvijanje delovnih sposobnosti otroka,• pozna osnove razvojne psihologije in faktorje likovne ustvarjalnosti,• pozna in uporablja specifične pristope za | <p>Intended learning outcomes:</p> <p>Knowledge and understanding:</p> <p>The student:</p> <ul style="list-style-type: none">• is familiar with the theoretical basics of fine arts,• gets acquainted with materials, methods of design and fine arts techniques through practical work, which are suitable for work in heterogeneous groups,• is familiar with the use of materials, tools and working methods,• knows the methods and forms of work with heterogeneous groups in the implementation of fine arts' activities,• is trained to develop the working abilities of a child,• knows the basics of developmental psychology and the factors of artistic |
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| <p>likovne dejavnosti s heterogenimi skupinami.</p> <p>Uporaba:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none">• razvija lastne ustvarjalne sposobnosti za likovno izražanje preko razumevanja pojmov teorije likovne umetnosti,• izbira likovno strokovno literaturo. Išče možnosti in prenaša individualne likovne izkušnje v delovno okolje,• uporablja in išče nove možnosti uporabe sodobnih ter specifičnih likovnih strategij, orodji, izraznih sredstev,• odpira problemska vprašanja, dileme in nakazuje probleme (produktivna vprašanja),• različne teoretske koncepte uporabi za analizo študije primerov prakse,• znanja, pridobljena pri predmetu, uporabipri pripravi seminarowych in projektnih nalog. <p>Refleksija:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none">• samostojno uporabi vedenja in znanja (misli, čustva, poglede, stališča, likovne zmožnosti),• prepoznavata težave in individualne potrebe,• se ozavešča o trajnosti izobraževanja (vseživljensko učenje),• Je samokritičen/-na in usmerjen/-na v ustvarjalne besedne in likovne rešitve (interakcija, diskusija, razumevanje, spodbujanje likovnega mišljenja),• oblikuje samopodobe,• izgrajuje osebnostni in strokovni razvoj za izpeljavo konceptov v praksi. | <p>creativity,</p> <ul style="list-style-type: none">• knows and uses specific approaches to artistic activities with heterogeneous groups. <p>Use:</p> <p>The student:</p> <ul style="list-style-type: none">• develops his/her creative abilities of artistic expression through an understanding of the concepts of fine arts theory,• selects professional fine arts literature, searches for options and transmits individual artistic experience into the working environment,• uses and searches for new possibilities to use state-of-the-art and specific artistic strategies, tools and means of expression,• addresses problematic questions and dilemmas and indicates problems (productive questions),• uses different theoretical concepts to analyse case studies of practical operation,• uses the knowledge obtained during the subject, to prepare seminar and project assignments. <p>Reflection:</p> <p>The student:</p> <ul style="list-style-type: none">• independently uses the knowledge (thoughts, feelings, views, opinions, artistic capabilities),• identifies problems and individual needs,• is aware of the constancy of education (lifelong learning),• is self-critical and orientated towards creative verbal and artistic solutions (interaction, discussion, understanding, encouragement of artistic thinking),• shapes one's self-image,• shapes personal and professional development to implement concepts in practice. |
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Metode poučevanja in učenja:

- Predavanja,
- laboratorijske vaje,
- individualne ali skupinske projektne naloge,

Learning and teaching methods:

- lectures,
- laboratory exercises,
- individual or group project assignments,
- discussion,

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| <ul style="list-style-type: none"> diskusija, likovna mapa. | <ul style="list-style-type: none"> fine arts folder. | |
| Načini ocenjevanja: Način (pisni izpit, ustno izpraševanje, naloge, projekt): <ul style="list-style-type: none"> Projektna naloga, likovna mapa. | Delež (v %) / Weight (in %) 50 % 50 % | Assessment: Type (examination, oral, coursework, project): <ul style="list-style-type: none"> project assignment, fine arts folder. |

Reference nosilca / Lecturer's references:

- ŽBONA, Tilen.(2014): Slika v mediju in digitalna tvorba : študijska izdaja tematskih spisov o novomedijskih umetniških pojavih predstavlja izbor teoretskih izhodišč in avtorskih inscenacij v kulturno-umetniškem okolu = Image in media and digital formation : the book contains a selection of writings on new media art phenomena that present their theoretical basis and practical realisations in the cultural and artistic environment / uredil, edited by Tilen Žbona ; [prevod Mirko Zorman]
- ŽBONA, Tilen. Sled gibljivosti : pattern form / Tilen Žbona. - Koper : Pedagoška fakulteta = Facoltà di studi educativi, 2014. - 39 str. : ilustr. ; 24. [SI-ID 273213696]
- ŽBONA, Tilen. Light over = Kaplja čez rob : Galerija Domžale, 10.-26. november 2011 / Tilen Žbona ; [besedilo Mojca Grmek]. - Domžale : Kulturni dom Franca Bernika, 2011 ([Kranj] : Jagraf). - 1 zloženka : ilustr. ; 21 x 45 cm, zložena na 21 x 15 cm. [COBISS.SI-ID 51797858]
- ŽBONA, Tilen. Novi medij kot ustvarjalni pripomoček = New media as a motivational tool. V: STARC, Sonja (ur.), RAZPET, Nada (ur.). *Pismenost na vseh stopnjah izobraževanja : izvlečki : abstracts*. Koper: Pedagoška fakulteta, 2009, str. 60. [COBISS.SI-ID 3430871]
- ŽBONA, Tilen. Percepcija in ustvarjanje v sodobnem času = Perception and creation in modern times. V: MEDVED-UDOVIČ, Vida (ur.), BOROTA, Bogdana (ur.). Mednarodni znanstveni sestanek Umetnost in kurikul, Koper, 28. november 2008. *Izvlečki*. Koper: Pedagoška fakulteta = Capodistria: Facoltà di Studi Educativi = Koper: Faculty of Education, 2008, str. 31. [COBISS.SI-ID 3032023]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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| Predmet: Glasbena vzgoja v heterogenih skupinah | Course title: Music education in heterogeneous groups |
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| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. Ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type

izbirni/Elective

Univerzitetna koda predmeta / University course code:

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| Predavanja Lectures | Seminari Seminar | Vaje Tutorial | Klinične vaje Clinical | Druge oblike studija | Samost. delo Individ. work | ECTS |
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| seminars | Other forms of study |
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Nosilec predmeta / Lecturer: doc. dr. Ivan Lešnik / Assist. Prof. Dr. Ivan Lešnik

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| Jeziki / Languages: | Predavanja / Lectures: | slovenski/Slovene |
| | Vaje / Tutorial: | slovenski/Slovene |

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

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Conditions for inclusion in work or performance of study obligations:

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Vsebina:

- Psihološka in pedagoško-didaktična izhodišča glasbene vzgoje;
- Zakonitosti splošnega in glasbenega razvoja otrok;
- Estetska vzgoja in inkluzija v teoriji in praksi;
- Načrtovanje in priprava vzgojno-izobraževalnega procesa glasbene vzgoje ob upoštevanju načel inkluzije;
- Glasbene dejavnosti: izvajanje, poslušanje, ustvarjanje;
- Razvijanje glasbenih sposobnosti, spretnosti in znanj;
- Načela individualizacije in diferenciacije pri glasbeni vzgoji;
- Stopnje glasbenega izobraževanja;
- Model uresničevanja načela inkluzije v glasbeni vzgoji in izobraževanju.

Content (Syllabus outline):

- psychological, pedagogical and didactic basics of music education;
- principles of the general and musical development of children;
- aesthetic education and inclusion in theory and practice;
- planning and preparation of the pedagogical and educational process of music education with regard to the principles of inclusion;
- music activities: performance, listening, creation;
- development of musical abilities, skills and knowledge;
- principles of individualisation and differentiation in music education;
- stages of music education;
- the model of the application of the principle of inclusion in music education.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Daniels, H., Garner, P. (1999). Inclusive education. London: Stylus Publishing Inc.
- O'Brien, T., Guiney, D. (2004). Differentiation in teaching and learning. London: Cromwell Press.
- Denac, O. (2002). Glasba pri celostnem razvoju otrokove osebnosti. Ljubljana: Zavod RS za šolstvo.
- Sicherl-Kafol, B. (2001). Celostna glasbena vzgoja. Ljubljana: Debora.

Dopolnilna literatura / Additional literature:

- De la Motte-Haber, H. (1990). Psihologija glasbe. DZS, Ljubljana.
- Notne edicije in zvočni primeri.
- Both, T., Ainscow, M. (1998). From them to us. London: Routledge.
- Strokovni članki v serijskih publikacijah.

Cilji in kompetence:

Objectives and competences:

Cilji:

Študent/-ka:

- razvija in poglablja lastne glasbene sposobnosti, spretnosti ter znanja ob različnih glasbenih dejavnostih,
- spoznava različne metode in tehnike poučevanja glasbene vzgoje v heterogenih skupinah,
- spoznava pomen individualizacije in diferenciacije pri izvajanju glasbenih dejavnosti v heterogenih skupinah,
- spoznava prednosti medpredmetnih povezav s poudarkom na glasbeni vzgoji,
- samostojno proučuje in uporablja ustrezno študijsko literaturo,
- spoznava načine aktivnega vključevanja učencev v vzgojno-izobraževalni proces pri glasbeni vzgoji po načelih inkluzije,
- teoretično in praktično obvladuje in uporablja nova spoznanja.

Spološne kompetence:

- poznavanje in razumevanje zakonitosti splošnega in glasbenega razvoja otrok,
- upoštevanje razvojnih značilnosti pri načrtovanju in izvajanju glasbenih dejavnosti po načelih notranje in zunanje diferenciacije in individualizacije,
- poznavanje in razumevanje načel inkluzije v povezavi z glasbeno didaktičnim znanjem,
- širjenje lastnih glasbenih obzorij in razvijanje glasbenih interesov učencev.

Predmetnospecifične kompetence:

- poznavanje in razumevanje načel inkluzije pri glasbeni vzgoji,
- suvereno obvladovanje različnih oblik vključevanja posameznikov v heterogeno skupino pri različnih glasbenih dejavnostih,
- poznavanje vloge posameznika pri izvajanju glasbenih dejavnosti,
- poznavanje in uporaba glasbenih znanj in spretnosti pri učenju različnih glasbenih dejavnosti,
- spodbujanje samoevalvacije v obliki pogovora o glasbenem poustvarjanju in ustvarjanju v skupini.

Objectives:

The student:

- develops and strengthens his/her own musical abilities, skills and knowledge in various musical activities,
- gets acquainted with various methods and techniques of teaching music in heterogeneous groups,
- learns about the importance of individualisation and differentiation in the implementation of music activities in heterogeneous groups,
- learns about the advantages of inter-subject links with the emphasis on music education,
- independently studies and uses relevant study literature,
- gets acquainted with ways of active involvement of students in the process of upbringing and education during their musical education in accordance with the principles of inclusion,
- theoretically and practically masters and applies new knowledge.

General competences:

- knowledge and understanding of the principles of the general and musical development of children,
- consideration of developmental characteristics in the planning and implementation of musical activities according to the principles of internal and external differentiation and individualisation,
- knowledge and understanding of the principles of inclusion in conjunction with the musical didactic knowledge,
- expanding one's own musical horizons and the development of the musical interests of students.

Subject-specific competences:

- knowledge and understanding of the principles of inclusion in music education,
- sovereign control of the various forms of involvement of individuals in a heterogeneous group with various musical activities,
- knowledge of the roles of individuals when

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| | <p>performing musical activities,</p> <ul style="list-style-type: none">knowledge and use of musical knowledge and skills for teaching different musical activities,encouragement of self-evaluation in the form of discussions about musical re-creation and creation in a group. |
| <p>Predvideni študijski rezultati:</p> <p><u>Znanje in razumevanje:</u></p> <p>Študent/-ka:</p> <ul style="list-style-type: none">obvladuje teoretična in praktična znanja za poučevanje glasbene vzgoje po načelih inkluzije,pozna ustrezne metode dela za vključevanje posameznikov glede na njihove glasbene sposobnosti,razume pomen inkluzivne pedagogike v širšem smislu s poudarkom na glasbeni vzgoji. <p><u>Uporaba:</u></p> <p>Študent/-ka:</p> <ul style="list-style-type: none">v skladu s potrebami, nameni in cilji učinkovito izbira in uporablja raznolike glasbene dejavnosti, vsebine, metode in sredstva,načrtuje in organizira ustrezno okolje, ki omogoča učinkovito udejanjanje inkluzije pri glasbenih dejavnostih,pri poučevanju upošteva notranjo in zunanjo diferenciacijo,poustvarja glasbene vsebine, ki pomagajo pri vključevanju učencev k skupinskemu muziciranju,povezuje glasbeno vzgojo z drugimi predmetnimi področji. <p><u>Refleksija:</u></p> <p>Študent/-ka:</p> <ul style="list-style-type: none">z učenci vrednoti skupno delo in ga z izkušnjami korigira,vrednoti in kritično izbira glasbeno literaturo v pisni in zvočni obliki,strokovno ravnanje utemeljuje na osnovi sodobnih teoretičnih izhodišč in praktičnega dela. | <p>Intended learning outcomes:</p> <p><u>Knowledge and understanding:</u></p> <p>The student:</p> <ul style="list-style-type: none">masters theoretical and practical knowledge for teaching music in accordance with the principles of inclusion,knows the appropriate methods of work for the inclusion of individuals based on their musical skills,understands the significance of inclusive pedagogy in the broad sense, with the emphasis on music education. <p><u>Use:</u></p> <p>The student:</p> <ul style="list-style-type: none">in accordance with the needs, purposes and objectives, effectively selects and uses a variety of musical activities, contents, methods and means,plans and organizes a suitable environment which enables the effective implementation of inclusion during musical activities,takes into account the internal and external differentiation during teaching,re-creates the musical content, which encourages students to play music in groups,connects music education with other areas. <p><u>Reflection:</u></p> <p>The student:</p> <ul style="list-style-type: none">evaluates collaborative work together with students and corrects it with the help of experience,evaluates and critically selects musical literature in written and auditory form,bases professional activities on modern theoretical assumptions and practical activities. |

Metode poučevanja in učenja:

- frontalna oblika poučevanja,
- delo v skupinah,
- samostojno delo.
- predavanja,
- praktično delo,
- razprava.

Learning and teaching methods:

- frontal form of teaching,
- teamwork,
- independent activities,
- lectures,
- practical activities,
- discussion.

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

Način (pisni izpit, ustno izpraševanje, naloge, projekt):

- pisni in ustni izpit.

100 %

Type (examination, oral, coursework, project):

- written and oral examination.

Reference nosilca / Lecturer's references:

1. LEŠNIK, Ivan. Kakovost pevske dejavnosti v prvem triletju osnovne šole. *Glasbeno-pedagoški zbornik Akademije za glasbo v Ljubljani*, 2009, zv. 12, str. 20-40. [COBISS.SI-ID 3539671]
2. LEŠNIK, Ivan. Glasbeno udejstvovanje učencev v prvem triletju osnovne šole in njihov odnos do glasbe v razičnih domenah. V: COTIČ, Mara (ur.), MEDVED-UDOVIČ, Vida (ur.), CENCIČ, Majda (ur.). *Pouk v družbi znanja*. Koper: Pedagoška fakulteta, 2009, str. 352-364, ilustr. [COBISS.SI-ID 3474391]
3. LEŠNIK, Ivan. *Vokalna tehnika učiteljev in kakovost petja učencev v prvem triletju osnovne šole : doktorska disertacija*. Ljubljana: [I. Lešnik], 2009. XVII, 249 str., ilustr., tabele. <http://www.dlib.si/v2/Details.aspx?pageSize=20&sort=date&sortDir=ASC&page=1&query=%27key words%3dle%C5%A1nik+ivan%27> [COBISS.SI-ID 7935049]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Psihologija igre

Course title: Psychology of playing

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type

izbirni/Elective

Univerzitetna koda predmeta / University course code:

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| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
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Nosilec predmeta / Lecturer:

dr. Maja Lebeničnik

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| Jeziki / slovenski Languages: | Predavanja / Lectures: Vaje / Tutorial: | slovenski/Slovene slovenski/Slovene |
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Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

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Conditions for inclusion in work or performance of study obligations:

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Vsebina:

- opredelitev igre, funkcije igre in njen pomen za spoznavni, socialni in govorni razvoj otrok;
- spoznavne in socialne vrste igre, razvoj igre od rojstva do odraslosti;
- vloga mentalno razvitejšega partnerja v igri otrok (območje bližnjega razvoja), spodbujanje igre;
- vloga igre v izobraževanju: vloga igre v različnih kurikulumih, pomen igre za zgodnje učenje;
- igra otrok v različnih kulturah: skupne značilnosti in razlike med kulturami;
- pomen različnih igrač za igro: strukturiranost, realističnost, spolna stereotipnost igrač;
- opazovanje in ocenjevanje igre: značilnosti, prednosti in pomanjkljivosti različnih metod opazovanja; opazovanje in ocenjevanje vrst igre malčkov in otrok;
- igra otrok s posebnimi potrebami: specifične značilnosti igre otrok z različnimi vrstami posebnih potreb, igra kot sredstvo spodbujanja razvoja in učenja otrok s posebnimi potrebami.

