



UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	EPTE Pedagogika in didaktika
Course title:	EPTE Pedagogy and Didactics

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Razredni pouk		3., 4.	5., 6., 7., 8.
Primary Teacher Education		3 rd , 4 th	5 th , 6 th , 7 th , 8 th

Vrsta predmeta / Course type

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
24			6		120	5

Nosilec predmeta / Lecturer:

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

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

Vsebina:

Struktura izobraževalnega sistema
Formalno izobraževanje / Neformalno izobraževanje
Pedagoški modeli / razvojna psihologija (Janusz Korczak, Montessori, Rogers, Vygotsky, Jena Plan, Freinet, Paulo Freire, Dewey, Decroly, Bronfenbrenner, itd.)
Razvoj kurikulumov: cilji, vsebine, dosežki
Učno okolje: čas, prostor, viri, skupina otrok in odnosi med njimi

Procesi učenja in poučevanja:

Metode/strategije
Pedagoška diferenciacija
Ravni oblikovanja kurikulumov:
(i) Makro/nadnacionalna/nacionalna
(ii) Srednja/lokalna/šolska
(iii) Mikro/razredna

Ključni elementi načrtovanja:

Cilji, učni dosežki, vsebina, čas, prostor, udeleženci, strategije, dejavnosti, viri in orodja za vrednotenje

Sodelovanje

- (i) Timsko delo
- (ii) Timsko poučevanje
- (iii) Pedagoški tim
- (iv) Stili vodenja
- (v) Skupinsko učenje

Učitelj kot strokovnjak

Strokovne kompetence (primerjalni pristop): medosebne kompetence, pedagoške kompetence, didaktične kompetence, strokovnost na vsebinskem področju, organizacijske kompetence, sodelovanje s kolegi in okoljem, osebni razvoj in refleksija

Reflektivno razmišljanje

- (i) Refleksija pred/med/po delovanju
- (ii) Odprtost, sprejemanje različnih pogledov

Content (Syllabus outline):

Educational system structure
Formal education/Non Formal Education
Pedagogical models/ developmental psychology (Janusz Korczak, Montessori, Rogers, Vygotsky, Jena Plan, Freinet, Paulo Freire, Dewey, Decroly, Bronfenbrenner etc)
Curricula development: aims, contents, outcomes
Learning environment: time, space, resources, group of children, their relationships

Processes of learning and teaching:

Methodologies/strategies
Pedagogic differentiation
Levels of curriculum design:
(i) macro /supranational/national,
(ii) mezzo/local/school,
(iii) micro/class

Key elements to build a plan:

goals, learning outcomes, contents, time, space, actors, strategies, activities, resources and evaluation tools

Cooperation

- (i) Team work
- (ii) Team teaching
- (iii) Pedagogical team
- (iv) Leadership styles
- (v) Cooperative learning

Teacher as an education professional

Professional competences (comparative approach): Interpersonal competent, Pedagogic competent, Didactics competent, competent in professional content, competent in organization, cooperation with colleagues and cooperation with environment, Personal development and reflection

Reflexive thinking

- (i) reflection before/in action/over action



(ii) open mind, accept different points of view
For detailed contribution of content see
appendix: Learning units

Temeljni literatura in viri / Readings:

- A system approach to teaching and learning procedures. A guide for educators in developing countries*, UNESCO 1981
- ARENDS, R. I. (1991). *Learning to Teach*. 2nd edition, NY: McGraw-Hill.
- BLOOM, B. S. (1956). *Taxonomy of Educational Objectives, Handbook I.: Cognitive Domain*. NY: David McKay. (Reworked by Anderson L. V., Krathwohl, D. R. *Taxonomy for Learning, Teaching and Assessing*. NY, Longman, 2001.)
- DAVIS, R.H., Alexander L.T., Yelon S.N. (1974). *Learning System Design. An Approach to the Improvement of Instruction*, McGraw-Hill Inc.
- Decree- Law nº 240/2001 and 241/2001 of 30th of August (Portugal)
- DUFOUR, R. & Eaker, R. (1998). *Professional learning communities at work*. National Educational Service.
- DUFOUR, R. (2004). *What is a professional learning community?* Educational Leadership, pg. 71-75.
- ENNIS, R. H. (1996). *Critical thinking*. Upper Saddle River, NJ: Prentice Hall.
- HARGREAVES, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York, N.Y.: Teachers College Press.
- PASCH, M. (1991). *Teaching as Decision Making, Instructional Practices for the Successful Teacher*. UK: Longman.
- PETTY, G. (2004). *Teaching today*. UK: Nelson Thodes Ltd.
- POLLARD, A. (2002). *Reflective Teaching. Effective and Evidence-informed Professional Practice*, London-New York.
- RIDING, R., Rayner S. (2009). *Cognitive Styles and Learning Strategies. Understanding Style Differences in Learning and Behaviour*. UK: David Fulton Publishers.
- SCHÖN, D. (1983). *The Reflective Practitioner: How Professionals Think in Action*, Harper Collins, New York.
- SCHÖN, D. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*, Jossey-Bass Publishers, San Francisco.
- SCHÖN, D. (1992). *Designing as reflective conversation with the materials of a design situation*, Knowledge-Based Systems 5(1): 3-14.
- SOUSA, D. (2001). *How the Brain learns* (2nd ed.). Thousand Oak, CA: Corwin Press.
- ULJENS, M. (1997). *School didactics and learning* (Psychology Press Ltd East Sussex. UK.
- ULJENS, M. (1997). *School Didactics and Learning*. East Sussex, UK: Psychology Press Ltd.

Cilji in kompetence:

Cilji modula:

- Zaznati/opaziti in razumeti razlike in podobnosti znotraj izobraževalnih programov, konceptov in sistemov v evropskih državah in njihove spremembe s primerjanjem podobnosti in razlik:
 - Dolžina in posebnosti izobraževanja na različnih ravneh (struktura izobraževalnega sistema) – npr. osnovnošolsko izobraževanje, izobraževanje učiteljev
 - Struktura in namen kurikuluma
 - Glavni izobraževalni koncepti:
 - Formalno izobraževanje – javno, zasebno, alternativno (pedagoški modeli/razvojna psihologija)
 - Neformalno izobraževanje – knjižnice, gledališča, muzeji, bolnišnice, športni klubi, knjižnice z igračami, policija, glasbene šole, parki, nevladne organizacije, neprofitna nevladna organizacija Children's Resources international (CRI)
- Najpomembnejše osebe v različnih izobraževalnih sistemih (na Poljskem: Janusz Korczak)
- Sistemska analiza izobraževalnih okoliščin, primerjanje podobnosti in razlik
 - osnovni elementi izobraževalnega sistema v povezavi z razvojem kurikuluma: cilji, vsebine, dosežki
 - značilnosti učnega okolja (čas, prostor, viri, skupina otrok in odnosi med njimi)
- Primerjava podobnosti in razlik pri procesih učenja in poučevanja
- Načrtovanje didaktičnih situacij z različnimi teoretičnimi pristopi na osnovi razumevanja značilnosti različnih ravni oblikovanja kurikuluma (mikro, srednja in

Objectives and competences:

Module aims:

- To perceive/observe and understand diversity and unity within the programme, concepts and educational systems in European countries and its changes, comparing similarities and differences:
 - the duration and specificity of education at various levels of education (educational system structure) – for example primary education, teacher's education
 - structure and function of curricula
 - main concepts of education:
 - Formal - public, nonpublic, alternative (pedagogical models/development psychology)
 - Non formal - libraries, theatres, museums, hospitals, sport clubs, ludotecas (toy libraries), police, musical schools, parks, NGO, CRI
 - the most important and significant people for the different educational systems (in Poland: Janusz Korczak).
- To perform system analysis of educational situations, comparing similarities and differences
 - Basic elements of educational system concerning curricula development: aims, contents, outcomes
 - Characterization of a learning environment (time, space, resources, group of children, their relationships)
- To compare in terms of similarities and differences the processes of learning and teaching
- To project/plan didactic situations using different theoretical approaches, based on the understanding of the features of different curriculum design levels (micro, mezzo, macro), understanding the key elements to build a plan: goals, learning outcomes, contents, time, space,

makro raven), razumevanje ključnih elementov pri načrtovanju: cilji, učni dosežki, vsebine, čas, prostor, udeleženci, strategije, dejavnosti, viri in orodja za vrednotenje)

- Razvijanje interaktivnih in timskih delovnih veščin (med vsemi udeleženci učnega procesa: ostali učitelji, nepedagoško osebje, družine, institucije, ki izvajajo neformalno izobraževanje: gledališča, muzeji, knjižnice, športni klubi, itd.), v luči sodelovanja
- Razumeti, da je učitelj strokovnjak, ki se vse življenje razvija osebno, socialno in profesionalno.

