University of Ljubljana
Faculty of Education
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There are 2,400 undergraduate and postgraduate students and 200 teaching and administrative staff at the Faculty of Education (academic year 2011/2012). For more information on departments see http://www.pef.uni-lj.si/index.php?id=346 / Published by: University of Ljubljana Faculty of Education / Edited by: Igor Repac and Janez Krek / Design: Jana Stollecker / Printed in Slovenia by: Kubelj d.o.o., PE Tiskarna univerze, Ljubljana / Edition: 1000 copies / © Faculty of Education, 2014
ABOUT THE UNIVERSITY OF LJUBLJANA

The university was founded in 1919 on the basis of long educational tradition, remaining the only Slovenian university for half a century. The University is based in Ljubljana, the capital of Slovenia, a Central-European city with over 300,000 inhabitants. Students account for more than one-seventh of the population, giving the city a youthful and lively character.

The university’s central office and the many schools are situated in the centre of Ljubljana or close to it. Several newer and modern buildings of the University of Ljubljana are located on the city outskirts. The university is renowned for its quality study programmes. All of the study programmes from the 2007/2008 academic year are offered in accordance with the Bologna Declaration.
ABOUT THE FACULTY OF EDUCATION

FACULTY OF EDUCATION EDUCATES AND TRAINS TEACHERS AND OTHER EXPERTS IN THE FIELD OF EDUCATION. WE TRAIN PRESCHOOL TEACHERS, CLASS TEACHERS AND SUBJECT TEACHERS. THE LATER ARE SPECIALISTS IN TEACHING TWO SUBJECTS OR SUBJECT AREAS IN PRIMARY AS WELL AS IN SECONDARY SCHOOLS; THEY CAN ALSO TAKE AN ADDITIONAL SUBJECT THUS INCREASING EMPLOYMENT OPPORTUNITIES AS WELL AS RESPONDING TO THE NEEDS OF SCHOOL PRACTICE.

IN ADDITION TO THE TEACHER EDUCATION PROGRAMMES, WE ARE THE ONLY INSTITUTION IN SLOVENIA THAT TRAINS SPECIALISTS FOR INCLUSIVE EDUCATION AND THE EDUCATION OF CHILDREN AND YOUNG PEOPLE WITH SPECIAL NEEDS.

We do this through the study programmes of social pedagogy and special and rehabilitation pedagogy, covering the entire spectrum of special needs: from behavioural and social difficulties to all kinds of impairments (vision, hearing, speech, movement) and learning difficulties. The faculty performs seven first cycle (undergraduate or bachelor) study programmes and seven second cycle (master) study programmes. In the 2009/2010 academic year, we launched a doctoral school in Teacher Education and Educational Sciences, which is divided into the two scientific areas (Teacher Education and Educational Sciences).

Study Programmes:

- **1ST CYCLE (UNDERGRADUATE STUDY PROGRAMMES)**
  - Preschool Education
  - Primary Teacher Education
  - The Two-Subject Teacher
  - Art Pedagogy
  - Special and Rehabilitation Pedagogy
  - Visually Impaired Education and the Pedagogy of Specific Learning Difficulties
  - Social Pedagogy
• **2ND CYCLE**  
**MASTER STUDY PROGRAMMES**  
- Preschool Education  
- Primary Teacher Education  
- Primary Teacher education with English specialisation  
- Subject Teacher Education  
- Art Pedagogy  
- Special and Rehabilitation Pedagogy  
- Speech and Language Therapy  
- Social Pedagogy  
- Supervision, Personal and Organisational Counselling  
- Cognitive Science (Joint Degree)  
- Arts Therapy  
- Museum Education  
- Educational Policies  

• **3RD CYCLE**  
**DOCTORAL STUDY PROGRAMME**  
- Teacher Education and Educational Science

International students are kindly invited to enrol into postgraduate study programmes, in particular to 2nd Cycle (Master) study programme Cognitive Science, which is the Middle European interdisciplinary joint master’s programme, offered Faculty of Education 5 jointly by University of Vienna (coordinating partner), Comenius University in Bratislava, Budapest University of Technology and Economics, Eötvös Loránd University Budapest, University of Ljubljana, and University of Zagreb. International students are also invited to enrol into 2nd Cycle (Master) study programme Educational Sciences and 3rd Cycle (Doctoral) study programme Teacher Education And Educational Science. Postgraduate programmes do not require knowledge of Slovenian language but, in addition to knowledge of at least one world language, it is desirable.