Content (Syllabus outline):

- definition of play, functions of play and its role in children's cognitive, social, and language development;
- cognitive and social types of play and their development from birth to adulthood;
- the role of mentally more competent partner in children's play; zone of proximal development, the role of adults, the role of peers, stimulating children's play;
- the role of play in early education: play in different curricula, the importance of play for early learning;
- play in different cultures: common characteristics and differences between cultures;
- the role of different toys in children's play: non-/structured, non-/realistic toys, gender stereotypical toys;
- observing and assessing play: characteristics, advantages and disadvantages of different methods of observation; observation and assessment of different types of play in toddlers and young children;
- play of children with special needs: specific characteristics of play in different groups of special needs, play as a mean to stimulate development and learning in children with special needs.

Temeljni literatura in viri / Readings:

- Marjanovič Umek, L., Zupančič, M. (ur.) (2006). *Psihologija otroške igre: od rojstva do vstopa v šolo*, 1. dopolnjena izdaja. Ljubljana: Znanstvenoraziskovalni inštitut Filozofske fakultete.
- Marjanovič Umek, L., Zupančič, M. (ur.) (2004). *Razvojna psihologija*. Ljubljana: Znanstveni inštitut Filozofske fakultete.

Cilji in kompetence:

Cilji:

- spoznavanje zakonitosti razvoja igre od rojstva dalje;
- razumevanje pomena igre za razvoj in učenje otrok (s posebnimi potrebami); razumevanje vloge različnih igrač, odraslih in otrok v igri otrok (s posebnimi potrebami);
- pridobivanje spretnosti za uporabo pridobljenega znanja pri delu z otroki in

Objectives and competences:

Objectives:

- understand principles of development of play from birth on
- understand the importance play for development and learning of children (with special needs);
- understand the role of different types of toys, adults and peers in play of children (with special needs);
- acquire skills for observing and assessing

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| <p>mladostniki (tudi s posebnimi potrebami).</p> <p>Splošne kompetence:</p> <ul style="list-style-type: none"> • zmožnost razumevanja sodobnih znanstvenih konceptov in empiričnih spoznanj, njihovega kritičnega vrednotenja in smiselne aplikacije v praksu; • vzpostavljanje optimalnega učnega okolja z uporabo različnih metod in strategij; • sposobnost opazovanja vedenjskih značilnosti otrok in sklepanja na podlagi opažanj ob kritičnem zavedanju omejitev uporabljenih metod; • učinkovito in strokovno komuniciranje s posamezniki v pedagoški praksi ter širšo laično ali strokovno javnostjo. <p>Predmetno-specifične kompetence:</p> <ul style="list-style-type: none"> • zmožnost kritičnega presojanja in izbora različnih pedagoških pristopov glede na vlogo igre in igrač; • zmožnost utemeljevanja in uporabe znanja o igračah, vlogi odraslega in razvoja igre pri načrtovanju, izvajaju in evalvaciji vzgojno –izobraževalnega dela; • zmožnost ocenjevanja igre otrok in mladostnikov. | <p>types of play;</p> <ul style="list-style-type: none"> • acquire skills to use the knowledge in early educational work with children and adolescents (with special needs). <p>General competences:</p> <ul style="list-style-type: none"> • understanding contemporary scientific concepts and empirical findings, their critical evaluation and sensible application in practice; • creating an optimal learning environment by using appropriate methods and strategies; • observe behaviour characteristics of children and making conclusions upon them while being aware of limitations of the methods used; • efficient and professional communication with individuals in pedagogical practice and with wider lay or professional public. <p>Subject-specific competences:</p> <ul style="list-style-type: none"> • critically evaluating and choosing among different pedagogical approaches and methods with regard to the role of play and toys; • rationalizing and applying knowledge on toys, role of adults and peers and play development in planning, performing, and evaluation (early-) educational work; • assessing play of children and adolescents. |
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Predvideni študijski rezultati:

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| <p>Znanje in razumevanje:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none"> • pozna potek razvoja različnih vrst igre od rojstva do odraslosti; • razume vlogo različnih značilnosti igrač v igri; • razume vlogo vrstnikov in odraslih pri (ne)formalnem poučevanju; • pozna različne načine opazovanja in ocenjevanja igre; • razume skupne značilnosti in medkulturne razlike v igri otrok; • razume skupne in specifične značilnosti igre otrok z različnimi posebnimi potrebami. <p>Uporaba:</p> <ul style="list-style-type: none"> • načrtovanje in priprava prostora in igrальнega materiala za spodbujanje različnih spoznavnih in socialnih vrst igre ter preko tega različnih področij razvoja; • smiselno vključevanje v igro otrok in mladostnikov z namenom spodbujanja igre in razvoja; • ocenjevanje igre otrok in mladostnikov s | <p>Intended learning outcomes:</p> <p>Knowledge and understanding:</p> <p>The student:</p> <ul style="list-style-type: none"> • knows the course of development of different types of play from birth to adulthood; • understands the role of different characteristics of toys in play; • understands the role of peers and adults in informal education; • knows different ways of observation and assessment of play; • understands the common characteristics and cultural differences of children's play; • understands the common and specific characteristics of play for special needs children. <p>Use:</p> <ul style="list-style-type: none"> • planning and preparation of the space and play material for the promotion of various cognitive and social types of play and through this of various areas of development; • meaningful involvement in children's and adolescents' play with a view to promote |
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| <ul style="list-style-type: none"> • spoznavnega in socialnega vidika razvoja; • prilagajanje prostora, igrальнega materiala in socialne interakcije otrokom na različnih ravneh razvoja, otrokom z različnimi interesi, otrokom z različnimi posebnimi potrebami. <p>Refleksija:</p> <ul style="list-style-type: none"> • kritično presega tradicionalna in sodobna spoznanja glede razvoja igre otrok in njenega pomena v zgodnjem izobraževanju; • reflektira obstoječe prakse in lastno strokovno delovanje. | <ul style="list-style-type: none"> play and development; • assessment of children's and adolescents' play from the cognitive and social aspect of development; • adaptation of space, playing material and social interaction to children at different stages of development, children with different interests and children with different special needs. <p>Reflection:</p> <ul style="list-style-type: none"> • critical assessment of traditional and modern findings about the development of children's play and its significance in early education; • reflection of existing work practices and one's own professional operation. |
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Metode poučevanja in učenja:

- predavanja,
- diskusija,
- delo v skupinah
- analiza videoposnetkov,
- izkustveno učenje.

Learning and teaching methods:

- lectures,
- discussion,
- group work,
- analyses of videos,
- experiential learning.

Delež (v %) /
Weight (in %)

Assessment:

Načini ocenjevanja:

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| Način (pisni izpit, ustno izpraševanje, naloge, projekt): <ul style="list-style-type: none"> • pisni izpit, • krajši pisni izdelki. | 70 % 30 % | Method (written or oral examination, tasks, project): <ul style="list-style-type: none"> • written examination, • production of short texts. |
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Reference nosilca / Lecturer's references:

1. LEBENIČNIK, M., PITIĆ, I., ISTENIČ STARČIĆ, A. (2015). Use of online learning resources in the development of learning environments at the intersection of formal and informal learning : the student as autonomous designer. *CEPS journal : Center for Educational Policy Studies Journal*, 5(2), 95-113.
2. ČOTAR KONRAD, S., LEBENIČNIK, M. (2019). Izgorelost in samoučinkovitost strokovnih delavk v vrtcu. V: ČOTAR KONRAD, Sonja (ur.), et al. *Vzgoja in izobraževanje predšolskih otrok prvega starostnega obdobja = Early childhood education and care of children under the age of three*. Koper: Založba Univerze na Primorskem, 91-111.
3. ZAJC, M., ISTENIČ STARČIĆ, A., LEBENIČNIK, M., GAČNIK, M. (2018). Tablet game-supported speech therapy embedded in children's popular practices. *Behaviour & information technology*, 37(7), 693-702.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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|----------------------|----------------------------------------------------|
| Predmet: | Psihologija oseb s posebnimi potrebami |
| Course title: | Psychology of persons with special education needs |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type izbirni/Elective

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|----------------------|---------------------------------------|----------------------------------------------------|----------------------------------|------|
| 15 | / | 30 (15 SV, 15 LV) | / | / | 135 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Maja Lebeničnik

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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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

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Conditions for inclusion in work or
performance of study obligations:

Vsebina:

- razvoj posameznikov z različnimi posebnimi potrebami od spočetja do pozne odraslosti:
spoznavne sposobnosti, osebnostne značilnosti, socialne spretnosti in odnosi, značilnosti čustvenega doživljjanja in izražanja ter specifike igre oseb s različnimi posebnimi potrebami v primerjavi z osebami z normativnim razvojem (skupne značilnosti in razlike);
- družine oseb s posebnimi potrebami: prilagajanje staršev, medosebni odnosi v družini;
- uravnavanje vedenja učencev s posebnimi potrebami.

Content (Syllabus outline):

- development of individuals with different special needs from conception to late adulthood: cognitive abilities, personality characteristics, social skills and relationships, emotional experiences and expressions, play in individuals with special needs in comparison to individuals with normative development (common characteristics and differences);
- families of individuals with special needs: parental adjustment, interpersonal relationships within the family;
- behaviour management for pupils with special needs.

Temeljni literatura in viri / Readings:

Temeljna literatura / References:

- Marjanovič Umek, L., Zupančič, M. (ur.) (2006). *Psihologija otroške igre: od rojstva do vstopa v šolo*, 1. dopolnjena izdaja. Ljubljana: Znanstvenoraziskovalni inštitut Filozofske fakultete.
- Marjanovič Umek, L., Zupančič, M. (ur.) (2004). *Razvojna psihologija*. Ljubljana: Znanstveni inštitut Filozofske fakultete.
- Umansky, W. in Hooper, S. (2008). *Young Children with Special Needs*, 5. izdaja. Upper Saddle River, New Jersey: Prentice Hall.

Dodatna literatura / Additional literature:

- Lewis, V. (2002). *Development and Disability*. Oxford: Blackwell.
- Drew, C. J. in Hardman, M. L. (2006). *Intellectual Disabilities Across the Lifespan*, 9. izdaja. Upper Saddle River, New Jersey: Prentice Hall.

Cilji in kompetence:

Cilji:

- spoznavanje psiholoških značilnosti različnih skupin oseb s posebnimi potrebami ter medosebnih razlik med njimi;
- spoznavanje zakonitosti razvoja oseb z različnimi posebnimi potrebami ter razumevanje razvojnih nalog in značilnosti posameznih razvojnih obdobjij pri osebah z normativnim razvojem in osebah s posebnimi potrebami;
- razumevanje ožega in širšega socialnega konteksta oseb s posebnimi potrebami;
- pridobivanje spretnosti za uporabo pridobljenega znanja pri delu z različno starimi posamezniki s posebnimi potrebami.

Splošne kompetence:

- zmožnost razumevanja konceptov in kritične analize teh konceptov, znanstvenih izhodišč ter sodobnih dosežkov;
- analiziranju in reševanju izzivov pri delu z osebami s posebnimi potrebami;
- organiziranje učnega okolja za

Objectives and competences:

Objectives:

- know psychological characteristics of individuals with different special needs and individual differences among them;
- know principles of development of people with different special needs, understand developmental tasks and characteristics of developmental periods in individuals with normative development and special needs;
- understand the narrow and wider social setting of people with special needs;
- acquire skills to use knowledge obtained in work with individuals with special needs of different ages.

General competences:

- ability to understand concepts and critically analyse this concept, scientific foundations and contemporary findings;
- analysing and solving challenges in working with individuals with special needs;
- organizing learning environment for individuals and groups of individuals with certain developmental characteristics.

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| <p>posamezni ali skupine z določenimi razvojnimi značilnostmi.</p> <p>Predmetno-specifične kompetence:</p> <ul style="list-style-type: none">• zmožnost kritičnega presojanja in izbora različnih pristopov glede razvojnopsihološke značilnosti oseb s posebnimi potrebami;• zmožnost utemeljevanja in uporabe znanja o osebah s posebnimi potrebami v določenem razvojnem obdobju;• zmožnost uporabe pridobljenega znanja za uravnavanje vedenja učencev s posebnimi potrebami. | <p>Subject – specific competences:</p> <ul style="list-style-type: none">• ability to critically judge and select different approaches to learning and stimulating development based on developmental characteristics of individuals with special needs;• ability to argument and use knowledge on special needs individuals in different developmental periods;• ability to use knowledge acquired to manage behaviour of students with special needs. |
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Predvideni študijski rezultati:

Intended learning outcomes:

Znanje in razumevanje:

Študent/-ka:

- pozna potek spoznavnega, osebnostnega, socialnega in čustvenega razvoja od spočetja do smrti pri osebah z različnimi posebnimi potrebami;
- razume medosebne razlike v osebnosti, spoznavnih sposobnosti in socialnih spretnostih med osebami z istimi posebnimi potrebami;
- razume vloge socialnih spretnosti za prilagajanje oseb s posebnimi potrebami;
- razume vpetost oseb s posebnimi potrebami v ožji in širši socialni kontekst.

Uporaba:

Študent/-ka:

- upošteva značilnosti posameznika ali skupine oseb s posebnimi potrebami pri spodbujanju njihovega učenja in razvoja;
- prilagaja predmetno in socialno okolje značilnostim oseb s posebnimi potrebami v določenem razvojnem obdobju;
- izobražuje družinske člane, druge strokovnjake in širšo javnost o značilnostih in potencialih oseb s posebnimi potrebami.

Refleksija:

Študent/-ka:

- kritično presoja tradicionalna in sodobna spoznanja glede razvoja posameznikov s posebnimi potrebami in njihovega učenja;
- razmišlja o potencialnih sredstvih za spodbujanje razvoja in učenja posameznika s posebnimi potrebami v njegovem fizičnem in socialnem okolju;
- reflektira obstoječe prakse in lastno strokovno delovanje.

Knowledge and understanding:

The student:

- is familiar with the course of cognitive, personality, social, and emotional development from conception till death in individuals with different special needs;
- understands individual differences in personality, cognitive abilities, and social skills between persons with same special needs;
- understands the role of social skills for successful adjustment of individuals with special needs;
- understands integrations of individuals with special needs in closer and wider social context.

Application:

The student:

- takes into account characteristics of an individual or a group of people with special needs when stimulating their learning and development;
- adjusts physical and social environment to individuals with special needs in a specific developmental period;
- educates family members, other professionals and wider public on characteristics and potentials of individuals with special needs.

Evaluation:

The student:

- critically judges traditional and contemporary findings regarding development and learning individuals with special needs;
- considers potential means for stimulating development and learning of individuals with special needs in their physical and social environment;
- evaluates existing practice and one's own professional work.

Metode poučevanja in učenja:

- predavanja,
- diskusija,
- skupinsko delo.

Learning and teaching methods:

- lectures,
- discussion,
- teamwork.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

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| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Method (written or oral examination, tasks, projects): |
| <ul style="list-style-type: none">• krajiši pisni izdelki,• pisni izpit. | 50 % 50 % | <ul style="list-style-type: none">• production of short texts,• written examination. |

Reference nosilca / Lecturer's references:

1. LEBENIČNIK, M., PITIĆ, I., ISTENIČ STARČIČ, A. (2015). Use of online learning resources in the development of learning environments at the intersection of formal and informal learning : the student as autonomous designer. *CEPS journal : Center for Educational Policy Studies Journal*, 5(2), 95-113.
2. ČOTAR KONRAD, S., LEBENIČNIK, M. (2019). Izgorelost in samoučinkovitost strokovnih delavk v vrtcu. V: ČOTAR KONRAD, Sonja (ur.), et al. *Vzgoja in izobraževanje predšolskih otrok prvega starostnega obdobja = Early childhood education and care of children under the age of three*. Koper: Založba Univerze na Primorskem, 91-111.
3. ZAJC, M., ISTENIČ STARČIČ, A., LEBENIČNIK, M., GAČNIK, M. (2018). Tablet game-supported speech therapy embedded in children's popular practices. *Behaviour & information technology*, 37(7), 693-702.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

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| Predmet: | Psihologija igre |
| Course title: | Psychology of playing |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
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| 15 | / | 30 SV | / | / | 135 | 6 |

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| Nosilec predmeta / Lecturer: | dr. Maja Lebeničnik / Dr. Maja Lebeničnik |
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| Jeziki / slovenski Languages: | Predavanja / Lectures: Vaje / Tutorial: | slovenski/Slovene slovenski/Slovene |
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Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

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Conditions for inclusion in work or performance of study obligations:

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Vsebina:

- opredelitev igre, funkcije igre in njen pomen za spoznavni, socialni in govorni razvoj otrok;
- spoznavne in socialne vrste igre, razvoj igre od rojstva do odraslosti;
- vloga mentalno razvitejšega partnerja v igri otrok (območje bližnjega razvoja), spodbujanje igre;
- vloga igre v izobraževanju: vloga igre v različnih kurikulumih, pomen igre za zgodnje učenje;
- igra otrok v različnih kulturah: skupne značilnosti in razlike med kulturami;
- pomen različnih igrač za igro: strukturiranost, realističnost, spolna stereotipnost igrač;
- opazovanje in ocenjevanje igre: značilnosti, prednosti in pomanjkljivosti različnih metod opazovanja; opazovanje in ocenjevanje vrst igre malčkov in otrok;
- igra otrok s posebnimi potrebami: specifične značilnosti igre otrok z različnimi vrstami posebnih potreb, igra kot sredstvo spodbujanja razvoja in učenja otrok s

Content (Syllabus outline):

- definition of play, functions of play and its role in children's cognitive, social, and language development;
- cognitive and social types of play and their development from birth to adulthood;
- the role of mentally more competent partner in children's play; zone of proximal development, the role of adults, the role of peers, stimulating children's play;
- the role of play in early education: play in different curricula, the importance of play for early learning;
- play in different cultures: common characteristics and differences between cultures;
- the role of different toys in children's play: non-/structured, non-/realistic toys, gender stereotypical toys;
- observing and assessing play: characteristics, advantages and disadvantages of different methods of observation; observation and assessment of different types of play in toddlers and young children;

posebnimi potrebami.