Cilje je potrebno uresničevati v luči refleksije z ozirom na njihov lastni nacionalni izobraževalni sistem in z upoštevanjem predznanja.

Generične kompetence:

Študent zna

- Opredeliti spremembe v izobraževanju na evropski ravni in na ravni različnih nacionalnih kontekstov
- Izkazati odprtost pri dialogu z ostalimi kulturami in reflektivno razmišljati o vrednotah
- prepoznati značilnosti, ki združujejo Evropejce
- prepoznati skupne osnove za evropsko izobraževanje
- izboljšati jezikovne spretnosti
- izboljšati medkulturne spretnosti
- razviti kritično in ustvarjalno mišljenje
- razviti sposobnost logičnega sklepanja in mišljenja usmerjenega k iskanju rešitev

Specifične kompetence:

Študent zna

- reflektirati kot predpogoj za dobro prakso in inoviranje – osnova učiteljevih kompetenc
- razumeti refleksijo kot osebno lastnost, kot osnovno kategorijo pri

actors, strategies, activities, resources and evaluation tools.

- To develop interactive and team work skills in educational situations (among all the various actors of the educational process: other teachers, non-teachers, families, non formal education institutes: theatres, museums, libraries, sport clubs, etc), within a cooperative perspective.
- To understand the teacher as an education professional, who develops himself personally, socially and professionally throughout his life.

All these aims must be mobilized through a reflective attitude taking into account their own national system and considering the acquired knowledge.

Generic competences:

The student is able to

- reveal educational changes at European level as well as in respective national contexts
- show diversity in terms of dialogue with other cultures and reflecting about values
- distinguish features which unify Europeans,
- identify a common ground for European education
- improve language skills
- improve intercultural skills
- develop critical and creative thinking
- develop aptitudes for reasoning and a solution-orientated way of thinking

develop tolerance

Specific competences:

The student is able to

- be reflexive as a precondition for good teaching practice and innovation - the base element of teacher competences
- understand reflection as a personal attribute, as a basic category for regulating relations with the environment and the person himself (self-reflection).
- evaluate the teaching process as well as go

reguliranju odnosov z okoljem in s sabo (samorefleksija)

- ovrednotiti proces poučevanja in izpeljati samoevalvacijo
- narediti analizo sistema z upoštevanjem svojega lastnega nacionalnega izobraževalnega sistema in prepoznati kritične točke sistema in njihovo vlogo pri razvoju učiteljeve refleksije.

through self-evaluation

- make system analysis, taking into account their own national system and identification of critical points of the system and their role in the formation of teacher reflection.

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent zna:

- priklicati pedagoško terminologijo in jo ustrezno uporabljati v različnih kontekstih.
- Predstaviti in razložiti značilnosti izbranih evropskih izobraževalnih sistemov in se zaveda zgodovinskega in socio-kulturnega ozadja njihovega oblikovanja in spreminjanja.
- Razlikovati in ovrednotiti elemente didaktičnih/poučevalnih situacij in prepoznati ključne točke, ki vplivajo na učinkovitost poučevanja – ter nato uporabiti spremembe v svojem načrtovanju izboljšanja učinkovitosti poučevanja in olajšanja procesa učenja.
- Kritično analizirati pouk, njegovo načrtovanje, izvajanje in učinke (refleksija pred delovanjem, refleksija med delovanjem in refleksija po delovanju)
- Sodelovati pri timskem delu.

Intended learning outcomes:

Knowledge and understanding:

The student is 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 socio-cultural 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.

Metode poučevanja in učenja:

Timsko delo – majhne skupine (4) s študenti iz različnih držav

Sovrstniško poučevanje – majhne skupine (3/4) iz različnih držav

Learning and teaching methods:

Team work – small groups(4) with students from different countries

Peer coaching - small groups (3/4) from different countries



Debata, nevihta možganov, panel diskusija, predstavitev, miselni vzorci Terensko delo – opazovanje/sodelovanje v dejanskih načrtovanih izobraževalnih dejavnostih	Debate, brainstorming, discussion panel, presentation, mind maps Work field – observe/cooperate in planned activities in educational realities
Načini ocenjevanja:	Delež (v %) / Weight (in %) Assessment:
Način (pisni izpit, ustno izpraševanje, naloge, projekt) