

UNIVERSITY OF LJUBLJANA
FACULTY OF EDUCATION
ERASMUS+ MOBILITY



Knowledge is treasure which accompanies its owner everywhere.

**University of Ljubljana
Faculty of Education**

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ABOUT THE UNIVERSITY OF LJUBLJANA

THE UNIVERSITY OF LJUBLJANA POSSESSES A RICH TRADITION. IT RANKS AS A LARGE UNIVERSITY, WITH MORE THAN 50,000 GRADUATE AND POSTGRADUATE STUDENTS. APPROXIMATELY 4,000 HIGHER EDUCATION TEACHERS AND 2,000 ADMINISTRATIVE STAFF MEMBERS ARE EMPLOYED IN THE 3 ARTS ACADEMIES AND 23 FACULTIES.



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.



www.uni-lj.si

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 LATTER 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.

<http://www.pef.uni-lj.si/eng.html>

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

ERASMUS STUDENT MOBILITY FOR STUDIES ENABLES STUDENTS TO SPEND AN INTEGRATED PERIOD OF STUDY AT UNIVERSITY OF LJUBLJANA, FACULTY OF EDUCATION. THAT EXPERIENCE WILL IMPROVE THEIR KNOWLEDGE, SKILLS AND COMPETENCES IN THE FIELD OF TEACHER EDUCATION. STUDENT WILL PARTICIPATE IN STUDY PROCESS WITH NEW/DIFFERENT TEACHING METHODS AND APPROACHES.

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
THE 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 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)**

The student will be able to explain analyses and present historical background of some essential mathematical concepts, and describe discoveries of mathematicians by demonstrating them with examples.

The Students 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.

The student will be able to demonstrate problem-solving skills for finding the strategy by: formulating a problem, comprehending a problem, finding patterns, identifying knowledge needed for solving problems, making conjectures, generalizing, choosing appropriate representation of a problem, proving, and accompanying children in horizontal and vertical mathematization.

- **Environment and Sustainable Development (5 ECTS)**

The Students 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, and transform some parts of the content into teaching units.

- **Plurilingual and Intercultural Education (5 ECTS)**

The Students recognize adequate language learning opportunities, such as cross-curricular approaches, CLIL, ICT, community learning. etc. The Students are 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).

The Students are 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 and reflect on the language development processes in plurilingual contexts.

- **Arts (5 ECTS)**

The Students 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 and learning methods in and through the art (learning by doing), and 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), and cooperate in team work.

Aside from EPTE modules, the following courses in the English language are offered to Erasmus+ students:

- **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 through content. 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 clas-



sify. Simultaneously, 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.



<http://www.pef.uni-lj.si/eng.html>

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

The students will be able to understand linguistic disorders: speech, language and communication difficulties, reading difficulties, spelling and writing difficulties, and language based difficulties in the field of mathematics. The aim is to provide students with knowledge and understanding of the importance of intervention, methods and strategies of work when treating children with various communication disorders.

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

The course explores the role of mathematics and physics in contemporary society, presents selected research methods and recent achievements in different fields of mathematics and physics (for instance, graph theory, algebra, seismology, particle physics, etc.) and discusses public reports about these achievements.

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

Further, the students are provided with an introduction to different means of promotion and raising public awareness about the importance of scientific achievements in mathematics and physics. The students will be able to follow public presentations and lectures for different target audiences, workshops, debates, group experiments, competitions, contests, exhibitions, theatrical shows, artistic projects, concerts, and artistic sculptures. They will learn to adapt content to different target audiences, for example preschool, primary, secondary school youth, educated public, and general public. The students will also develop their understanding of the relation between a popularized and wide acceptable versus a scholarly and in-depth approach. They will be provided with the presentation of selected successful examples from home and international practice, such as mathematical or physical exhibitions, museums, festivals, traditional and specific situational projects (The Chain Experiment, Project MARS, world year of Physics, International year of Astronomy, Mathematics of Planet Earth, etc.).

- **Counselling in educational setting (5 ECTS)**

This course provides students with the basic knowledge about the counselling which can be defined as special communication with the child, a youngster and their parents. The aim of counselling is to solve the problems which hinder the relations which are important for the child/youngster and his/her development and social integration. The following themes will be discussed : dealing with different issues in education – emotional, behavioural, and learning problems within classroom. The integrative model of counsel-

ling will be presented and within this model the systemic view and themes, for example the importance of relations, the process of counselling (contact, problem solving, integration of changes, evaluation, participation and co-creation in counselling, individual and group counselling setting). The students will also learn to deal with cultural and other problems in counselling, and how to deal with organizational and ethical issues. Competences of a counsellor will also be discussed.

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

Student will be able to integrate creative movement with the learning and teaching process as an active learning method. Through theoretical lectures and practical workshops, they will create and build various connections between physical experiences and the curriculum. This promotes holistic and collaborative learning, imagination, and creativity. As a result, students will know how to use different movement activities when teaching language, mathematics, science, social science and arts in kindergarten/school.

- **Early literacy, literacy and prevention of specific learning disorders (5 ECTS)**

The course aims to provide students with the knowledge and understanding of factors which affect literacy. They will gain knowledge about language development, from first words to early literacy. The students will be able to understand the importance of promoting literacy; understanding strategies and approaches used in the development of fluent reading, and promotion of reading comprehension. They will learn how to evaluate and assess literacy levels, and prevent learning difficulties.

- **ICT in special needs education (5 ECTS)**

This course provides students with the basic knowledge about information and communication technology (ICT) in education, and provides an overview of certain ICT aspects used for teaching and learning. They will become familiar with the selection, design, and production process of ICT-supported learning materials; As well as with ICT-based tools used in assessments and evaluations. Another important area in the course are ICT-supported tools for communication, distance collaboration studying, and access to various informational services and resources. Students are also taught about social, ethical, health, and legal aspects when using ICT in education. The course is particularly focused on the use of ICT technology in the field of special needs education. Students will become familiar with standard and customized supporting ICT for various types of special needs.



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

The aim of the course is to provide students with the knowledge about basic geographical characteristics of Slovenia and comparing them with home countries of participating exchange students. The course will focus on the natural- and socio-geographical characteristics, environmental issues, school systems, ethnic identity, literature, music etc.

- **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.

- Am I experience? The role of consciousness. The experience of learning. Different modalities of thinking and related strategies of knowledge creation and understanding. Introspection: how do I think and how do I learn? Reporting on first-person inquiry of one's own modes of thinking.

- **Museum education (5 ECTS)**

This course enables participants to increase their knowledge and understanding of the educational role of museums and heritage sites, as environments for informal, open and voluntary learning; to be able to interpret museum objects, to create appropriate experience for museum visitors, and give an overall context to museum exhibitions; to establish partnerships with individuals, organizations, and institutions (schools, universities) for the purpose of educational work in museums; and to critically analyze pedagogical practice in museums. The course also includes visits to museums and galleries, and gives international students the unique opportunity to learn not only about learning and teaching in museums, but also about the heritage of Slovenian art, history and culture.

- **Nature and young children (5 ECTS)**

The module aims to provide students with knowledge about the importance of outdoor play and learning for children. The students will be able to use didactic approaches to the management of children when learning about different ecosystems, like forest, meadow, pond and stream, organize and deal with safety at outdoor activities with preschool and primary school children. They will be familiar with animal farming and cultivation of plants in the kindergarten and in the school. The students will be able to use the method of learning about animals through direct experiences and teaching approaches which enable students to learn about the characteristics of living organisms and their needs.

- **Nutrition and nutrition education (5 ECTS)**

Students will learn about the biological, psychological, sociological, historical, and cultural aspects of eating habits, and other factors that influence the human diet. They will be able to use their knowledge and understanding of human nutrition in health related fields; analyse the composition and quality of various foods and diets; analyse the nutritional habits of different groups of people; explain the risk factors of an unhealthy diet; make nutrition plans for children and adults. They will be able to cook typical cuisines of certain European countries, and will be able to select and implement appropriate methods while teaching about nutrition.