- play of children with special needs: specific characteristics of play in different groups of special needs, play as a mean to stimulate development and learning in children with special needs.

Temeljni literatura in viri / Readings:

- Marjanovič Umek, L., Zupančič, M. (ur.) (2006). *Psihologija otroške igre: od rojstva do vstopa v šolo*, 1. dopolnjena izdaja. Ljubljana: Znanstvenoraziskovalni inštitut Filozofske fakultete.
- Marjanovič Umek, L., Zupančič, M. (ur.) (2004). *Razvojna psihologija*. Ljubljana: Znanstveni inštitut Filozofske fakultete.

Cilji in kompetence:

Cilji:

- spoznavanje zakonitosti razvoja igre od rojstva dalje;
- razumevanje pomena igre za razvoj in učenje otrok (s posebnimi potrebami); razumevanje vloge različnih igrač, odraslih in otrok v igri otrok (s posebnimi potrebami);
- pridobivanje spretnosti za uporabo pridobljenega znanja pri delu z otroki in mladostniki (tudi s posebnimi potrebami).

Spološne kompetence:

- zmožnost razumevanja sodobnih znanstvenih konceptov in empiričnih spoznanj, njihovega kritičnega vrednotenja in smiselne aplikacije v prakso; ,
- vzpostavljanje optimalnega učnega okolja z uporabo različnih metod in strategij;
- sposobnost opazovanja vedenjskih značilnosti otrok in sklepanja na podlagi opažanj ob kritičnem zavedanju omejitev uporabljenih metod;
- učinkovito in strokovno komuniciranje s posamezniki v pedagoški praksi ter širšo laično ali strokovno javnostjo.

Predmetno-specifične kompetence:

- zmožnost kritičnega presojanja in izbora različnih pedagoških pristopov glede na vlogo igre in igrač;
- zmožnost utemeljevanja in uporabe znanja o igračah, vlogi odraslega in razvoja igre pri načrtovanju, izvajanju in evalvaciji vzgojno –izobraževalnega dela;
- zmožnost ocenjevanja igre otrok in mladostnikov.

Objectives and competences:

Objectives:

- understand principles of development of play from birth on
- understand the importance play for development and learning of children (with special needs);
- understand the role of different types of toys, adults and peers in play of children (with special needs);
- acquire skills for observing and assessing types of play;
- acquire skills to use the knowledge in early educational work with children and adolescents (with special needs).

General competences:

- understanding contemporary scientific concepts and empirical findings, their critical evaluation and sensible application in practice;
- creating an optimal learning environment by using appropriate methods and strategies;
- observe behaviour characteristics of children and making conclusions upon them while being aware of limitations of the methods used;
- efficient and professional communication with individuals in pedagogical practice and with wider lay or professional public.

Subject-specific competences:

- critically evaluating and choosing among different pedagogical approaches and methods with regard to the role of play and toys;
- rationalizing and applying knowledge on toys, role of adults and peers and play development in planning, performing, and evaluation (early-) educational work;
- assessing play of children and adolescents.

Predvideni študijski rezultati:

Intended learning outcomes:

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| <p>Znanje in razumevanje:</p> <p>Študent/-ka:</p> <ul style="list-style-type: none"> • pozna potek razvoja različnih vrst igre od rojstva do odraslosti; • razume vlogo različnih značilnosti igrač v igri; • razume vlogo vrstnikov in odraslih pri (ne)formalnem poučevanju; • pozna različne načine opazovanja in ocenjevanja igre; • razume skupne značilnosti in medkulturne razlike v igri otrok; • razume skupne in specifične značilnosti igre otrok z različnimi posebnimi potrebami. <p>Uporaba:</p> <ul style="list-style-type: none"> • načrtovanje in priprava prostora in igrальнega materiala za spodbujanje različnih spoznavnih in socialnih vrst igre ter preko tega različnih področij razvoja; • smiselno vključevanje v igro otrok in mladostnikov z namenom spodbujanja igre in razvoja; • ocenjevanje igre otrok in mladostnikov s spoznavnega in socialnega vidika razvoja; • prilagajanje prostora, igrальнega materiala in socialne interakcije otrokom na različnih ravneh razvoja, otrokom z različnimi interesami, otrokom z različnimi posebnimi potrebami. <p>Refleksija:</p> <ul style="list-style-type: none"> • kritično presoja tradicionalna in sodobna spoznanja glede razvoja igre otrok in njenega pomena v zgodnjem izobraževanju; • reflektira obstoječe prakse in lastno strokovno delovanje. | <p>Knowledge and understanding:</p> <p>The student:</p> <ul style="list-style-type: none"> • knows the course of development of different types of play from birth to adulthood; • understands the role of different characteristics of toys in play; • understands the role of peers and adults in informal education; • knows different ways of observation and assessment of play; • understands the common characteristics and cultural differences of children's play; • understands the common and specific characteristics of play for special needs children. <p>Use:</p> <ul style="list-style-type: none"> • planning and preparation of the space and play material for the promotion of various cognitive and social types of play and through this of various areas of development; • meaningful involvement in children's and adolescents' play with a view to promote play and development; • assessment of children's and adolescents' play from the cognitive and social aspect of development; • adaptation of space, playing material and social interaction to children at different stages of development, children with different interests and children with different special needs. <p>Reflection:</p> <ul style="list-style-type: none"> • critical assessment of traditional and modern findings about the development of children's play and its significance in early education; • reflection of existing work practices and one's own professional operation. |
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| <p>Metode poučevanja in učenja:</p> <ul style="list-style-type: none"> • predavanja, • diskusija, • delo v skupinah • analiza videoposnetkov, • izkustveno učenje. | <p>Learning and teaching methods:</p> <ul style="list-style-type: none"> • lectures, • discussion, • group work, • analyses of videos, • experiential learning. |
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| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Način (pisni izpit, ustno izpraševanje, naloge, projekt):</p> <ul style="list-style-type: none"> • pisni izpit, • krajsi pisni izdelki. | <p>70 % 30 %</p> | <p>Method (written or oral examination, tasks, project):</p> <ul style="list-style-type: none"> • written examination, • production of short texts. |

Reference nosilca / Lecturer's references:

4. LEBENIČNIK, M., PITIĆ, I., ISTENIČ STARČIĆ, A. (2015). Use of online learning resources in the development of learning environments at the intersection of formal and informal learning : the student as autonomous designer. *CEPS journal : Center for Educational Policy Studies Journal*, 5(2), 95-113.
5. ČOTAR KONRAD, S., LEBENIČNIK, M. (2019). Izgorelost in samoučinkovitost strokovnih delavk v vrtcu. V: ČOTAR KONRAD, Sonja (ur.), et al. *Vzgoja in izobraževanje predšolskih otrok prvega starostnega obdobja = Early childhood education and care of children under the age of three*. Koper: Založba Univerze na Primorskem, 91-111.
6. ZAJC, M., ISTENIČ STARČIĆ, A., LEBENIČNIK, M., GAČNIK, M. (2018). Tablet game-supported speech therapy embedded in children's popular practices. *Behaviour & information technology*, 37(7), 693-702.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|---------------------------|-----------------------------------------------------------------------------------------------------------|
| Predmet: Course title: | Tehnika in tehnologija kot podpora inkluziji Technique and technology in support of inclusive pedagogy |
|---------------------------|-----------------------------------------------------------------------------------------------------------|

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

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| Vrsta predmeta / Course type | izbirni/Elective |
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|-------------------------------------------------------|---|
| Univerzitetna koda predmeta / University course code: | / |
|-------------------------------------------------------|---|

| Predavanja Lectures | Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|---------|------------------|------------------------------------|----------------------------------------------------|-------------------------------|------|
| 15 | / | 30 LV | / | / | 135 | 6 |

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|------------------------------|-----------------------------|
| Nosilec predmeta / Lecturer: | izr. prof. dr. Darjo Zuljan |
|------------------------------|-----------------------------|

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|------------------------|------------------------------------------|
| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
| / | / |

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| Vsebina: | Content (Syllabus outline): |
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I. Splošna znanja o podporni tehnologiji

Razvoj tehnike in tehnologije skozi čas. Tehnika in otroci s posebnimi potrebami. Vloga in pomen tehnike in tehnologije za življenje ljudi s posebnimi potrebami v sodobni družbi. Vpliv tehnike na okolje in pomen ozaveščenosti posameznika o možnih negativnih in pozitivnih vplivih tehnike. Varnostni postopki in načini organizacije, ki zagotavljajo varnost pri izvajanju tehniških dejavnosti. Kriteriji za presojanje tehničnih pripomočkov in tehnologij (ekološki, ekonomski, varnostni...). Spoznavanje nekaterih tipičnih postopkov, pojmov in procesov v življenjskem okolju predšolskega otroka s posebnimi potrebami. Poznavanje osnovnih principov delovanja nekaterih diagnostičnih in terapevtskih postopkov (ultrazvok, rentgen, magnetna resonanca, EEG, EKG). Poznavanje osnovnih rehabilitacijskih pripomočkov (slušni aparat, FM sistem, insulinska črpalka, električni voziček). Prilagojena računalniška strojna in programska oprema.

II. Uporaba podporne tehnologije v vrtcu in šoli

Razvijanje tehniške kulture od vrtca dalje za razvoj tehniške kompetentnosti sodobnega človeka. Tehniške dejavnosti in njihov pomen v razvoju tehniške pismenosti otrok s posebnimi potrebami v predšolskem obdobju in v osnovni šoli. Razvijanje tehniške in pedagoške usposobljenosti vzgojitelja za razvoj tehniške pismenosti pri otrocih s posebnimi potrebami. »Kako pa to deluje?« – prilagajanje razlage in ponazoritve principov delovanja nekaterih diagnostičnih in terapevtskih postopkov in sodobnih terapevtskih in rehabilitacijskih pripomočkov otrokovi razvojni stopnji. Načini razvijanja tehnične ustvarjalnosti in inovativnosti pri otrocih in učencih s posebnimi potrebami. Uporaba IKT pri otrocih in učencih s posebnimi potrebami.

III. Spodbujanje ustvarjalnega reševanja problemov, spodbujanje inovativnosti in diseminacije izvirnih in učinkovitih rešitev.

Uporaba sodobne tehnologije pri pripravi individualiziranih didaktičnih pripomočkov in materialov. Uporaba sodobne tehnologije za prilaganje okolja potrebam otroka. Priprava

I. General knowledge about supportive technology

Development of technology through time. Technology and special needs children. The role and importance of technology for the life of people with special needs in modern society. The impact of technology on the environment and the importance of individual awareness about possible negative and positive impacts of technology. Safety procedures and methods of organization, which provide the safe implementation of technological activities. Criteria for the assessment of technical tools (ecological, economic, safety). Exploration of some typical procedures, concepts and processes in the living environment of pre-school children with special needs. Knowledge of the basic principles of operation of certain diagnostic and therapeutic procedures (ultrasound, x-ray, magnetic resonance, EEG, ECG). Knowledge of basic rehabilitation devices (hearing aid, FM system, insulin pump, electric wheelchair). Custom computer hardware and software.

II. Use of supportive technology in kindergarten and school

Development of technical culture from kindergarten on to develop the technical competences of modern people. Technical activities and their importance for the development of the technical literacy of children with special needs in the pre-school period and in primary school. The development of the technical and pedagogical competence of the educator for the development of the technical literacy of children with special needs. "How does this work?" – Adaptation of the explanation and presentation of the principles of operation of certain diagnostic and therapeutic procedures and modern therapeutic and rehabilitation devices to the child's stage of development. Methods of development of technical creativity and innovation with children and students with special needs. Use of ICT with children and students with special needs.

III. Encouragement of creative problem-solving, promotion of innovativeness and dissemination of original and effective solutions.

Use of modern technology for the preparation of individualized teaching tools and materials. Use of

tehnične dokumentacije in pisne predstavitve prilagojenega didaktičnega pripomočka za diseminacijo ideje. Sodelovanje vzgojitelja in učitelja z različnimi tehničkimi in pedagoškimi strokovnjaki v okolju vrtca in šole.

modern technology for the adaptation of the environment to the child's needs. Preparation of technical documentation and written presentations of adapted teaching devices for dissemination of ideas. Cooperation of the educator and teacher with different technical and teaching experts in the kindergarten and school environment.

Temeljni literatura in viri / Readings:

Osnovna literatura / Basic literature:

- Končar, M., Gorše, A., Rupar, T. (2007). Računalniška informacijsko komunikacijska tehnologija na področju vzgoje in izobraževanja otrok s posebnimi potrebami, Pedagoška fakulteta, Ljubljana [COBISS.SI-ID [234060032](#)]
- Kiswarday, V. R. (1999). Računalniška interesna dejavnost v oddelkih usposabljanja otrok z zmerno motnjo v duševnem razvoju in vedenjsko spremenjenostjo, magistrsko delo. Pedagoška fakulteta, Ljubljana. [COBISS.SI-ID [3075913](#)]
- Izumi-Taylor, Sluss, Lovelace. 2008. Nurturing Children's Love of Learning Through Play and Technology. He Kupu, The word. 2008.
- Wedam, A. (1991). Kako deluje? Sodobna tehnika I in II. Ljubljana: TZS, Ljubljana.
- Struan, R. (1992), Iznajdbe in odkritja , Slikovni pojmovnik TZS, Ljubljana.

Dopolnilna literatura / Additional literature:

- Robinson, Soto, Solomon-Rice. 2007. SLP and Early Childhood Educator Collaboration in Preschool AAC Services. San Francisco State University.
- Web Resources for AAC in Preschool:
 - Statewide Early Education Development Systems, CA-- AT Section:
<http://www.scoe.net/SEEDS>
 - Circle of Inclusion Website: <http://www.circleofinclusion.org/>
 - AT Basics: Communication Needs by Julie Maro and Lori Tufte
<http://atto.buffalo.edu/registered/ATBasics/Populations/aac/index.php>
 - Preschool AAC Checklist by Judy Henderson <http://med.stanford.edu/ataac/products.html>
 - Barkley Center: Early Vocabulary <http://aac.unl.edu>
 - JFK AT Quick Guides: <http://www.jfkpartners.org> & Project Participate
<http://www.projectparticipate.org/communications.asp>
 - Speaking of Speech: ready made overlays for songs, games, activities (many are made with Boardmaker) <http://www.speakingofspeech.com/generic26.html>
 - EKC AT Wheel - Draft--download from Let's Play Project at the University of Buffalo
<http://letsplay.buffalo.edu/toys/special-toys.htm>
 - Georgia Project for Assistive Technology AT for AAC in Preschool <http://www.gpat.org/>

Dodatna literatura / Additional literature:

- Edyburn, D.L. (2006). Assistive technology and mild disabilities. Special Education Technology Practice, 8(4), 18-28. Reprinted with permission.
- Brian, W. (2003). Moja prva enciklopedija naravoslovja. Ljubljana: TZS.

Cilji in kompetence:

Objectives and competences:

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| <p><u>Cilji:</u></p> <p>Študenti/-ke:</p> <ul style="list-style-type: none">• spoznajo vpliv tehnike in tehnologije na kakovost življenja ljudi;• spoznajo razvoj tehnike in tehnologije skozi čas kot podporni dejavnik pri izvajanju vzgoje in izobraževanja otrok s posebnimi potrebami;• razumejo delovanje sodobnih diagnostičnih in terapevtskih postopkov ter terapevtskih in rehabilitacijskih pripomočkov;• se usposobijo za ustrezno, otrokovemu razumevanju prilagojeno predstavitev delovanja sodobnih diagnostičnih in terapevtskih postopkov, naprav ter sredstev pri rehabilitaciji, kar pripomore k kakovostnejši inkluziji;• spoznajo načine uporabe podporne tehnologije glede na vrsto težav, primanjkljajev oz. oviranosti pri osebah s posebnimi potrebami ter se usposobijo za uporabo le-teh;• spoznajo načine zagotavljanja varnosti pri izvajanju dejavnosti rehabilitacije v vrtcu in šoli in načine razvijanja ustreznih učenčevih navad pri uporabi tehničnih sredstev;• spoznajo načine razvijanja učenčevih tehničnih zmožnosti ter načine usmerjanja učencev v ustvarjalno delo v poklicu in prostem času;• spoznajo možnosti za uporabo sodobne tehnologije pri pripravi individualiziranih didaktičnih pripomočkov in materialov;• ustvarjalno in inovativno razmišljajo in isčejo nove možnosti za prilaganje vzgojno izobraževalnim potrebam OPP;• znajo diseminirati izvirne in učinkovite rešitve inkuzivnosti in se za izvedbo le-teh timsko povezovati z notranjimi in zunanjimi sodelavci. <p><u>Splošne kompetence:</u></p> <ul style="list-style-type: none">• sposobnost za razvijanje interesa pri učencih s posebnimi potrebami za tehniko in tehnologijo ter za uporabo in ustrezno ravnanje s tehničkimi sredstvi;• natančno in jasno strokovno izražanje;• poznavanje osnovnih tehničnih principov delovanja nekaterih diagnostičnih in | <p><u>Objectives:</u></p> <p>Students:</p> <ul style="list-style-type: none">• learn about the impact of technology on the quality of life;• learn about the development of technology through time as the supportive factor in the upbringing and education of special needs children;• understand the function of the state-of-the-art diagnostic and therapeutic procedures and therapeutic and rehabilitation devices;• are trained to make a presentation of the operation of modern diagnostic and therapeutic procedures, devices and rehabilitation means, which is appropriate and modified so that children understand it, which contributes to improved inclusion;• get acquainted with the methods of use of supportive technology according to the type of problems, deficits or impairments of special needs children, and get qualified to use them;• learn about ways to ensure safety in the implementation of rehabilitation activities in kindergarten and school and ways of developing appropriate habits when using technical devices;• learn about ways of developing students' technical capabilities and ways of orienting them into creative occupational and leisure activities;• learn about the options to use modern technology for the preparation of individualized teaching tools and materials;• think in a creative and innovative way and seek new options for the adaptation to the educational needs of special needs individuals;• can disseminate creative and effective solutions for inclusion and work in teams with internal and external colleagues to implement them. <p><u>General competences:</u></p> <ul style="list-style-type: none">• ability to raise the interest of students with special needs for technology and for the use and proper handling of technical devices;• accurate and clear professional expression;• knowledge of the basic principles of |
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| <p>terapevtskih postopkov (ultrazvok, rentgen, magnetna resonanca, EEG, EKG) in sodobnih terapevtskih in rehabilitacijskih pripomočkov (slušni aparat, FM sistem, insulinska črpalka, električni voziček prilagojena računalniška strojna in programska oprema, ipd.);</p> <ul style="list-style-type: none">• metodična usposobljenost za aplikacijo tehnologije in podporne tehnologije;• usposobljenost za organizacijo in varno izvajanje tehniških dejavnosti učencev s posebnimi potrebami;• usposobljenost za načrtovanje, izvajanje in evalviranje uporabe podporne tehnologije z vidika omogočanja čim bolj kakovostne inkluzije;• usposobljenost za pripravo tehnične dokumentacije in pisne predstavitev prilagojenega didaktičnega pripomočka za diseminacijo ideje. | <p>operation of certain diagnostic and therapeutic procedures (ultrasound, x-ray, magnetic resonance, EEG, ECG) and modern therapeutic and rehabilitation devices (hearing aid, FM system, insulin pump, electric wheelchair, adapted computer hardware and software etc.);</p> <ul style="list-style-type: none">• methodical qualification for the application of technology and supportive technology;• qualification for the organization and safe implementation of technical activities for students with special needs;• qualification for design, implementation and evaluation of the use of supportive technology from the aspect of enabling efficient inclusion;• qualification for the preparation of technical documentation and written presentations of the adapted teaching devices for the dissemination of ideas. <p>Predmetno specifične kompetence:</p> <ul style="list-style-type: none">• poznavanje podpornih tehnologij in možnosti, ki jih sodobna tehnologija ponuja v podporo inkluziji OPP;• zmožnost ustrezno prilagojene predstavitev postopkov in naprav, glede na otrokovo razvojno stopnjo;• zmožnost uporabe sodobne tehnologije pri pripravi individualiziranih didaktičnih pripomočkov in materialov;• didaktična spretnost načrtovanja in izvajanja tehničnih dejavnosti v vrtcu in pri pouku za učence s posebnimi potrebami;• didaktična spretnost vrednotenja tehničkih dejavnosti v vrtcu in pri pouku;• sposobnost spodbujanja radovednosti otrok na področju tehničkih dejavnosti in raziskovalnega ter inovativnega učenja otrok in učencev s posebnimi potrebami;• sposobnost strokovno zavzetega delovanja in zavedanje pomena vseživljenskega usposabljanja na tehniškem področju iz vidika profesionalnega razvoja vzgojiteljev in učiteljev;• usposobljenost za načrtovanje, dokumentiranje in predstavitev podporne tehnologije. <p>Subject-specific competences:</p> <ul style="list-style-type: none">• knowledge of supportive technology and options which are offered by modern technology to support the inclusion of special needs individuals;• ability to appropriately tailor the presentation of procedures and devices according to the child's stage of development;• ability to use modern technology for the preparation of individualized teaching tools and materials;• didactic skill of planning and implementation of technical activities in kindergarten and in classes for students with special needs;• didactic skill of evaluating technical activities in kindergarten and in classes;• ability to encourage curiosity of children's activities in the field of technical activities and research and innovative learning of children and students with special needs;• ability of professional dedication and awareness of the importance of lifelong training in the technical field from the aspect of the professional development of educators and teachers;• qualification for planning, documentation and presentation of supportive technology. |
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Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- pozna tehnična sredstva, tehnologije, organizacijo dela pri vzgoji OPP;
- pozna in razume pomen tehniške dejavnosti v vrtcu in v osnovni šoli za razvoj tehniške pismenosti pri vzgoji otrok s posebnimi potrebami.

Uporaba:

Študent/-ka:

- razvija različne spretnosti in postopke tehnične obdelave;
- razvija spretnosti uporabe sodobnih dosežkov pri tehniških pripomočkih;
- se usposobi za kritično vrednotenje pripomočkov .

Refleksija:

Študent/-ka:

- se usposobi za refleksivno analizo in vrednotenje lastne kompetentnosti na področju tehnike in tehnologije pri podpori inkluzije;
- se usposobi za refleksivno analizo in vrednotenje dosežkov otrok na področju tehnike in tehnologije pri podpori inkluzije;
- se usposobi za analizo tehničke inovativnosti v predšolskem in osnovnošolskem obdobju na področju tehnike in tehnologije pri podpori inkluzije.

Intended learning outcomes:

Knowledge and understanding:

The student:

- is familiar with technical devices, technology and the organisation of work in the upbringing of special needs individuals;
- knows and understands the significance of technical activities in kindergarten and primary school to develop technical literacy in the upbringing of children with special needs.

Use:

The student:

- develops various skills and procedures of technical processing;
- develops skills to use state-of-the-art achievements in the field of technical devices;
- acquires qualification for the critical evaluation of the devices.

Reflection:

The student:

- gets qualified for reflective analysis and evaluation of his/her own competences in the field of technology for the support of inclusion;
- gets qualified for the reflective analysis and evaluation of the children's achievements in the field of technology for the support of inclusion;
- gets qualified for the analysis of technical innovativeness in the pre-school and primary school period in the field of technology for the support of inclusion.

Metode poučevanja in učenja:

- Predavanje
- diskusija,
- sodelovalno učenje,
- problemsko učenje,
- projektno delo,
- praktično delo individualno in skupinah,
- samostojni študij.

Learning and teaching methods:

- lecture,
- discussion,
- collaborative learning,
- problem-based learning,
- project work,
- individual practical work and practical work in teams,
- independent study.

Delež (v %) /

| Načini ocenjevanja: | Weight (in %) | Assessment: |
|-----------------------------------------------------------|----------------------|----------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Type (examination, oral, coursework, project): |
| Seminarska naloga. Pisni in/ali ustni izpit. | 40 % 60 % | Seminar paper. Written and/or oral examination. |

Reference nosilca / Lecturer's references:

1. ZULJAN, Darjo, URAN, Miro. Optimization of the laser wire cladding of tool steels using factor analysis. *Lasers eng.*, 2010, letn. 20, št. 1-2, str. 21-38. [COBISS.SI-ID 8420425]
2. ZULJAN, Darjo. Lasersko, TIG in plazemsko reparaturno navarjanje orodnega jekla X40CrMoV5-1. *Varilna teh.*, 2010, letn. 59, št. 4, str. 33-39, ilustr. [COBISS.SI-ID 8705865]
3. ZULJAN, Darjo, COTIČ, Mara. Povezava med tehničnimi in matematičnimi dejavnostmi v vrtcu. V: COTIČ, Mara (ur.), MEDVED-UDOVIČ, Vida (ur.), CENCIČ, Majda (ur.). *Pouk v družbi znanja*. Koper: Pedagoška fakulteta, 2009, str. 276-283, ilustr. [COBISS.SI-ID 3475415]
4. ZULJAN, Darjo. *Metodika tehnične vzgoje*, (Zbirka Študijska gradiva). Koper = Capodistria: Pedagoška fakulteta: = Facolta di studi educativi, 2007. 50 str., ilustr. [COBISS.SI-ID 8182089]
5. ZULJAN, Darjo, VALENČIČ ZULJAN, Milena. *Teaching welding workers*. Ljubljana: Welding Institute, 2007. 20 f., ilustr. [COBISS.SI-ID 7361609]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|-------------------------------------------------------------------------|---------------------------------------------|
| Predmet: | Pravo in etika v edukaciji |
| Course title: | Law and Ethics in Education |
| Študijski program in stopnja Study programme and level | Študijska smer Study field |
| Inkluzivna pedagogika, 2. stopnja | / |
| Inclusive Pedagogics, 2 nd cycle | / |
| | Letnik Academic year |
| | 1. ali 2. |
| | 1 st or 2 nd |
| | 2 nd or 3 rd |
| Semester Semester | |
| | |

Vrsta predmeta / Course type izbirni/Elective

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|--------------------------------------|----------------------------------|--------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------|-------------|
| 15 | / | 30 SV | / | / | 135 | 6 |

Nosilec predmeta / Lecturer: Izr. prof. dr. Andraž Teršek

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|----------------------------|-------------------------------------------------|
| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
| / | / |

Vsebina:

- Poglobljena analiza in razlaga izbranih tem s področja prava, ki v največji meri zadevajo učiteljski poklic, status učencev in opredeljujejo pravno pravilen odnos med učitelji in učenci.
- Poglobljena analiza in razlaga izbranih tem s področja prava, ki so posebnega pomena za edukacijo.
- Poglobljeno učenje, kako misliti pravo in kako učiti pravno mišljenje.
- Poglobljena analiza in razlaga pomembnih etičnih vprašanj za edukacijo.
- Poglobljeno soočenje pravnih pravil in etičnih standardov v učiteljskem poklicu.

Content (Syllabus outline):

- Deepened analysis and interpretation of selected themes in the field of law, which mostly concern the teaching profession, student status and define the legally correct relationship between teachers and pupils;
- Deepened analysis and interpretation of selected themes in the field of law that are of special importance for education;
- Deepened learning how to think about the law and how to teach legal thinking;
- Deepened analysis and interpretation of significant ethical issues in education;
- Deepened confrontation of legal rules and ethical standards in the teaching profession.

Temeljni literatura in viri / Readings:

Osnovna literatura (basic readings):

- Andreja Trtnik Herlec, Brigita Urh, Andrej Koren, Andraž Teršek (2006): Udejanjanje otrokovih pravic v kontekstu šole. Šola za ravnatelje. Ljubljana.
- Otrokove pravice v Evropi (1999). Informacijsko dokumentacijski center Sveta Evrope. Ljubljana.
- Ethics and Education (2005). The Official Journal of the International Network of Philosophers of Education. Št. 6/2005. Routledge.
- Andraž Teršek (2009): Ustavna demokracija in vladavina prava. UP FAMNIT. Koper.
- Odločbe sodišča in informacijskega pooblaščenca.
- Strokovni članki in poglavja iz izbranih znanstvenih, strokovnih in časopisnih virov, naknadno določena in razdeljena tekom izvajanja študijskega procesa pri predmetu (višja zahtevna raven).

Dopolnilna literatura (additional readings):

- Pavel Zgaga (2002). *Šolsko polje : teme iz filozofije edukacije in edukacijskih strategij*, (Obrazi edukacije, 1). 1. izd. Ljubljana. Pedagoška fakulteta.
- Tatjana Devjak (ur.) (2007). *Pravila in vzgojno delovanje šole*, (Partnerstvo fakultet in šol, model III). Ljubljana: Pedagoška fakulteta.
- Pavel Zgaga (1990). Religija, etika, vednost: med vzgojo in izobraževanjem. V: GABER, Slavko (ur.), KODELJA, Zdenko (ur.). *Verouk v šole?!* : [zbornik], (Šolsko polje, 4). Ljubljana: Krt; Škofja Loka: Zamorc, 1990.
- Ivan Kosovel (1990). *Vzgoja proti izobraževanju : razprave in eseji*, (Študije šolskega polja). Ljubljana: Slovensko društvo raziskovalcev šolskega polja.
- Lovro Šturm (2002): Komentar Ustave Republike Slovenije. FPDEŠ. Ljubljana.
- Ciril Ribičič (2010): Človekove pravice in ustavna demokracija. Študentska založba. Ljubljana.
- Rado Bohinc, Miro Cerar, Barbara Rajgelj (2006): temelji prava in pravne ureditve. GV založba. Ljubljana.
- Strokovni članki in poglavja iz izbranih znanstvenih, strokovnih in časopisnih virov, naknadno določena in razdeljena tekom izvajanja študijskega procesa pri predmetu.

Cilji in kompetence:

Cilji:
Študent/-ka:

Objectives and competences:

Objectives:
Students

- razvije poglobljeno znanje o temeljnih pravnih vprašanjih, ki zadevajo učiteljski poklic in edukacijo, hkrati pa poglobi njihovo pravilno razumevanje;
- razvije uporabno znanje za neposredno uporabo prava in pravnih orodij za učiteljski poklic;
- izboljša razumevanje odločilnih pogojev za dober odnos z učenci;
- razvije poglobljeno razumevanje temeljnih etičnih vprašanj za učiteljski poklic in edukacijo;
- razvije sposobnost učinkovitega soočanja pravnih pravil z etičnimi standardi.

Splošne kompetence:

- poglobljeno poznavanje in razumevanje temeljnih pravnih in etičnih vsebin, ki so pomembne za dobro delo učitelja;
- razvijanje sposobnosti za uspešno reševanje pravnih in etičnih vprašanj pri delu učitelja in v edukaciji;
- poglobljeno razvijanje sposobnosti za analizo, sintezo in kritično oceno strokovnih vprašanj in gradiva;
- obogatitev splošnega znanja in širitev razgledanosti.

Predmetno specifične kompetence:

- poznavanje in razumevanje temeljnih pravnih vsebin, ki so pomembne za dobro delo učitelja;
- poznavanje in razumevanje osrednjih etičnih vprašanj za dobro delo učitelja in edukacijo;
- učenje o tem, kako misliti in učiti pravo;
- učenje o tem, kako misliti in uresničevati etična načela pri delu učitelja in v edukaciji;
- učenje o tem, kako soočati in uresničevati pravo in etiko pri delu učitelja.

- develop deepened knowledge of fundamental legal issues affecting the teaching profession and education, but also deepen their proper understanding of the key legal issues;
- develop useful skills for direct application of the law in teaching practices and use of legal tools in the teaching profession;
- improve understanding of the basic conditions for a good relationship with pupils;
- develop a deepened understanding of fundamental ethical issues for the teaching profession and education;
- develop the ability to effectively confront the legal rules and ethical standards

General competences:

- develop deepened knowledge and proper understanding of fundamental legal and ethical issues, which is important for a good teaching;
- develop the ability to successfully resolve the legal and ethical issues in the work of the teacher and in education;
- develop the deepened capacity for analysis, synthesis and critical assessment of professional issues and learning materials;
- enrichment of general knowledge.

Subject-specific competencies:

- develop knowledge and understanding of the basic legal provisions that are important for a good teaching and education;
- develop knowledge and proper understanding of key ethical issues for a good teaching;
- learn how to think the law and teach the law;
- learn how to think and implement ethical principles in the work of the teacher and in education;
- learn how to confront law and ethics and how to implement law and ethics in the work of the teacher.

Predvideni študijski rezultati:

Intended learning outcomes:

Znanje, razumevanje in uporaba:

Študent/-ka:

- teoretično obvlada in razume izbrane pravne vsebine in etična vprašanja na višji ravni;
- razvije sposobnost neposredne uporabe pravnih pravil in etičnih načel pri delu učitelja in v edukaciji;
- razvije sposobnost za poučevanje pravnih in etičnih tem.

Refleksija:

Študent/-ka:

- primerja pridobljeno znanje s kolegi,
- kritično ocenjuje lastno znanje in razumevanje predmetnih vsebin pri kolegih;
- išče, kritično izbira in učinkovito uporablja strokovne vire;
- razvije sposobnost pisnega prikaza znanja in kvalitetne pisne utemeljitve lastnih stališč.