**How to Enrol?**

There are three admission application periods for enrolling into the University of Ljubljana. Information on the application and enrolment procedure, enrolment requirements, criteria for selection and the study programmes offered by the University of Ljubljana can be found in the annual Call for Enrolment, which is published at the end of January for the upcoming academic year.
ERASMUS STUDENT MOBILITY

Who can apply and for how long?
Students registered at a higher education institution holding an ERASMUS University Charter. Duration of mobility for studies is between 3 to 12 months or at least a full academic trimester/term.

Application deadlines for Erasmus mobility at University of Ljubljana, Faculty of Education
15 MAY – winter semester and full year
15 NOVEMBER – summer semester

Application procedure
1. After your home university has nominated you to study at the University of Ljubljana as an exchange student, you should fill in an online application https://erasmus.uni-lj.si/. There is no need to send a paper copy of the application.
2. At the end of the online application you will find the necessary documents to upload to your application: Transcript of Records (of your home university), Learning Agreement and Language Certificate. Your application is complete and will be processed only after you have followed all the steps of the application system and entered all the required information.
3. After we have received your application and your host department has approved your application, we will send you an Acceptance letter and information on living and studying in Ljubljana.

Study calendar
The study year at the University of Ljubljana commences on 1 October and concludes 30 September. It is divided into two semesters. The first (winter) semester lasts from October to mid-January, while the second (summer) semester lasts from mid of February to the end of May or the beginning of June.
Language requirements
The University of Ljubljana offers instruction in the following languages: Slovenian and English. The University of Ljubljana requires that the student has very good language skills (in reading, writing and speaking of the language) in at least one of the two languages in order to be able to study here. Please note that fluent language skills in English and in Slovene are vital for successful studies at the University of Ljubljana. If the language requirements are not met, the University of Ljubljana will not accept you. Students must present a language certificate of their Slovene or English language skills. Very good language skills refer to level B2 on the CEFR scale of the European Language Portfolio Levels.

How to prove the language skills in Slovene or English?
• Language skills are listed on the Transcript of Records of the home university; or
• Submit the Language Certificate with CEFR scale; or
• Submit TOEFL score of 79 (IBT) or IELTS score of 6 for English

Slovene Language Courses
Students in the Erasmus exchange program are offered an Erasmus Intensive Slovene language course (EILC) before starting the winter or summer semester. The duration of each course is four weeks, which includes 64 hours in classroom and 16 hours of cultural elements (excursion, theatre, etc.). The application deadline is end of May for the course starting in September and end of October for the course starting in January.
EPTE, 
on becoming a European Teacher for Primary Education

ARE YOU READY TO DISCOVER THE EUROPEAN HERITAGE OF EDUCATION?
ARE YOU INTERESTED TO KNOW MORE OF THE NATURE OF YOUR OWN NATIONAL EDUCATION AND THAT OF OTHER EUROPEAN COUNTRIES?
DO YOU LIKE TO UNDERSTAND WHY DIFFERENT TEACHING STRATEGIES WORK OR DO NOT WORK IN DIFFERENT CULTURES?
DO YOU LIKE TO LEARN AND LIVE IN AN INTERNATIONAL COMMUNITY?
DO YOU REALLY WANT TO BECOME A EUROPEAN TEACHER WHO IS ABLE TO EDUCATE EUROPEAN CITIZENS? IF YOUR ANSWER IS YES, THEN CONSIDER TO STEP IN THIS EXPERIENCE AND JOIN THE EPTE CURRICULUM FOR PRIMARY TEACHING IN EUROPE.

FROM 2012/2013 UNIVERSITY OF LJUBLJANA, FACULTY OF EDUCATION OFFERS TO ERASMUS STUDENTS 6 MODULES IN ENGLISH LANGUAGE DEVELOPED WITHIN EUROPEAN PROJECT EUROPEAN PRIMARY TEACHER EDUCATION.

7 European universities have joint forces and experiences in developing a joint curriculum within the European ERASMUS program for joint Curriculum Development. Central to the curriculum is our common understanding that education is a powerful instrument to change the world. This program will support the ongoing process of living and learning together in Europe beyond national sentiments and conventions. There is a new world coming up. Let’s make ourselves and our children ready to join and enjoy it.

You can be the one, together with fellow European students to enter this unique adventure in what is called an International Learning Community. Guest lecturers from all partner institutes will teach you together with the host staff. You will experience European teaching. The program departs from EPTE principles (human rights, democracy, diversity and justice) and a European perspective (dialogue, cooperation and mutual aid and responsibility). Let us build towards a community of European teachers that share contact, experience and spirit to educate future European citizens.

We are waiting for you!

List of EPTE modules:

• Society, Culture and Education (5 ECTS)
The module aims to provide students with knowledge and understanding of sociological and philosophical backgrounds of educational theories and practices in Europe 8 Faculty of Education and the contextual differences in a number of European countries. This will
support them in setting up a pedagogical discourse and to relate it with cultural traditions and political developments. As a result students will be able to deal in a professional way with equity, diversity and communalities in the field of education.

• **Mathematics (5 ECTS)**
  *Re-inventing mathematics:* the student will be able to explain analyses and present history background of some essential mathematical concepts, and describe discoveries of mathematicians by demonstrating with examples.
  *Thresholds in mathematics:* the student will be able to describe a part of the mathematical learning landscape including the thresholds of the guest country; describe differences and similarities between the landscape of his own country and that of the guest country; build some learning materials, contexts and context problems to allow primary school pupils to obtain the respective landmarks/thresholds; develop a series of lessons to allow his pupils to obtain a landmark in the mathematical landscape; distinguish the three levels in the learning process: informal, semi-formal and formal.
  *Problem solving:* the student will be able to demonstrate problem-solving skills for finding the strategy: formulating a problem, comprehending a problem, finding patterns, identifying knowledge needed for solving problems, making conjectures, generalizing, choosing appropriate representation of a problem, proving; accompany children in horizontal and vertical mathematization.

• **Environment and Sustainable Development (5 ECTS)**
The student will be able to use science concepts, models and theories which are important for explaining and reasoning about sustainable development; plan and carry out research, record the results in various forms and explain them by using appropriate terminology; explain the relationship between the natural environment and the historical heritage of the region/country; justify the need for a rational human and social satisfaction as a condition for sustainable development; discuss the technological possibilities and consequences for sustainable development; be familiar with different types of hazards in contemporary society which are results of human activities; transform some parts of the content into teaching units.

• **Plurilingual and Intercultural Education (5 ECTS)**
  *Knowledge and understanding:* recognize adequate language learning opportunities, such as cross-curricular approach, CLIL, ICT, community learning. *Use:* the student is able to mobilize linguistic and intercultural competences adequately in the educational context, act in a multilingual and multicultural classroom, select and develop adequate plurilingual and multicultural materials and activities, encourage and support children’s language learning strategies, use the knowledge about European language policies for fostering plurilingual education in his professional environment, make use of European
tools and networks and link them with their own school contexts (initiating and participating in national and international partnerships, using ICT in language education).

Reflection: the student is able to reflect on the value of languages and cultures in the diverse European context, reflect on the development of his own and others’ linguistic and cultural identities, reflect on the language development processes in plurilingual contexts.

- **Arts (5 ECTS)**
The student will be able to be open to and reflective about varied expressions of art and culture, use knowledge and basic skills of the art education, recognize and describe basic trends, directions and techniques of different art fields (music, fine arts, dance, theatre, film), notice the diversity and resemblance in the art of different countries in Europe, motivate pupils to be interested in arts and provoke their creativity, develop aesthetic sensitivity of pupils, support pupils’ self-expression through arts, use teaching-learning methods in and through the art (learning by doing) adjust an individual approach in art education.

- **Pedagogy and Didactics (5 ECTS)**
The student will be able to achieve/mobilize knowledge of pedagogical terminology and apply terminology properly in various contexts, present and explain the characteristics of selected European educational systems, and refer to the historical and sociocultural context of their creation and transformation, distinguish and evaluate elements of didactic/teaching situations and to extract critical points which influence the effectiveness of teaching – and then apply changes in his plans to increase the effectiveness of the teaching and facilitate the learning process, make a critical analysis of teaching situations, its project/plan, operation and effects (pre-reflection, reflection in action, reflection over action), cooperate in team work.

Aside from EPTE modules we offer to Erasmus students also the following courses in English language:

- **English I – Language Skills (4 ECTS)**
A vital condition for effective language learning refers to language learning skills. It is for this reason that students first learn different learning styles and intelligences, discover their own idiosyncratic features and then become aware of the strategies for acquiring, recalling and using vocabulary and grammatical structures and other language and intercultural information. Simultaneously, they upgrade their language skills and relate to teaching children topics. The students develop: their meta-cognitive techniques for organising, addressing and assessing their own learning, affective strategies for creating positive emotions and attitudes, social strategies for cooperating with other students in the learning process, cognitive strategies for linking new information with the existing ones and memory and compensation strategies to be able to analyze and classify. Si-
multaneously, they develop their vocabulary and acquire the fundamental skills of public presentation.

- **English II – English Pronunciation for Teachers (4 ECTS)**
  Students get acquainted with the basic principles of the English phonology, and learning and teaching strategies of English pronunciation for young learners. Students get 10 Faculty of Education to know the main characteristics of the individual sounds in English and their production in speech (pronunciation and activities for learning and teaching the pronunciation of consonants, vowels, and consonant/vowel clusters), phonemic transcript and its use in the classroom, the characteristics of syllables, word stress and sentence stress. Students improve their pronunciation of English sounds, especially those that are different from their native language ones. They compare English sounds to their native ones and learn how to correct pupils’ and their own mistakes.

- **English III – C1 Exam Preparation (4 ECTS)**
  Students develop the four language skills (listening, reading, speaking and writing) with the use of various learning strategies, they broaden their vocabulary, become more aware of the language system and acquire public speaking skills. They read and listen to authentic texts and develop creativity by changing the texts or writing their own ones. They set learning aims, follow their own progress, and evaluate and assess their own work. Students get acquainted with the content of international exams (e.g. CAE, IELTS) and develop strategies for taking international language exams.
• **Child’s phonological development and protracted phonological development (5 ECTS)**


*Practice*: Transcription of speech of children with an emphasis on pre-school period. Analysis of pronunciation of words. Collection of data – of a sample of speech of preschool children, phonetic transcription, entry into the programme Phon or Phonology Assistant and the phonological analysis of the status of the child.

*Prerequisites*: Knowledge of phonetics and phonology, of speech and language disorders. Due to the nature of the work at home the student should be able to use a computer with installed software programmes for analysis.

• **Children with communication disorders in the classroom: intervention (5 ECTS)**


Team work. Intervention, methods and strategies of work.

• **Communication of discoveries in mathematics and physics (5 ECTS)**

Outline of the role of mathematics and physics in contemporary society. Presentation of selected scientific methods and recent achievements in different fields of mathematics and physics (for instance, graph theory, algebra, seismology, particle physics, etc.) and public reports about these achievements.

Overview of tools for communication and circulation of scientific ideas and discoveries by means of traditional (radio, TV, press) and new media (world wide web, e-mail, scientific blogs and forums, movies, video recordings and video conferences, social networks, group collaboration tools, etc.).

Introduction to different means of promotion and raising public awareness about the im-
The importance of scientific achievements in mathematics and physics: public presentations and lectures for different target audiences, workshops, debates, group experiments, competitions, contests, exhibitions, theatrical shows, artistic projects, concerts, artistic sculptures. Adopting content to different target audiences: preschool, primary, secondary school youth, educated public, and general public.

Development of understanding the relation between popularization and wide acceptability versus scholarly and in-depth approach. Presentation of selected successful examples from home and international practice: mathematical or physical exhibitions, museums, festivals, traditional and specific occasion projects (The Chain Experiment, Project MARS, World year of Physics, International year of Astronomy, Mathematics of Planet Earth, etc.).

- **Computer based speech analysis and transcription of speech (5 ECTS)**

  **Practice:** Transcription of speech of children with an emphasis on pre-school period. Analysis of the pronunciation of words. Collection of data – of a sample of speech of pre-school children, phonetic transcription, entry into the programme or Phone Assistant Phonology and phonetic analysis of the status of the speaker. Producing the phonetic notebook of the Slovenian sounds.

  **Prerequisites:** Knowledge of phonetics and phonology. Due to the nature of the work at home the student should be able to use a computer with installed software programmes for analysis.

- **Counselling in educational setting (5 ECTS)**
  Counseling in education: the need of counseling in educational settings – counseling for pupils, parents and other participants in education; Dealing with different problems in education – emotional problems, behavioral problems, learning problems, problems within classroom; The integrative model of counseling – systemic view: what do people need to bring changes in their cognitive, emotional and behavioral domain; importance of relation; the process of counseling – contact, problem solving, integration of changes, evaluation, participation and co creation in counseling; Individual and group counseling...