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- **The content of outdoor physical education (5 ECTS)**

The course explores sedentary lifestyle and its consequences, the importance of children's physical movement, and sport injuries. The content of additional physical education programmes will also be discussed, for example sports day, outdoor school, camps, sports extracurricular activities, minutes of health, active break etc. The students will also learn about the norms, the safety at the implementation of additional physical education content, and the outdoor instruction. The topic of the teaching approaches on how to implement the additional content to the physical education programme will also be provided. Students will further explore financial contributions from students doing field work. The attendance of field work is compulsory.

- **Sign language – Deaf Culture – Deaf Identity (5 ECTS)**

The students will be able to understand multilingualism, its definition, and types of multilingualism; sign language as the first language, and the state language as a second language. The course aims to provide students with knowledge and understanding of deaf people, the differences between impairments and handicaps, the importance of access to information, active work with multilingual/deaf people with special needs and the guidelines for working with the deaf and their families etc.

- **Teacher as a researcher (5 ECTS)**

The course aims to provide students with the knowledge and understanding of differences between reflective teaching and practitioner research. Students will gain knowledge about different research approaches, such as quantitative and qualitative research, self-evaluation, case study, interactive research etc., and the characteristics of action research. Students will learn how to plan research work in education, present results of different national and international research projects, and analyze professional and scientific articles (i.e. structure of the article, strategies of writing, and criteria for assessment of research articles). The course also includes discussion about the ethics of research work and emphasizes the value of interdisciplinary teams for quality research work.

- **Traumatic events and crisis situations in education (5 ECTS)**

This course provides students with the basic knowledge about the traumatic and critical situations in the child's life. The main themes of the course refer to the definition of traumatic events, crisis and different classifications of trauma, the characteristics of captivity situations causing the development of a prolonged trauma, and the consequences of the traumatic (sets) of events and the phases of recovery. The students will discuss the social construct of a concept of a victim and examine the use of its implications in contrast to the concept of survivors. They will also learn to identify, handle and respond to the selected traumatic events that pedagogues can face in educational processes when work-

ing with children and youngsters: natural and traffic accidents, suicide, death (in the family), (sexual) violence and abuse. Furthermore, the students will discuss the role and the meaning of pedagogues, such as preschool teachers, teachers, special pedagogues, social pedagogues etc. supporting children and youngsters who cope with traumatic events and crisis. Another topic which will be explored refers to the meaning and methods of supporting parents whose children and youngsters recover from trauma.

- **Triple nature of science concepts and science teaching (5 ECTS)**

Students will be able to identify the triple nature of chemical concepts (definition, conceptual network, misconceptions); the macroscopic, submicroscopic and symbolic levels and analyze science and chemistry textbooks according to the triple nature of chemical concepts. They will be able to use this concept while reviewing visualization tools, and apply such tools while teaching specific topics. They will also be able to develop innovative teaching approaches (i.e. PROFILES, GALC modules), to implement these modules in a sample of students and to report on the results of the teaching approach in larger samples (such as full classes).



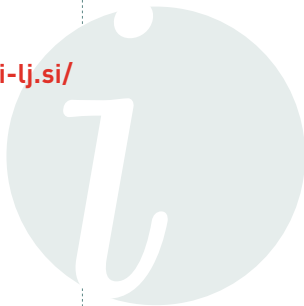
- **Working with multilingual population with special needs (5 ECTS)**

Communication, language, speech. The communication chain. Language as a high sophisticated system in humans. The development of communication, language, the development of speech in monolingual environment comparing to the plurilingual environment. Multilingualism. Definition. Types of multilingualism. Language, identity and culture. Oral languages and sign languages.

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, EXERCISES AND SEMINARS IN ENGLISH IN ONE OF THE SEMINAR GROUPS IF POSSIBLE).

<http://www.pef.uni-lj.si/eng.html>



HOW TO REACH US?



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



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.

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

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.



<http://www.pef.uni-lj.si/eng.html>