Knowledge, understanding and use of:

The student:

- theoretically masters and understands the contents of selected legal and ethical issues on higher level;
- develop the ability for direct application of legal rules and ethical principles in the work of the teacher and in education;
- develop the ability to teach about legal and ethical issues.

Reflection:

The student:

- compares the acquired knowledge with colleagues;
- critically evaluates her own knowledge and understanding of issues and those of her colleagues;
- seeks, critically selects and effectively uses the professional resources;
- develops the ability to display knowledge in writing and to make quality written statements of her own positions.

Metode poučevanja in učenja:

- delo v skupinah,
- samostojno delo,
- predavanja,
- pogovor, razprava.

Learning and teaching methods:

- work in groups,
- work independently,
- seminars,
- conversation, discussion (emphasized).

Delež (v %) /

Weight (in %)

Assessment:

| | | |
|-----------------------------------------------------------|--|------------------------------------------------|
| Načini ocenjevanja: | | |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Type (examination, oral, coursework, project): |

| | | |
|-----------------------------|------|------------------------------------|
| • Seminarska naloga. | 50 % | • Seminar paper. |
| • Pisni in/ali ustni izpit. | 50 % | • Written and/or oral examination. |

Reference nosilca / Lecturer's references:

1. TERŠEK, Andraž. *Svoboda izražanja v sodni praksi Evropskega sodišča za človekove pravice in slovenski ustavnosodni praksi*. V Ljubljani: Informacijsko dokumentacijski center Sveta Evrope pri NUK, 2007. 279 str. ISBN 978-961-6285-54-4. [COBISS.SI-ID [237456384](#)]
2. TERŠEK, Andraž. *Ustavna demokracija in vladavina prava : ustavnopravni eseji*. 1. izd. Koper: FAMNIT - Fakulteta za matematiko, naravoslovje in informacijsko tehnologijo, 2009. 164 str. ISBN 978-961-269-182-0. [COBISS.SI-ID [248988160](#)]
3. TERŠEK, Andraž (ur.). *Etika in kakovost življenja : izbrana vprašanja iz medicine, športa in prava = ethics and the quality of life : selected issues in medicine, sports, and law*, (Revus, 2010, #št. #13). Ljubljana: Klub Revus; Koper: Fakulteta za matematiko, naravoslovje in informacijske tehnologije,

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| <p>2010. 127 str., tabele. [COBISS.SI-ID 3173320]</p> <p>4. Andreja Trtnik Herlec, Brigita Urh, Andrej Koren, Andraž Teršek (2006): Udejanjanje otrokovih pravic v kontekstu šole. Šola za ravnatelje. Ljubljana.</p> <p>5. TERŠEK, Andraž. Morala kot temelj in kriterij (vladavine) prava. <i>Revus.</i> [Tiskana izd.], 2010, št. 13, str. 89-110. [COBISS.SI-ID 256561152]</p> |
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| UČNI NAČRT PREDMETA / COURSE SYLLABUS | |
|----------------------------------------------|---------------------------------------|
| Predmet: | Projektno delo z izbrano populacijo |
| Course title: | Project work with selected population |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-------------------------------------------------------------------|---------------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

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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 Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|--------------------------------|----------------------------|--------------------------|------------------------------------------------|--------------------------------------------------------------|---------------------------------------|-------------|
| 15 | / | 30 SV | / | / | 135 | 6 |

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| Nosilec predmeta / Lecturer: | prof. dr. Mitja Krajnčan / Prof. Dr. Mitja Krajnčan |
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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene Vaje / Tutorial: slovenski/Slovene |
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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: |
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| Vsebina: | Content (Syllabus outline): |
| <ul style="list-style-type: none"> teoretična znanja o projektnem delu, teoretična znanja o timskem delu, teoretična znanja o skupinskem delu, priprava, izvedba in evalvacija projektnega dela. | <ul style="list-style-type: none"> theoretical knowledge about project work, theoretical knowledge about teamwork, theoretical knowledge about group work, preparation, implementation and evaluation of the project work. |

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| Temeljni literatura in viri / Readings: | <ul style="list-style-type: none"> Dragoš, S. & Žnidarec Demšar (2005). Akcijski projekt v skupnosti: priročnik za izvedbo projekta in izdelavo projektne naloge. Ljubljana: Fakulteta za socialno delo. Dragoš, S. (1997). Akcijski projekt. Priročnik za izvedbo in izdelavo projektne naloge. Ljubljana: VŠSD. |
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- Gawlinski, G. (2000). Načrtujmo skupaj: umetnost učinkovitega timskega dela. Ljubljana: Društvo za razvijanje preventivnega in prostovoljnega dela.
- Maddox, R.B. (1992). Oblikovanje tima. Ljubljana: Mladinska knjiga.
- Novak, H. IDR. (1990). Projektno učno delo. Ljubljana: DZS.
- Randall, R. & Southgate, J. (1988). Skupinska dinamika v skupnosti. Ljubljana: ZKOS in VŠSD.
- Pardley, D. (ed.). (2007). Coaching and training your team. London: Elsevier, Pergamon Flexible Learning

Cilji in kompetence:

Cilji:

Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:

- sposobnost komuniciranja, sodelovalno/timsko delo,
- strokovno delo, usmerjeno v življenjsko polje uporabnika; sposobnost delati v obstoječih socialnih pogojih,
- zavedanje in refleksija lastnih prispevkov v delu z ljudmi; motiviranost za supervizijske oblike dela,
- razumevanje procesov oblikovanja tima,
- priprava, vodenje in evaluacija posebnih pedagoških projektov.

Splošne kompetence:

- Poznavanje in razumevanje projektnega dela.
- Uporaba in razumevanje vseh faz v projektnem delu.
- Poznavanje in razumevanje skupinskega dela.
- Poznavanje in razumevanje timskega dela.

Predmetno specifične kompetence:

- Poznavanje in uporaba projektnega dela za različne ciljne skupine .
- Zmožnost uporabe različnih metod načrtovanja, izvajanja in evalviranja projektnega dela.
- Zmožnost empatičnosti v skupinskem in tiskem delu in komunikacijska odprtost.

Objectives and competences:

Objectives:

The learning unit contributes to the development of the following general and specific competences:

- ability of communication, collaborative/teamwork,
- professional work, orientated into the user's living field; ability to work in existing social conditions,
- awareness and reflection of his/her own contributions to work with people; motivation for supervision forms of work,
- understanding of the team creation processes,
- preparation, management and evaluation of specific educational projects.

General competences:

- Knowledge and understanding of the project work.
- Use and understanding of all stages of the project work.
- Knowledge and understanding of group work.
- Knowledge and understanding of teamwork.

Subject-specific competences:

- Knowledge and use of project work for different target groups.
- Ability to use various methods of planning, implementation and the evaluation of the project work.
- Ability of empathy in group or teamwork and openness.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- spozna in razume procese razvoja tima,
- spozna in razume dinamiko timskega dela,
- spozna in razume skupinsko delo,

Intended learning outcomes:

Knowledge and understanding:

The student:

- knows and understands the processes of team development,
- gets acquainted with and understands the

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| <ul style="list-style-type: none"> • spozna in razume projektno metodo dela, • reflektira in kritično ovrednoti različne (lastne in opazovane) pedagoške izkušnje, • preverja svoja znanja v praksi. <p>Uporaba: Študent/-ka:</p> <ul style="list-style-type: none"> • sposoben/-na izvesti projekt od snovanja do ovrednotenja, • uporablja tehnike timskega in skupinskega dela. <p>Refleksija: Študent/-ka:</p> <ul style="list-style-type: none"> • reflektira lastno udeleženost v delu skupino in kolegi, • reflektira rezultate dela s kolegi in strokovnimi partnerji. | <ul style="list-style-type: none"> dynamics of teamwork, • recognizes and understands teamwork, • gets acquainted with and understands the project method of work, • reflects and critically evaluates different (own and monitored) teaching experience, • examines their knowledge in practice. <p>Use: The student:</p> <ul style="list-style-type: none"> • is able to perform a project from design to evaluation, • uses techniques of teamwork and group work. <p>Reflection: The student:</p> <ul style="list-style-type: none"> • reflects on his/her own participation in work with the target group and colleagues, • reflects on the results of work with colleagues and professional partners. |
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| Metode poučevanja in učenja: | Learning and teaching methods: | | |
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| <ul style="list-style-type: none"> • predavanja, Seminarske vaje • konzultacije, • diskusija, • razprava • samostojno delo študenta. | <ul style="list-style-type: none"> • lectures, seminars, • consultations, • discussion, • debate, • independent student activities. | | |
| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: | |
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): <ul style="list-style-type: none"> • projektno delo, • pisni in/ali ustni izpit. | 70 % 30 % | Type (examination, oral, coursework, project): <ul style="list-style-type: none"> • project work, • written and/or oral examination. | |

Reference nosilca / Lecturer's references:

1. KRAJNČAN, Mitja, BAJŽELJ, Boštjan. Analysis of relationship elements in pedagogy. *The new educational review*, 2009, letn. 17, št. 1, str. 135-154. [COBISS.SI-ID [7838537](#)]
2. 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](#)]
3. KRAJNČAN, Mitja. *Osnove doživljajske pedagogike*. Ljubljana: Pedagoška fakulteta, 2007. 182 str., ilustr. ISBN 978-961-253-007-5. [COBISS.SI-ID [236623104](#)]
4. 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](#)]
5. 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](#)]

| UČNI NAČRT PREDMETA / COURSE SYLLABUS | | | | |
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| Predmet: | Študije socialno-pedagoških teorij in praks | | | |
| Course title: | Studies in social and educational theories and practices | | | |
| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester | |
| Inkluzivna pedagogika, 2. stopnja Inclusive Pedagogics, 2 nd cycle | / | 1. ali 2. 1 st or 2 nd | 2. ali 3. 2 nd or 3 rd | |
| Vrsta predmeta / Course type | izbirni/Elective | | | |
| Univerzitetna koda predmeta / University course code: | / | | | |
| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study |
| 15 | / | 30 SV | / | / |
| Samost. delo Individ. work | 135 | | | |
| ECTS 6 | | | | |
| Nosilec predmeta / Lecturer: | prof. dr. Mitja Krajnčan / Prof. Dr. Mitja Krajnčan | | | |
| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene Vaje / Tutorial: slovenski/Slovene | | | |
| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Conditions for inclusion in work or performance of study obligations: | | | |
| / | / | | | |
| Vsebina: | Content (Syllabus outline): | | | |
| <ul style="list-style-type: none"> • antidiskriminatory, • opolnomočenje v socialni pedagogiki, • usmerjenost v vire, • koncept življenjsko usmerjene socialne pedagogike, • aplikacije v prakso, • kritična analiza obstoječe prakse, • raziskovanje prakse, povezava teorije in prakse, • modeli profesionalnosti, • razvoj profesije, • spoznavanje modelov poklicnega delovanja na empirični osnovi, • razvoj poklicne identitete. | <ul style="list-style-type: none"> • anti-discrimination, • authority in social pedagogy, • orientation towards the resources, • concept of life-oriented social pedagogy, • applications in practice, • critical analysis of the existing practice, • research of practice, link of theory and practice, • models of professionalism, • professional development, • exploring models of vocational activity on the basis of empirical models, • development of professional identity. | | | |
| Temeljni literatura in viri / Readings: | | | | |

- Grunwald, K. & Thiersch, H. (2008): Koncept socialne pedagogike , usmerjene v življenjski svet. V: Krajnčan.M., Zorc-Maver, D, Bajželj, B., *Socialna pedagogika med teorijo in prakso*. Univerza v Ljubljani:Pedagoška fakulteta. S- 7-26.
- Thompson, N. (2001): *Anti-discriminatory Practice*, Palgrave: Hounds Mills. S. 194
- Heiner, M. (2004): *Professionalitaet in der Sozialen Arbeit. Theoretische Konzepte, Modelle und empirische Perspektiven*. Kohlhammer:Stuttgart. S. 178.
- Ellermann, W. (2002). Das sozialpädagogische Praktikum. Weinheim und Basel: Beltz Verlag. S.152
- Dörr, M., Müller, B. (2007). Nähe und Distanz. Ein Spannungsfeld pädagogischer Professionalität. Weinheim und München: Juventa Verlag. S. 204.

Cilji in kompetence:

Cilji:

- poznavanje različnih socialno pedagoških teorij in njihove aplikacije v prakso,
- raziskovanje prakse, komparacija s sodobnimi modeli in aplikacijo,
- oblikovanje prakse na osnovi izbranih teoretskih konceptov,
- refleksija prakse in lastnega delovanja,
- razvijanje novih modelov praktičnega dela,
- kritična analiza obstoječe prakse.

Splošne kompetence:

- razumevanje in spoznavanje teorij socialne pedagogike,
- razumevanje in spoznavanje socialno pedagoških praks,
- poznavanje metodologije kvalitativnega in kvantitativnega raziskovanja.

Predmetno specifične kompetence:

- Spoznavanje, razumevanje in uporaba konkretnih socialno pedagoških problemov v empiričnem preverjanju socialno pedagoških praks.
- Spoznavanje, razumevanje in uporaba različnih metodoloških prijemov v pridobivanju in empirični obdelavi socialno pedagoških raziskovalnih polij.
- Spoznavanje, razumevanje in uporaba rezultatov kot dodano vrednost socialno pedagoški znanosti.

Objectives and competences:

Objectives:

- knowledge of various social teaching theories and their application in the practice,
- research of practice, comparison with state-of-the-art models and applications,
- design of practice based on selected theoretical concepts,
- reflection of one's own practice and operation,
- development of new models of practical work,
- critical analysis of the existing practice.

General competences:

- understanding and exploring theories of social pedagogy,
- understanding and exploring social teaching practices,
- knowledge of the methodology of qualitative and quantitative research.

Subject-specific competences:

- Exploring, understanding and use of specific social teaching problems in the empirical verification of social teaching practices.
- Exploring, understanding and use of different methodological approaches in the course of the acquisition and processing of social teaching research fields.
- Exploring, understanding and use of results as added value to social teaching science.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

Pozna različne teorije socialne pedagogike, razume prenos teorij v prakso, pozna in razume

Intended learning outcomes:

Knowledge and understanding:

The student:

Is familiar with different theories of social pedagogy, understands social pedagogy and knows how to

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| <p>raziskovanje v socialni pedagogiki in zna razvijati nove modele prakse.</p> <p>Uporaba: Uporaba različnih socialno pedagoških diskurzov, problemov, metod kakor tudi analiz v različnih raziskovalnih možnostih na področju socialno pedagoških praks,</p> <p>Refleksija: Poznavanje in uporaba sodobnih metod analize, evalvacije socialno pedagoškega raziskovanja Razumevanje in uporab novih dognanj za potrebe socialno pedagoške prakse.</p> | <p>develop new models of practice.</p> <p>Use: Use of different social teaching discourses, problems, methods, as well as analyses in various research opportunities in the field of social teaching practices.</p> <p>Reflection: Knowledge and use of modern methods of analysis and evaluation of social teaching research. Understanding and use of new knowledge for the needs of social teaching practice.</p> |
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Metode poučevanja in učenja:

- predavanja,
- seminarne vaje,
- delo v skupini,
- projektno delo.

Learning and teaching methods:

- lectures,
- seminar exercises,
- teamwork,
- project work.

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt):

- Projektno delo,
- pisni izpit.

60 %
40 %

Assessment:

Type (examination, oral, coursework, project):

- project work,
- written examination.