- **Creative movement and dance pedagogy (5 ECTS)**

  Holistic learning, social learning, holistic communication, integration of physical and spiritual, holistic game, movement, creativity and learning. Neuroscience and learning through movement/dance. Creation through movement and dance – types of creative activities and integration with all educational areas. Art as a form of interpersonal and intrapersonal communication as well as help through arts with the emphasis on communication through creative movement and dancing. Cultural education, children’s artistic creativity, capability of children’s perception and their expression. Learning and teaching with art and through art, encouraging creativity, developing imagination through creative movement and dancing. Creative movement in kindergarten/school: aims, methods, forms, methodological instructions, incentives for moving – dancing creativity, integration with all educational areas, creative movement as educational method in kindergarten, in the first triennium and in further stages of primary schools, planning and analysis of educational work, relaxation function of movement and movement creativity, team dynamics, communication and creativity through movement and dancing as well as education for peace.
• **Early literacy, literacy and prevention of specific learning disorders (5 ECTS)**


• **ICT in education of persons with special needs (5 ECTS)**


• **Intercultural Slovenia in Multicultural Europe (5 ECTS)**

Interdisciplinary approach to fundamental characteristics of Slovenia and the countries from which the students are on exchange. Acquiring knowledge of, comparison, evaluation of the social, natural, cultural environments of Slovenia and of the selected countries. Geographical aspects: the natural-and socialgeographical characteristics, environmental issues, the school system ... Historical aspect: the major turning points, ethnic identity, the establishment of the country ... Fairytale / literary paths. Music ...

• **Learning and knowledge creation – from brain to experience (5 ECTS)**

The course offers an overview of main perspectives on human mind and related views on knowledge creation and learning. It aims at revealing the connections between brain, experience and learning to future teachers and lecturers. In collaborative setting the course guides students through the following themes:

- Am I computer? What is learning in computers and what in humans?
- Am I brain? From molecular to functional level of brain operation we explore connections between emotions, feelings, reason and reflection. What is neuroeducation? How does the brain learn?
- Am I body? What is the role of the body in cognition and knowledge creation? The importance of interaction with environment, movement, and physicality for learning and comprehending.

• **Museum education (5 ECTS)**
Theoretical, methodical and practical aspects of educational work in museums and institutions with characteristics similar to museums. The basic concepts and terms (a museum object as the »object of learning«, museum interpretation, museum audience) and the latest theories of learning in museums (Falk, Moussouri, Hein, Hooper-Greenhill...) needed to organize learning activities for creating the opportunities for learning in the museum at the levels of content, goals and methods. The role and tasks of a museum pedagogue at presentations of museum objects, creating for visitor experience of objects and at devising the overall context of museum exhibitions.

• **Nature and young children (5 ECTS)**
The importance of outdoor play and learning for children. The characteristics of forest kindergartens and schools. Didactic science games in nature. Didactic approaches to the management of children when learning about the forest, meadow, pond and stream. Organization and safety of outdoor activities with preschool children and children at primary school children. Visitation of groups of children at the zoo and in the botanical garden. Animal farming in kindergarten and school (vivaristics): aquarium, aqua-terrarium, terrarium. The cultivation of plants in the kindergarten and in school: ornamental plants, vegetables, berries, herb garden. Method of learning about animals through direct experience. Didactic approaches to learning about the characteristics of living organisms (nutrition, reproduction, growth and development, birth and death ...) and about the needs of living organisms (food, water, air, space ...). Developing a respectful attitude towards living creatures.

• **Nutrition and nutrition education (5 ECTS)**
• **The content of outdoor physical education (5 ECTS)**
  Sedentary lifestyle. The consequences thereof. The importance of movement for the child. Sport injuries. Content of additional programme of physical education - sports day, outdoor school, camps, sports extracurricular activities, minutes of health, active break. Norms, safety at the implementation of additional physical education content. Instruction outdoors. Didactic approaches to the implementation of the additional content to the physical education programme.
  *Prerequisites:* Financial contributions from students (field work). Obligatory attendance of field work.

• **Sign language – Deaf Culture – Deaf Identity (5 ECTS)**
  Communication, language, speech and education. Language as the most sophisticated system in humans. Spoken, written and sign language. Medical and cultural model for defining deafness and the deaf. Definition of the deaf and the Deaf. Culture of the Deaf and the hearing community. Deaf language community as a diffused minority. Language, identity and culture. Oral languages and sign languages. Comparison between monolingual and multilingual environment. Multilingualism. Definition. Types of multilingualism. Sign language as the first language and the written state language as a second language. Deaf as people with special needs. From impairment to handicap. Access to information and active participation / citizenship. Working
with multilingual/deaf people with special needs. Implication for education and therapy. Guidelines for working with the deaf and their families. Sources. Instruments.