Reference nosilca / Lecturer's references:

1. KRAJNČAN, Mitja, BAJŽELJ, Boštjan. Analysis of relationship elements in pedagogy. *The new educational review*, 2009, letn. 17, št. 1, str. 135-154. [COBISS.SI-ID [7838537](#)]
2. 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](#)]
3. KRAJNČAN, Mitja. *Osnove doživljajske pedagogike*. Ljubljana: Pedagoška fakulteta, 2007. 182 str., ilustr. ISBN 978-961-253-007-5. [COBISS.SI-ID [236623104](#)]
4. 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](#)]
5. 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](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|----------------------------------------------------------|
| Predmet: | Genetski vzroki motenj pri otrocih s posebnimi potrebami |
| Course title: | Genetic Disorders of Children with Special Needs |

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type izbirni/Elective

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 15 | / | 30 SV | / | / | 135 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Janja Plazar / Assist Prof Dr. Janja Plazar

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| Jeziki / Languages: | Predavanja / Lectures: slovenski/Slovene |
| | Vaje / Tutorial: slovenski/Slovene |

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

/ /

Conditions for inclusion in work or performance of study obligations:

/

Vsebina:

- Osnove genetike: zgradba in funkcija molekule DNK in organizacija le-te v kromosome.
- Prinzipi dedovanja z vidika delitve celice in aktivnost kromosomov med celično delitvijo.
- Pomen redukcijske delitve celice (mejoze) ter posledično pomen genetske pestrosti znotraj populacije z vidika evolucije.
- Pojav različnih tipov mutacij in poškodb kromosomov med redukcijsko delitvijo celice (mejoto) in posledice le-teh na razvoj človeškega zarodka.
- Prinzipi dominantnega in recesivnega dedovanja pri človeku ter praktični primeri takih vrst dedovanj.
- Spoznavanje genetskih testov za zgodnje ter poznejše odkrivanje genetskih napak pri zarodkih, novorojenčkih ter otrocih.
- Spoznavanje vzrokov genetskih bolezni pri ljudeh s posebnimi potrebami, ki so lahko posledica dedovanja ali

Content (Syllabus outline):

- Basics of genetics: structure and function of the DNA molecule and organization into chromosomes.
- Principles of inheritance from the perspective of cell division and the activity of chromosomes during cell division.
- The importance of reduction cell division (meiosis) and consequently the importance of genetic diversity within the population in terms of evolution.
- Emergence of different types of mutations and chromosome damage during reduction cell division (meiosis) and the consequences thereof on the development of the human embryo.
- Principles of dominant and recessive inheritance patterns in human and practical examples of such types of inheritance.
- Exploring genetic tests for the early and subsequent detection of genetic defects in fetuses, infants and children.
- Exploring the causes of genetic diseases in

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| <p>posledicasprememb v številu kromosomov med delitvijo spolnih celic, posledica različnih fizikalnih ali kemijskih sprememb v embrionalnem razvoju, naključnih ali induciranih mutacij v spolnih celicah ter raznih naključnih napak v fazi mejoze.</p> <ul style="list-style-type: none">• Podrobnejši pregled nekaterih najpogostejših genetskih sindromov in bolezni, genetskih vzrokov teh bolezni ter izražanje bolezni pri posameznikih. | <p>humans with special needs, which may be the result of hereditary factors or changes in the number of chromosomes during sex cell division, various physical and chemical changes in embryonic development, random or induced mutations of sex cells and various random errors in the process of meiosis.</p> <ul style="list-style-type: none">• Detailed overview of some of the most common genetic syndromes and diseases, genetic causes of these diseases and expression of the diseases in individuals. |
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Temeljna literatura in viri / Readings:

Temeljna literatura / References:

- Reece, J. B., Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., Jackson, R. B. (2010): *Campbell Biology* (9th Edition). United Kingdom: Benjamin Cummings.
- Cassidy, S. B., Allanson, J. E. (2010): *Management od Genetic disorders* (Third edition). New Jersey: John Wiley & Sons, Inc.
- Komel, R. (2006): *Genetika: od dvojne vijačnice do kloniranja, učbenik za gimnazije in srednje tehnische šole*. Ljubljana: Rokus.
- Pregledni znanstveni članki o genetskih boleznih, genetskih motnjah ter bioloških osnovah genetskih bolezni ter ljudeh s posebnimi potrebami.

Dopolnilna literatura in viri:

- Martin et. al (2014). *Teaching Science for All Children. An inquiry approach* (Fifth edition). Pearson Education Limited. (izbrana poglavja)
- Carey, N. (2012). *The Epigenetics Revolution*. London: Icon Books Ltd.
- Cassidy, S. B., Allanson, J. E. (2010). *Management od Genetic disorders* (Third edition). New Jersey: John Wiley & Sons, Inc.
- Barret, J. E., Coyle, J. T., Williams, M. (2012). *Translational Neuroscience: Applications in Psychiatry, Neurology, and Neurodevelopmental Disorders*. Cambridge University Press.
- Osnovnošolski in srednješolski učbeniki za biologijo.

Cilji in kompetence:

Cilji:

Študent/-ka:

- spozna osnove genetike, principe in pomen delitve celice pri razmnoževanju osebkov, ter principe dominantnega in recesivnega dedovanja;
- spozna različne tipe mutacij ter poškodb kromosomov med delitvijo celic pri spolnem razmnoževanju in posledice le-teh na razvoj človeškega zarodka,
- spozna genetske teste za odkrivanje genetskih napak;
- spozna, da so genetske bolezni lahko posledica dedovanja ali posledica

Objectives and competences:

Objectives:

The student:

- learns about the basics of genetics, the principles and the importance of cell division in the reproduction of specimens, and the principles of dominant and recessive inheritance patterns,
- learns about different types of mutations and chromosome damage during cell division in sexual reproduction and the consequences thereof on the development of the human embryo,
- gets acquainted with genetic tests to detect genetic errors,

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| <p>sprememb v številu kromosomov med delitvijo spolnih celic, posledica različnih fizikalnih ali kemijskih sprememb v embrionalnem razvoju, naključnih ali induciranih mutacij v spolnih celicah ter raznih naključnih napak v fazi mejoze;</p> <ul style="list-style-type: none">• spozna nekatere najpogostejše genetske sindrome in bolezni ter vzroke zanje. <p><u>Splošne kompetence:</u> Študent/-ka:</p> <ul style="list-style-type: none">• se zna jasno in natančno izražati ter suvereno uporabljati strokovni jezik;• razume temeljne pedagoške koncepte, zakonitosti njihovega razvoja in delovanja;• prepoznavajo, se zavedajo in upoštevajo skupne značilnosti in medsebojne razlike pri otrocih. <p><u>Predmetno specifične kompetence:</u> Študent/-ka:</p> <ul style="list-style-type: none">• zna povezati motnjo ljudi s posebnimi potrebami z genetskimi vzroki za nastanek genetske motnje;• razume biološke vzroke za nastanek določene motnje pri ljudeh s posebnimi potrebami na globalni ravni. | <ul style="list-style-type: none">• learns that genetic diseases can be the result of hereditary factors or changes in the number of chromosomes during sex cell division, various physical and chemical changes in embryonic development, random or induced mutations of sex cells and various random errors in the process of meiosis,• learn about some of the most common genetic syndromes and diseases and their causes. <p><u>General competences:</u> The student:</p> <ul style="list-style-type: none">• can clearly and accurately express himself/herself and uses professional language;• understands basic teaching concepts, the legality of their development and mechanisms of action;• identifies, is aware of and considers the common characteristics and interpersonal differences of children. <p><u>Subject-specific competences:</u> The student:</p> <ul style="list-style-type: none">• can link the disorders of special needs individuals with genetic reasons for the occurrence of the genetic disease;• understands the biological causes for the formation of certain disorders in special needs individuals at a global level. |
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Predvideni študijski rezultati:

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| <p>Znanje in razumevanje:</p> <ul style="list-style-type: none">• poznavanje osnove genetike ter osnov delovanja;• povezovanje znanja genetike z vzroki za nastanek genetskikh motenj pri ljudeh;• seznanjenost z različnimi vzroki genetskikh bolezni;• poznavanje biološkega ozadja in vzrokov za najpogostejše genetske bolezni pri človeku. | <p>Intended learning outcomes:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• understands the basics of genetics and their function;• links the knowledge of genetics with the reasons for the occurrence of genetic disorders in humans;• is familiar with various causes of genetic diseases;• is familiar with the biological background and causes of most common genetic diseases in humans. |
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| <p><u>Uporaba:</u> prepoznavanje in pomaganje pri reševanju moralno-etičnih dilem in problemov pri posameznikih z genetsko motnjo na osnovi znanja o dedovanju genetskih bolezni..</p> <p><u>Refleksija:</u></p> <ul style="list-style-type: none">• Kritično ocenjevanje lastnega znanja in razumevanja predmetnih vsebin ter znanja in razumevanje kolegov.• Razvijanje sposobnosti pisnega prikaza znanja in kvalitetne pisne uteviljitev lastnih stališč. | <p><u>Use:</u> Identification and help in the solving of moral and ethical dilemmas and problems regarding individuals with genetic disorders, based on the knowledge about the inheritance of genetic diseases.</p> <p><u>Reflection:</u></p> <ul style="list-style-type: none">• Critical evaluation of one's own knowledge and understanding of the subject content and knowledge and understanding of colleagues.• Development of the ability of displaying the knowledge in written form and of quality written arguments of one's own views. |
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Metode poučevanja in učenja:

- Predavanja.
- Seminarske vaje.
- Konzultacije.
- Samostojni študij.

Learning and teaching methods:

- Lectures.
- Seminars.
- Consultations.
- Independent study.

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

| | | |
|---------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekti): | | Type (examination, oral, coursework, project): |
| <ul style="list-style-type: none">• Pisni izpit,• seminarska naloga. | 50 % 50 % | <ul style="list-style-type: none">• written examination,• seminar paper. |

Reference nosilca / Lecturer's references

1. ELERŠEK, Tina, PLAZAR, Janja, FILIPIČ, Metka. A method for the assessment of DNA damage in individual, one day old, zebrafish embryo (*Danio rerio*), without prior cell isolation. *Toxicology in vitro*, ISSN 0887-2333, 2013, vol. 27, issue 8, str. 2156-2159
2. DOLENC-ORBANIĆ, Nataša, PLAZAR, Janja. Pouk naravoslovja v inkluzivnih oddelkih. V: BOROTA, Bogdana (ur.), et al. *Social cohesion in education*. Horlivka: Horlivka State Pedagogical Institute for Foreign Languages, 2011, str. 215-221.
3. PLAZAR, Janja, DOLENC-ORBANIĆ, Nataša. Poučevanje naravoslovja v inkluzivnih oddelkih = Teaching science in inclusive classrooms. V: STARC, Sonja (ur.). [Izvlečki = Abstract booklet]. Koper: Pedagoška fakulteta, 2010, str. 65-66.
4. PLAZAR, Janja, FILIPIČ, Metka, GROOTHUIS, Geny M.M. Antigenotoxic effect of xanthohumol in rat liver slices. *Toxicology in vitro*, ISSN 0887-2333, 2008, issue 2, vol. 22, str. 318-327.
5. PLAZAR, Janja, HRELJAC, Irena, PIRIH, Primož, FILIPIČ, Metka, GROOTHUIS, Geny M.M. Detection of xenobiotic-induced DNA damage by the comet assay applied to human and rat precision-cut liver slices. *Toxicology in vitro*, ISSN 0887-2333, 2007, issue 6, vol. 21, str. 1134-1142.

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: Zaposlitvena integracija oseb s posebnimi potrebami in razvoj projektov

Course title: Employment integration of people with disabilities and project development

| Študijski program in stopnja Study programme and level | Študijska smer Study field | Letnik Academic year | Semester Semester |
|-----------------------------------------------------------|-------------------------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type izbirni/Elective

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 15 | / | 30 SV | / | / | 135 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Janez Drobnič / Assist. Prof. Dr. Janez Drobnič

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| Jeziki / Languages: | Predavanja / Lectures: Vaje / Tutorial: | slovenski/Slovene |
| | | slovenski/Slovene |

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

**Conditions for inclusion in work or performance
of study obligations:**

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Vsebina:

- delovna in zaposlitvena integracija oseb s posebnimi potrebami,
- teorije delovnega prilagajanja,
- poklicna identiteta in samopodoba,
- inkluзija v poklicni karieri,
- cikli in faze v razvoju kariere posameznika,
- individualni načrt prehoda oseb s posebnimi potrebami v delo/zaposlitev,
- dialog med posameznikom in organizacijo v razvoju kariere posameznika,
- poklicno usposabljanje, usposabljanje na delovnem mestu, poklicna in zaposlitvena rehabilitacija,
- inkluзivne prakse in oblike zaposlovanja skupin oseb posebnimi potrebami in invalidov,
- pravne podlage usposabljanja in zaposlovanja oseb s posebnimi potrebami in invalidov.

Content (Syllabus outline):

- labour and employment integration of people with disabilities
- theory of work adjustment
- professional identity and self-esteem
- inclusion in career
- cycles and phases in individual career development
- individual transition plan for persons with disabilities in work / employment
- dialogue between the individual and the organization in individual career development
- vocational training, job training, vocational rehabilitation and employment
- inclusive employment practices and forms for groups of people with special needs and disabilities
- legislation of training and employment of people with special needs and people with disabilities.

Temeljni literatura in viri / Readings:

Temeljna literatura:

- Drobnič, J. (2014). Karierni razvoj. Ljubljana: B2.
- European Agency for Development in Special Needs Education (2006). *Individual Transition Plans. Supporting the Move from School to Employment*.
- Uršič, C. idr. (2007) *Zaposlitvena rehabilitacija in zaposlovanje invalidov*. Ljubljana, Centerkontura.
- Brejc, T. (1990). Metode ocenjevanja v poklicni rehabilitaciji. Ljubljana: Republiški zavod za zaposlovanje.
- Power, P. W. (2006). *Guide to Vocational Assessment*. Fourth Ed. Austin: Pro-ed.

Dopolnilna literatura / Additional literature:

- Vilič Klenovšek, T., Rupert, J., Jelenc Krašovec, S. (2011). Svetovalna dejavnost v izobraževanju odraslih. Ljubljana : Andragoški center Slovenije.
- Drobnič, J. (2009). Zakoni o zaposlovanju v Republiki Sloveniji s komentarjem. Maribor: de Vesta.

Cilji in kompetence:

Cilji:

Študent/-ka:

- razume pomen zaposlitvene rehabilitacije in drugih ukrepov za delovno integracijo oseb s posebnimi potrebami,
- usposobljenost za izvajanje svetovanja v zaposlitveni rehabilitaciji,
- pozna ključne teorije delovne integracije oseb s posebnimi potrebami,
- usposobljenost za izvajanje zaposlitvene rehabilitacije in delovne integracije oseb s posebnimi potrebami.

Spološne kompetence:

- zmožnost razumevanja različnosti in posebnih potreb oseb s posebnimi potrebami v kontekstu delovne inkluzije,
- zmožnosti razumevanja sodobnih teorij, pristopov in metod kih konceptov iz področja socialne in delovne integracije ,
- zmožnost svetovalnega in projektnega dela z osebami s posebnimi potrebami v okviru skupine ali individualno,
- zmožnost načrtovanja in izvajanja dejavnosti zaposlitvene rehabilitacije, usposabljanja ter inkluzije oseb s posebnimi potrebami v delovno življenje.

Predmetnospecifične kompetence:

- sposobnost ugotavljanja osebnih lastnosti posameznika v kontekstu priprave

Objectives and competences:

Objectives:

Student:

- understands the importance of vocational rehabilitation and other measures for work integration of people with disabilities,
- ability for counselling in vocational rehabilitation,
- knowledge of the key theories of labour integration of people with disabilities,
- capacity to implement vocational rehabilitation and employment integration of people with special needs.

General competences:

- ability to understand the differences and special needs of persons with special needs in the context of labour inclusion,
- the ability to understand contemporary theories, approaches and methods as well as concepts from the field of social and labour integration,
- the ability to advisory and project work with people with special needs within the group or individual,
- ability to design and implement activities of vocational rehabilitation, training and inclusion of people with special needs into working life.

Special competences:

- the ability to identify personal

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| <p>ustreznega zaposlitvenega in rehabilitacijskega načrta,</p> <ul style="list-style-type: none">• zmožnost umeščanja ustreznih metod in tehnik v konkretnem primeru zaposlitvene rehabilitacije,• zmožnost načrtovanja in izvajanja poklicne usposabljanja oseb s posebnimi potrebami,• zmožnost sodelovanja v projektnih skupinah na področju delovne integracije oseb s posebnimi potrebami. | <p>characteristics of the individual in the context of the preparation of the relevant employment and rehabilitation plan,</p> <ul style="list-style-type: none">• the ability of placing the relevant methods and techniques in the specific case of vocational rehabilitation,• ability to design and implementation of vocational education for persons with special needs,• ability to participate in project teams in the field of work-inclusion of people with disabilities. |
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Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/-ka:

- pozna metode in tehnike v ocenjevanju v zaposlitveni rehabilitaciji,
- pozna pristope svetovalnega dela in metode ter tehnike v zaposlitveni rehabilitaciji,
- zna pripraviti individualni zaposlitveni in rehabilitacijski načrt,
- pozna načrtovanje za prehod oseb s posebnimi potrebami v delovno integracijo,
- zna uporabljati metode in tehnike svetovalnega dela rehabilitaciji,
- je usposobljen zasnovati projekte zaposlovanja oseb s posebnimi potrebami z izbiro ustreznih oblik ter podpornih struktur.

Uporaba:

Študent/-ka:

- zna uporabiti prave metode, tehnike, pripomočke in strategije dela pri delovni in zaposlitveni integraciji oseb s posebnimi potrebami,
- zna zasnovati in pripraviti zaposlitvene projekte na temelju interdisciplinarnega sodelovanja in vključenosti oseb s posebnimi potrebami .

Refleksija:

Študent/-ka:

- je zmožen/-na neprestane presoje ali so njegova spoznanja o posamezni osebi točne v kontekstu zaposlitvene rehabilitacije,
- je zmožen/-na kritične presoje izbranih metod, tehnik in načinov dela v

Intended learning outcomes:

Knowledge and understanding:

Študent:

- knowledge of methods and techniques in the evaluation of Vocational Rehabilitation,
- knowledge the approaches of counselling and methods and techniques of vocational rehabilitation,
- ability to create individual employment and rehabilitation plan,
- familiar with planning for the transition of persons with disabilities in the labour integration,
- be able to apply the methods and techniques of counselling in rehabilitation,
- is qualified to design the employment projects for people with disabilities by selecting the appropriate forms and supporting structures.

Use:

The student:

- can use the right methods, techniques, tools and strategies for work and employment integration of special needs individuals,
- can design and prepare employment projects on the basis of interdisciplinary cooperation and the inclusion of special needs individuals.

Reflection:

The student:

- is capable of continually estimating whether his/her discoveries about an individual person are accurate with regard to employment rehabilitation,

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| <p>konkretnih primerih delovne/zaposlitvene integracije.</p> | <ul style="list-style-type: none"> • is capable of critically assessing the selected methods, techniques and ways of work in specific cases of work/employment integration. |
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Metode poučevanja in učenja:

- predavanja,
- delo v skupinah,
- diskusija,
- samostojno delo,
- razlaga,
- refleksija.

Learning and teaching methods:

- lecture,
- group work,
- discussion,
- individual work,
- explanation,
- reflection.

| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): <ul style="list-style-type: none"> • ustni izpit, 50 % • projektno delo, 20 % • seminarško delo. 30 % | | Type (examination, oral, coursework, project): <ul style="list-style-type: none"> • oral examination, • project work, • tutorial work. |

Reference nosilca / Lecturer's references:

1. DROBNIČ, Janez (2012). Novi pristopi pri vodenju kariere, ki izhajajo iz teorije socialnega učenja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2012, letn. 23, št. 3/4, str. 13-29, 277-278. [COBISS.SI-ID 2513751]
2. DROBNIČ, J. (2010). Poklicna vzgoja in karierni načrt za osebe s posebnimi potrebami = Career Guidance for Children with Special Needs. V: STARČ, Sonja (ur.). [Izvlečki = Abstract booklet]. Koper: Pedagoška fakulteta, 2010, str. 17-18. [COBISS.SI-ID 3836631]
3. DROBNIČ, J. (2014). Razvoj modela poklicne orientacije za osebe s posebnimi potrebami : doktorska disertacija. Koper: [J. Drobnič], 2014. [12] f., 283 str., ilustr., tabele. [COBISS.SI-ID 1536380868]
4. DROBNIČ, J. (2011). Poklicno svetovanje in zaposlitvene možnosti oseb s posebnimi potrebami. V: DESTOVNIK, Karl (ur.), TASIČ, Andreja (ur.). Usposabljanje strokovnih delavcev za uspešno vključevanje otrok in mladostnikov s posebnimi potrebami v vzgojo in izobraževanje v letih 2008, 2009, 2010 in 2011. Ljubljana: SOUS - Skupnost organizacij za usposabljanje oseb s posebnimi potrebami v Republiki Sloveniji, 2011, str. 189-196. [COBISS.SI-ID 4351703]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|----------------------------------|
| Predmet: | Svetovanje za razvoj kariere |
| Course title: | Counseling in Career Development |

| Študijski program in stopnja | Študijska smer | Letnik | Semester |
|------------------------------|----------------|--------|----------|
|------------------------------|----------------|--------|----------|

| Study programme and level | Study field | Academic year | Semester |
|---------------------------------------------|-------------|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type izbirni/Elective

Univerzitetna koda predmeta / University course code: /

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje Clinical seminars | Druge oblike študija Other forms of study | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|---------------------------------------|----------------------------------------------------|-------------------------------|------|
| 15 | / | 30 SV | / | / | 135 | 6 |

Nosilec predmeta / Lecturer: doc. dr. Janez Drobnič / Assist. Prof. Dr. Janez Drobnič

| | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Jeziki / Languages: | Predavanja / Lectures: Vaje / Tutorial: slovenski/Slovene |
| | slovenski/Slovene |

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

Conditions for inclusion in work or performance of study obligations:

| | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| / | / |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|

Vsebina:

- osebe s posebnimi potrebami in njihova kariera,
- poklicna identiteta,
- novejši koncepti in teorije kariernega razvoja,
- cikli in faze v razvoju kariere posameznika,
- instrumenti za ugotavljanje osebnih profilov posameznika,
- ugotavljanje osebnih profilov posameznika, poklicna odločitev in karierna strategija,
- poklicna orientacija v osnovni in srednji šoli,
- metode in tehnike svetovanja v poklicnih in izobraževalnih odločitvah ter vodenju kariere,
- individualni načrt prehoda oseb s posebnimi potrebami v nadaljnje izobraževanje ter delo/zaposlitev,
- dialog med posameznikom in organizacijo v razvoju kariere posameznika oz. osebe s posebnimi potrebami.

Content (Syllabus outline):

- persons with special needs and their career,
- vocational identity,
- newer concepts and theories of career development,
- cycles and phases in individual career development,
- instruments for identifying personal profiles of individuals,
- identification of personality profiles, career choices and career strategy,
- professional orientation in primary and secondary school,
- methods and techniques of counselling in vocational and educational decisions and career guidance,
- individual transition plan of persons with disabilities in work / employment,
- dialogue between the individual and the organization in individual career development or. persons with disabilities.

Temeljni literatura in viri / Readings:

Temeljna literatura / References:

- Ažman, T. in dr. (2005). *Načrtovanje in vodenje kariere: priročnik za poklicno orientacijo v srednjih šolah*. Ljubljana: ZRSS.
- Cvetko, R. (2002). *Razvijanje delovne kariere*. Ljubljana: Fakulteta za družbene vede.
- Hozjan, D. (2004). Determinante oblikovanja poklicne identitete. Doktorska disertacija. Ljubljana.
- Niklanović, S. (ur.) (1997). *Kako naj svetujem? Prispevki o poklicnem svetovanju*. Ljubljana: Izida.
- Amundson, E. N. (2009). *Active Engagement. The Being and Doing of Career Counselling*. Ed-3. Richmond: Ergon Communication.

Dopolnilna literatura / Additional literature:

- CEDEFOP (2006). *Izboljšanje politik in sistemov vseživljenske karierne orientacije*. Uporaba skupnih evropskih referenčnih orodij. Ljubljana: Zavod RS za zaposlovanje.
- *Programske smernice svetovalne službe v srednji šoli* (1999). Kurikularna komisija za svetovalno delo in oddelčno skupnost. Dostopno na spletni strani:
http://www.zrss.si/DOC/SSD_PROG_OS.DOC.
- Vilič Klenovšek, T., Rupert, J., Jelenc Krašovec, S. (2011). *Svetovalna dejavnost v izobraževanju odraslih*. Ljubljana : Andragoški center Slovenije.
- Brejc, T. (2004). *Prispevki k rehabilitacijski psihologiji*. Ljubljana: Inštitut Republike Slovenije za rehabilitacijo.

Cilji in kompetence:

Cilji:

Študent/-ka:

- spozna pomen poklicne orientacije in svetovanja za osebe s posebnimi potrebami,
- je usposobljen/-a za ugotavljanje dejavnikov poklicne odločitve in razvoja kariere,
- spozna pristope k načrtovanju prehodov v kariernem razvoju,
- je usposobljen/-a za svetovanje pri poklicni orientaciji in delovni integraciji oseb s posebnimi potrebami.

Splošne kompetence:

- razvijanje inkluzivne kulture na področju delovne kariere in prepoznavanje in vsaki osebi ključne determinante njenega poklicnega in osebnostnega razvoja,
- sposobnost analize in kritične presoje teorij, metod in tehnik v poklicni orientaciji in vodenju kariere,
- sposobnost vodenja interdisciplinarnih delovnih skupin,
- zmožnosti prepoznavanja in empatije oseb s posebnimi potrebami v kontekstu svetovanja.

Objectives and competences:

Objectives:

Student:

- recognize the importance of career guidance and counselling for persons with special needs,
- ability to determine the factors career choices and career development,
- learn about approaches to planning of transitions in career development,
- qualification for counselling on career guidance and work integration of persons with disabilities.

General competences:

- developing an inclusive culture in career guidance and recognition in each person key determinants of professional and personal development,
- ability to analyse and critical examination of theories, methods and techniques in vocational choice and career guidance,
- ability to lead interdisciplinary working groups,
- the ability of recognizing and empathy for persons with disabilities in the context of counselling.

Predmetno specifične kompetence

- usposobljenost za ugotavljanje vplivov psihosocialnih dejavnikov na poklicne odločitve in razvoj kariere,
- sposobnost porabe relevantnih instrumentov za ugotavljanje profilov osebnosti,
- zmožnosti prepoznavanja v osebah ključne lastnosti, ki vplivajo na poklicne odločitve, izobraževanje in karierni razvoj,
- sposobnost presojanja svetovalnih pristopov, metod in tehnik v poklicni orientaciji in kariernem svetovanju,
- znati uporabljati modele in sisteme razvoja kariere oseb s posebnimi potrebami.

Subject-specific competencies

- ability to determine the impact of psychosocial factors on career choices and career development,
- ability to select and to use relevant tools to identify personality profiles,
- the ability to recognize people in the key characteristics that affect career choices, education and career development,
- ability to use appropriate counselling approaches, methods and techniques in career guidance and career counselling,
- knows how to use the models and systems of career development for persons with disabilities.

Predvideni študijski rezultati:

Znanje in razumevanje:

- razumevanje psihosocialnih značilnosti posameznikov v kontekstu poklicnih odločitev in vodenja lastne kariere,
- znanje za prepoznavanje in reševanje stisk in težav posameznikov v procesih poklicnega odločanja in vodenja kariere,
- usposobljenost za strokovno ugotavljanje poklicnih profilov posameznikov za namen izdelave načrtov prehoda,
- znanje za presojo ustreznih instrumentov ugotavljanja osebnih lastnosti posameznikov,
- znanje za oblikovanja kariernih načrtov in načrtov izobraževanja,
- usposobljenost za poklicno, izobraževalno in karierno svetovanje.

Intended learning outcomes:

Knowledge and understanding:

- understanding of the psychosocial characteristics of individuals in the context of vocational decisions and guidance of their own careers,
- knowledge to identify and deal with hardships and difficulties of individuals in the process of vocational decision-making and career guidance,
- qualification for professional recognition of occupational profiles of individuals for the purpose of making the transition plans,
- knowledge of appropriate assessment of instruments for identifying personal characteristics of individuals,
- knowledge of design career plans and education plans,
- qualification for professional, educational and career counselling.

Uporaba:

- Zna ugotoviti psihosocialne značilnosti posameznika v smislu oblikovanja njegovega kariernega razvoja in ustreznega svetovalnega pristopa.
- Zna izdelati strokovno poročilo glede posameznikove poklicne odločitve in kariernega načrtovanja.

Application:

- Knows how to identify the psychosocial characteristics of the individual in terms of his career development design and appropriate advisory approach.
- Knows how to prepare an expert report regarding an individual's career choices and career planning.

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Refleksija:</u></p> <ul style="list-style-type: none"> • Presojanje relevantnosti posameznih teorij poklicnega in kariernega razvoja v danih okoliščinah. • Pri uporabi metod in tehnik se drži načela, da nobena metoda in tehnika ni popolna. | <p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Assessing the relevance of various theories of vocational and career development in concrete circumstances. • When using the methods and techniques is aware that no method or technique is perfect. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Metode poučevanja in učenja:

- predavanja,
- delo v skupinah,
- diskusija,
- samostojno delo,
- razlaga.

Learning and teaching methods:

- lectures,
- group work,
- discussion,
- individual work,
- explanation.

Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

| | | |
|-----------------------------------------------------------|------|------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt): | | Type (examination, oral, coursework, project): |
| Projektno delo. | 30 % | Project work. |
| Pisni in/ali ustni izpit. | 70 % | Written and/or oral examination. |

Reference nosilca / Lecturer's references:

1. DROBNIČ, Janez (2012). Novi pristopi pri vodenju kariere, ki izhajajo iz teorije socialnega učenja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2012, letn. 23, št. 3/4, str. 13-29, 277-278. [COBISS.SI-ID 2513751]
2. DROBNIČ, J. (2010). Poklicna vzgoja in karierni načrt za osebe s posebnimi potrebami = Career Guidance for Children with Special Needs. V: STARC, Sonja (ur.). [Izvlečki = Abstract booklet]. Koper: Pedagoška fakulteta, 2010, str. 17-18. [COBISS.SI-ID 3836631]
3. DROBNIČ, J. (2014). Razvoj modela poklicne orientacije za osebe s posebnimi potrebami : doktorska disertacija. Koper: [J. Drobnič], 2014. [12] f., 283 str., ilustr., tabele. [COBISS.SI-ID 1536380868]
4. DROBNIČ, J. (2011). Poklicno svetovanje in zaposlitvene možnosti oseb s posebnimi potrebami. V: DESTOVNIK, Karl (ur.), TASIČ, Andreja (ur.). Usposabljanje strokovnih delavcev za uspešno vključevanje otrok in mladostnikov s posebnimi potrebami v vzgojo in izobraževanje v letih 2008, 2009, 2010 in 2011. Ljubljana: SOUS - Skupnost organizacij za usposabljanje oseb s posebnimi potrebami v Republiki Sloveniji, 2011, str. 189-196. [COBISS.SI-ID 4351703]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|----------------------|----------------------------------------------|
| Predmet: | Supervizija in timsko delo v inkluzivni šoli |
| Course title: | Supervision and teamwork in inclusive school |

Študijski program in stopnja
Study programme and level

Študijska smer
Study field

Letnik
Academic year

Semester
Semester

| | | | |
|---------------------------------------------|---|------------------------------------|------------------------------------|
| Inkluzivna pedagogika, 2. stopnja | / | 1. ali 2. | 2. ali 3. |
| Inclusive Pedagogics, 2 nd cycle | / | 1 st or 2 nd | 2 nd or 3 rd |

Vrsta predmeta / Course type

Izbirni / Elective

Univerzitetna koda predmeta / University course code:

| Predavanja Lectures | Seminar Seminar | Vaje Tutorial | Klinične vaje work | Druge oblike študija | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|------------------|-----------------------|-------------------------|-------------------------------|------|
| 15 | 15 | 15 | / | / | 135 | 6 |

Nosilec predmeta / Lecturer:

doc. dr. Janez Drobnič / Assistant Prof. Janez Drobnič, PhD

Jeziki /
Languages:

Predavanja / Lectures: slovenski / Slovenian
Vaje / Tutorial: slovenski / Slovenian

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

Prerequisites:

/

/

Vsebina:

- poglobljen pregled temeljnih pojmov (supervizija, koučing, timsko delo, temska supervizija, svetovanje),
- učeča se organizacija,
- supervizija v organizaciji in organizacije,
- procesi vpeljevanja sprememb za inkluzivno šolo,
- pomen in vloga svetovalnega dela v inkluzivni šoli (učiteljem, staršem, učencem, ravnateljem, interkulturno svetovanje),
- temeljni dejavniki učinkovitega temskega dela ter spremnosti,
- razvojne značilnosti tima,
- pomen in vloga temskega dela v inkluzivni šoli,
- supervizija v timih,
- stičnosti med supervizijo, koučingom, razvojem tima in temsko supervizijo.

Content (Syllabus outline):

- in-depth overview of the fundamental concepts (supervision, coaching, teamwork, team supervision, consultancy);
- learning organization;
- supervision in the organization and of the organization;
- the processes of implementing changes for inclusive education;
- the importance and role of counselling (teachers, parents, students, principals, intercultural counselling) in inclusive school;
- main factors of effective teamwork and skills;
- developmental characteristics of a team;
- the role and significance of teamwork in inclusive schools;
- supervision in teams;
- the contiguity between supervision, coaching, team development and team supervision.

Temeljni literatura in viri / Readings:

- Bor, R. (2002). *Counselling in schools*. London, Thousand Oaks, New Delhi: SAGE.
- Kavkler, M. et al. (2008). *Razvoj inkluzivne vzgoje in izobraževanja: izbrana poglavja v pomoč šolskim timom*. Ljubljana: Zavod Republike Slovenije za šolstvo
- Kobolt, A. (ur.)(2004). *Metode in tehnike supervizije*. Ljubljana: Univerza v Ljubljani, Pedagoška fakulteta.
- Polak, A. (2009). *Timsko delo v vzgoji in izobraževanju*. Ljubljana: Modrijan.
- Sodobna pedagogika (2003). *Integracija/inkluzija v vrtcu, osnovni in srednji šoli*. Ljubljana: Zveza društev pedagoških delavcev.

Cilji in kompetence:

Cilji:

- spoznati značilnosti in modele svetovanja in timskega dela,
- spoznati posebnosti svetovanja učencem na različnih razvojnih stopnjah in z različnimi učnimi potrebami
- študent/-ka se seznaniti s posebnostmi svetovanja staršem (glede na otrokove značilnosti),
- študent/-ka se usposobi za nudenje svetovalne pomoči v inkluzivni šoli,
- študent/-ka se usposobi za svetovanje učiteljem, pedagogom, ravnateljem za razvoj inkluzije v vzgoji in izobraževanju in inkluzivne šole.

Kompetence

Študent/-ka:

- pozna modele svetovanja in zakonitosti timskega dela,
- pozna posebnosti svetovanja učencem in njihovim staršem glede na različne potrebe
- je usposobljen za nudenje svetovalne pomoči v inkluzivni šoli
- je usposobljen za timsko delo in vodenje supervizije

Objectives and competences:

Objectives:

- to become familiar with the characteristics and models of teamwork;
- to become familiar with the peculiarities of counselling learners at different levels and with different learning needs;
- the students become familiar with the specificities of counselling parents (according to child's characteristics);
- the students get qualified for providing counselling assistance in inclusive school;
- the students get qualified for counselling teachers, school counsellors, and headteachers for the development of inclusion in education and of inclusive school.