• **Teacher as researcher (5 ECTS)**
  The discourse of the reflective practitioner (difference between reflective teaching and practitioner research). Practitioner research as a factor of teachers’ professional development. Different research approaches: quantitative and qualitative research, self-evaluation, case study, interactive research etc. The characteristics of action research. Planning research in education. Presentation and analyze of different national and international research projects. Ethical issue of pedagogical research.
  Characteristics of innovation in education. Analysing professional and scientific articles (structure of the article, strategies of writing, criteria for assessment of research articles). Characteristics and value of team work, school climate and interdisciplinarity for quality research work.

• **Traumatic events and crisis situations in education (5 ECTS)**
  Definition of traumatic events, crisis and different classifications of trauma. Characteristics of situation of captivity as the condition for development of prolonged trauma. Consequences of traumatic (sets) of events and phases of recovery. Social construct of a concept of a victim and questioning the use of its implications in contrast to the concept of survivors. Identifying, handling and responding to selected traumatic events that pedagogues can face in educational process when working with children and youngsters: natural and traffic accidents, suicide, death (in the family), (sexual) violence and abuse. The role and the meaning of pedagogue of different professions (preschool teacher, teacher, special pedagogue, social pedagogue etc.) for child’s and youngster’s coping with traumatic events and crisis. The meaning and the methods of supporting parents of children and adolescents who recover from trauma.

• **Triple nature of science concepts and science teaching (5 ECTS)**
  Chemistry content of the science curricula in primary and secondary school. Demonstrations of the chemistry content in textbooks and workbooks and in other learning materials for science subjects in primary and secondary school. Chemistry concept; definition, conceptual network. Evaluation and assessment of chemistry content in terms of the triple nature of the chemistry concepts. The triple nature of the science concept; the macroscopic, submicroscopic and symbolic levels. Review of visualization tools development in terms of teaching science. Application of visualization tools in teaching science concepts in the selected science content. Strategies of integration of all visualization tools of science concepts in teaching science subjects. Exploring the use of visualization tools for teaching science subjects (exploring the incorrect and incomplete understanding, the effects of interventions, which include the visualization of the triple nature of science concepts at lessons).
PROFILES model of science teaching. The design of the learning module according to the principles of PROFILES, whereby the use of visualization tools of science concepts in terms of the implementation of the triple nature of chemistry concepts will clearly be presented. Implementation of the PROFILES based learning module on a sample of pupils or students. Drawing up a report on the implementation of the PROFILES learning module.

- **Working with multilingual population with special needs (5 ECTS)**


People with special needs. From impairment to handicap. Language based special needs. Working with multilingual people with special needs. Implication for education and therapy. Recommendation and guidelines for working with multilingual populations. Resources and instruments.

STUDENTS CAN IN DIRECT AGREEMENT WITH PROFESSOR(S) SELECT OTHER COURSE(S) FROM OUR STUDY PROGRAMMES AS WELL. HOWEVER, PLEASE NOTE THESE COURSES ARE NOT ORGANIZED IN ENGLISH LANGUAGE. ONLY IN SOME COURSES COMMUNICATION IN ENGLISH LANGUAGE IS ENABLED (INDIVIDUAL CONSULTATIONS WITH STUDENTS FOR THEORETICAL PART OF THE COURSE, EXCERCISES AND SEMINARS IN ENGLISH IN ONE OF THE SEMINAR GROUPS IF POSSIBLE).
HOW TO REACH US?

How to reach Ljubljana?
Ljubljana is the capital of Slovenia; it is situated almost in the geographical centre of the country. The international airport Brnik is about 20 km northwest of the city centre and has good daily connections with European airports (Vienna, Munich, Frankfurt, Prague, Zürich, Paris, London etc.). In addition, some other airports in neighbouring countries are relatively near (Trieste-Ronchi, Zagreb, Klagenfurt). Ljubljana has good rail and road connections. The bus station and railway station are situated near the centre of the city (5 minutes walking distance). The central University building (with its International Office) is situated in the city centre.

How to reach the Faculty of Education?
The Faculty of Education is situated at the Bežigrad university campus north of the city centre (about 10 minutes by bus). Our neighbours are the Faculty of Social Sciences, the Faculty of Economics and the Faculty of Public Administration. Student dormitories and restaurants are also at the campus.

Detailed information and a map is available at our website: https://www.pef.uni-lj.si/directions.html

Slovenia in Brief
Area: 20,273 km²
Population: 2 million
Capital: Ljubljana
Language: Slovene
Climate: Alpine, Continental, Mediterranean
Time Zone: Central European Time GMT + 1
Political System: Multi-party parliamentary Democracy

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