Competences:

The students:

- know the models of counselling and the rules of teamwork;
- know the specificities of counselling pupils and parents according to different needs;
- are qualified for providing counselling assistance in inclusive school;
- get trained for teamwork and leading supervision.

Predvideni študijski rezultati:

Znanje in razumevanje

Študent:

- zna opredeliti vlogo, pomen in posebnosti svetovalnega in timskega dela v inkluzivni šoli ter zna te posebnosti upoštevati pri svojem delu,
- zna povezati kompleksnost vsebine in spoznanja lastne discipline in pedagoške prakse z elementi drugih področij.

Intended learning outcomes:

Knowledge and Understanding

The students:

- are able to define the role, purpose and specificities of counselling and teamwork in inclusive school and know how to take these specificities into account in their work;
- are able to link the complexity of content and findings of their own discipline and educational practice with the elements from other fields.

Prenesljive/ključne spremnosti

Študent:

- zna izbrati in izvesti ustrezne spremnosti svetovanja,
- zna kritično ovrednotiti svoje delo;
- sposoben je delovati skupaj z drugimi v različnih timih,
- sposoben je komunicirati s pripadniki drugih strok, starši, (ne)šolskimi institucijami.

Transferable/key skills and other attributes.

The students:

- know how to use different approaches and techniques of counselling;
- know how to define the criteria to assess their work and are capable of critical assessment of their work,
- are able to work together with others in different teams;
- know how to communicate with people of other professions, parents, and with (non) school institutions.

Metode poučevanja in učenja:

- predavanje,
- pogovor,
- delo z besedilom,
- študije primera,
- metoda reševanja problemov,
- igra vlog,
- kooperativno in individualno učenje.

Learning and teaching methods:

- lectures,
- discussion,
- case studies,
- working with texts,
- a method of resolving problems,
- role playing,
- cooperative and individual learning.

Delež (v %) /

Weight (in %)

Assessment:

Načini ocenjevanja:

| Način (pisni izpit, naloge, projekt) | Delež (v %) / Weight (in %) | Type (written exam, course work, project) |
|--------------------------------------|-----------------------------|-------------------------------------------|
| Izpit | 70 % | Exam |
| Seminarska naloga | 20 % | Seminar work |
| Predstavitev naloge | 10 % | Presentation of seminar work |

Reference nosilca / Lecturer's references:

1. DROBNIČ, Janez. Aktivni pristop v poklicni orientaciji. V: HOZJAN, Dejan (ur.). *Aktivnosti učencev v učnem procesu*, (Knjižnica Annales Ludus, ISSN 2335-3686). Koper: Univerzitetna založba Annales, 2015, str. 59-73, 592-593, ilustr. <http://www.zrs.upr.si/monografije/single/aktivnosti-ucencev-v-ucnem-procesu-1953>. [COBISS.SI-ID [1537764548](#)]
2. DROBNIČ, Janez, HOZJAN, Dejan. Poklicne/karierne odločitve oseb s posebnimi potrebami. V: GRUŠOVNIK, Tomaž (ur.). *Obzorja učenja : vzgojno-izobraževalne perspektive*, (Knjižnica Annales Ludus, ISSN 2335-3686). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Univerzitetna založba Annales, 2015, str. 265-281, 495-496, graf. prikazi. [COBISS.SI-ID [1537361604](#)]
3. DROBNIČ, Janez. *School counsellors' opinions of how students with special needs should be educated : lecture at 6th International Scientific Conference "Inclusion in preschool institution and elementary school" - "Challenges in improving inclusive education policy and practice"*, 12. junij 2015, Sremska Mitrovica. Sremska Mitrovica, 12. jun. 2015. [COBISS.SI-ID [1537541828](#)]
4. DROBNIČ, Janez. Vocational/career choices of persons with special needs. V: KRAJNČAN, Mitja (ur.). *Educational sciences in postmodernity*, (Schriften zur Bildungs- und Freizeitwissenschaft, ISSN 1864-7626, Bd. 9). Aachen: Shaker Verlag, cop. 2015, str. 183-207, ilustr. [COBISS.SI-ID [1537741252](#)]
5. DROBNIČ, Janez. Razvoj modela poklicne/karierne orientacije oseb s posebnimi potrebami = Development of a model of career guidance for persons with special needs. *Specialna in rehabilitacijska pedagogika*, ISSN 2386-0235, dec. 2014, vol. 23, no. 2, str. 7-33, tabele, ilustr. [COBISS.SI-ID [1537684932](#)]

UČNI NAČRT PREDMETA / COURSE SYLLABUS

| | |
|---------------|-------------------------------|
| Predmet: | ŠOLSKO SVETOVALNO DELO |
| Course title: | SCHOOL COUNSELING |

Študijski program in stopnja
Study programme and level

Študijska smer
Study field

Letnik
Academic year

Semester
Semester

| | | | |
|---------------------------------------------|---|--------|--------|
| Inkluzivna pedagogika, 2. stopnja | / | 1., 2. | 1., 3. |
| Inclusive Pedagogics, 2 nd cycle | | | |

Vrsta predmeta / Course type

Izbirni predmet

Univerzitetna koda predmeta / University course code:

| Predavanja Lectures | Seminar Seminar | Sem. vaje Tutorial | Lab. vaje Laboratory work | Teren. vaje Field work | Samost. delo Individ. work | ECTS |
|------------------------|--------------------|-----------------------|------------------------------|---------------------------|-------------------------------|------|
| 30 | 15 | 15 | / | / | 120 | 6 |

Nosilec predmeta / Lecturer:

doc.dr. Mojca Kukanja Gabrijelčič

Jeziki /
Languages:

Predavanja / Lectures: **Slovenski jezik**
Vaje / Tutorial: **Slovenski jezik**

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

Vpis v letnik.

Prerequisites:

Vsebina:

Predmet seznanja študente z osnovnimi področji dela šolske svetovalne službe v VIZ (s poudarkom na področju dela inkluzivnega pedagoga).

Seznanja in usposablja jih z različnimi pristopi in vprašanji na področju nudenja svetovalne in posvetovalne pomoči (učiteljem, učencem/ otrokom in dijakom ter staršem). Vsebinsko poglobljene tematike predmeta se dotikajo naslednjih temeljnih področij s področja dela šolske svetovalne službe:

- individualnega in skupinskega svetovanja (otrokom/ učencem/dijakom na osebni, socialni, šolski ter poklicni ravni);
- pomoči učiteljem pri obvladovanju oddelčnih skupnosti učencev (predvsem področja in vprašanja inkluzije učencev s posebnimi potrebami ter sodelovanje s starši);
- sodelovanja s starši pri obvladovanju problemov in nudenje pomoči (učne in vedenjske težave otroka, prehod iz vrtca v šolo, težave pri šolskih ali poklicnih odločitvah, nizka samopodoba ipd.).

Vsebina predmeta podrobnejše zajema:

- *Svetovalno delo, inkluzivni pedagog in VIZ institucija* (značilnosti in etična načela šolskega svetovalnega dela; umestitev inkluzivnih pedagogov kot šolskih svetovalnih delavcev v prostor VIZ; šolsko in osebno svetovanje ter posvetovalno delo);
- *Različne Teorije svetovanja in svetovalne/ posvetovalne usluge* (značilnosti nekaterih teorij svetovanja; pogoji uspešnega svetovanja; organizacija in izvedba svetovalnega procesa vse deležnikom);
- *Svetovalno delo z učenci* (razvojno svetovanje; načela in pogoji svetovalnega dela inkluzivnega pedagoga z učenci; preventivno in kurativno svetovalno delo; individualno in skupinsko

Content (Syllabus outline):

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| <p>svetovalno delo; inkluzija učencev s posebnimi potrebami);</p> <ul style="list-style-type: none">• <i>Šolsko učno svetovanje učencem</i> (kurikularni modeli, področja šol. svetovanja, metode in tehnike);• <i>Poklicno svetovanje učencem/ dijakom</i> (multipotencialnost, poklicni interesi);• <i>Svetovalno in posvetovalno delo z učitelji in vodstvom VIZ institucije</i> (cilji, naloge in ključna področja svetovalnega in posvetovalnega dela z učitelji in vodstvom VIZ institucije; razvijanje timske kulture na šoli);• <i>Svetovalno in posvetovalno delo s starši</i> (oblike sodelovanja šole z domom oziroma učiteljev s starši; individualne in skupinske oblike sodelovanja).• <i>Področje načrtovanja in evalvacije dela inkluzivnega pedagoga.</i> | |
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Temeljni literatura in viri / Readings:

Osnovna literatura/Basic readings:

- Bezić, T., Rupar, B., Škarič, J. (2003). Načrtovanje, spremljanje in evalvacija dela svetovalne službe. Ljubljana: Zavod RS za šolstvo, str. 18-92.
- Kalin, J., Resman, M., Šteh, B., Mrvar, P., Govekar-Okoliš, M., Mažgon, J. (2009). Izzivi in smernice kakovostnega sodelovanja med šolo in starši. Ljubljana: Znanstveni inštitut Filozofske fakultete.
- Programske smernice svetovalne službe v osnovni šoli (1999). Kurikularna komisija za svetovalno delo in oddelčno skupnost. Dostopno an medmrežju: http://www.zrss.si/DOC/SSD_PROG_OS.DOC
- Svetovalno delo v vrtcu - Svetovalno delo v osnovni šoli - Svetovalna služba v gimnazijah, nižjih in srednjih poklicnih šolah ter strokovnih šolah in v dijaških domovih
- Resman, M., Bečaj, J., Bezić, T., Čačinovič-Vogrinčič, G., Musek, J. (1999). Svetovalno delo v vrtcih, osnovnih in srednjih šolah. Ljubljana: Zavod Republike Slovenije za šolstvo.
- Mrvar, P. (2006). Kratko, k rešitvam usmerjeno svetovanje v okviru šolskega svetovalnega dela. Sodobna pedagogika, letn. 57, št. 1, str. 146-158.

Dopolnilna literatura:

- Mrvar, P. (2008). Šola, vrtec, svetovalni delavec in starši - vzpostavljanje stika in sodelovalnega odnosa. Sodobna pedagogika, 58, št. 2, str. 120-141.
- Resman, M (2001). Dileme uresničevanja šolske integracije in inkluzije. Sodobna pedagogika, letn. 52, št. 5, str. 72-90.
- Resman, M. (2003): Interkulturna vzgoja in svetovanje. Sodobna pedagogika, letn. 54, št. 1, str. 60-79.

Dodatna literatura:

- Mrvar, P. (2008): Svetovalni delavec in starši – vzpostavljanje stika in svetovalnega odnosa. Sodobna

pedagogika, str. 120-141.

- Resman M. (1992): Partnerstvo med šolo in domom. Sodobna pedagogika, št. 3-4, str. 135-145.
- Schmidt, J.J. (2003): Counseling in schools. Boston, New York: Allyn and Bacon.

Cilji in kompetence:

Cilji:

- Študent/ka osvoji temeljna znanja s področja dela šolske svetovalne službe (s posebnim poudarkom na področju dela inkluzivnega pedagoga) ter nudenja strokovno-etične svetovalne pomoči v vzgojno-izobraževalnih idr. institucijah;
- Študent/ka spozna področja individualnega in skupinskega svetovanja učencem oziroma dijakom za osebni, socialni, šolski ter poklicni razvoj;
- Študent/ka spozna področja strokovno-etičnega nudenja pomoči učiteljem pri obvladovanju oddelčnih skupnosti učencev (predvsem na področju inkluze) ter sodelovanja s starši pri obvladovanju/reševanju problemov njihovih otrok.

Spološne kompetence:

- Zmožnost odkrivanja in prepoznavanja posebnih potreb vsakega svetovanca z uporabo ustreznih postopkov, metod in tehnik svetovanja;
- Izbera ustreznih svetovalnih pristopov, metod, tehnik in strategij dela glede na specifične potrebe posameznika (učitelj, učenec, starši);
- Sposobnost priprave in izvajanja individualiziranih programov.

Predmetnospecifične kompetence:

- Razvijanje ustreznih strategij šolskega svetovalnega delavca.
- Razvijanje zmožnosti opazovanja, analize in korektnega svetovanja.
- Uporaba različnih pristopov v neposrednem delu z učenci/ učitelji/ starši.

Objectives and competences:

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- Zmožnost samorefleksije in načrtovanja sprememb.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent/ka:

- pozna temeljna načela in značilnosti šolskega svetovalnega dela na vseh obdobjih izobraževanja (vrtec, OŠ in SŠ);
- pozna različne teorije svetovanja, vlogo in pomen svetovalnega delavca v VIZ instituciji;
- pozna problematiko ter značilnosti in pogoje uspešne inkluzije OPP;
- pozna splošne značilnosti sodelovanja šole z domom, oblike sodelovanja ter ovire, ki preprečujejo dobro sodelovanje.

Uporaba:

Študent/ka:

- pozna tehnike nudenja svetovalne pomoči različnim skupinam svetovancem (učenci, učitelji, starši) ter na različnih področjih (osebno, šolsko, poklicno itd.);
- pozna tehnike in metode nudenja individualne in skupinske pomoči;
- zna uporabljati različne oblike, metode in tehnike za razvijanje sodelovanja, strpnosti, medsebojne pomoči učencev;
- zna pomagati pedagoškemu delavcu pri različnih problemskih vprašanjih (OPP, multikulturalizem, nadarjeni, vedenjske težave v oddelku, strokovno spopolnjevanje, težave s starši);
- zna strokovno izdelati individualiziran učni program za učenca (OPP, nadarjeni idr.);
- zna pomagati staršem pri razumevanju njihove odgovornosti razvoj njihovih otrok;
- zna oblikovati instrumente za spremljanje in evalviranje uspešnosti svetovalne pomoči in svojega lastnega dela.

Intended learning outcomes:

Knowledge and understanding:

Refleksija:

Študent/ka:

- razvija kritičen odnos do dela šolskega svetovalnega delavca (inkluzivnega pedagoga), različnih teorij svetovanja ter svetovalnega odnosa med inkluzivnim pedagogom in različnimi skupinami svetovancev;
- s pomočjo teoretičnih spoznanj in nekaterih praktičnih izkušenj v času študija, poskusiti izdelati svoj pristop oz. model svetovalnega dela;
- prepozna in kritično vrednoti dobro in slabo prakso svetovanja učiteljev, učencem in staršem.

Metode poučevanja in učenja:

Predavanja se povezujejo z aktivnim samoizobraževanjem (seminarske vaje, študija primera, dnevnik razmišljanja) in z drugimi aktivnimi metodami učenja (diskusija, analiza, iniciativa..).

Learning and teaching methods:

Načini ocenjevanja:

| Načini ocenjevanja: | Delež (v %) / Weight (in %) | Assessment: |
|----------------------------------------------------------|-----------------------------|------------------------------------------------|
| Način (pisni izpit, ustno izpraševanje, naloge, projekt) | | Type (examination, oral, coursework, project): |
| Seminarska (oz. projektna) naloga | 40 t (40 %) | |
| Pisni /ustni izpit | 60 t (60%) | |

Reference nosilca / Lecturer's references:

1. FERBEŽER, Ivan, KUKANJA-GABRIJELČIČ, Mojca. Svetovanje nadarjenim učencem. 1. izd. Ljubljana: Zavod Republike Slovenije za šolstvo, 2008. 108 str. ISBN 978-961-234-647-8.
2. KUKANJA-GABRIJELČIČ, Mojca. Nadarjeni in talentirani učenci: med poslanstvom in odgovornostjo, (Knjižnica Annales Ludus). Koper: Univerzitetna založba Annales, 2015. 241 str., ilustr. ISBN 978-961-6964-37-1. [COBISS.SI-ID 282956032]
3. ČOTAR KONRAD, Sonja, KUKANJA-GABRIJELČIČ, Mojca. Pomen čustvene inteligentnosti v profesionalnem razvoju pedagoškega delavca. *Pedagoška obzorja*, ISSN 0353-1392, 2014, letn. 29, [št.] 2, str. 3-17, ilustr. [COBISS.SI-ID [1537053636](#)]
4. KUKANJA-GABRIJELČIČ, Mojca. Profesionalni razvoj učiteljev in težave pri delu z nadarjenimi učenci. *Pedagoška obzorja*, ISSN 0353-1392, 2015, letn. 30, [št.] 1, str. 112-127, tabele. [COBISS.SI-]

ID 514127991].

5. KUKANJA-GABRIJELČIČ, Mojca. Kolegialno opazovanje in ocenjevanje učnega dela. Pedagoška obzorja : časopis za didaktiko in metodiko, ISSN 0353-1392, 2007, letn. 22, št. 1/2, str. 178-190. [COBISS.SI-ID 35838050]
6. OPARA, Božidar, KISWARDAY, Vanja Riccarda, KUKANJA-GABRIJELČIČ, Mojca, RUTAR, Sonja. Terminološka vprašanja in dileme na področju zagotavljanja socialne kohezivnosti v vzgoji in izobraževanju. V: BOROTA, Bogdana (ur.), et al. Social cohesion in education. Horlivka: Horlivka State Pedagogical Institute for Foreign Languages. 2011, str. 47-63. [COBISS.SI-ID 4335063]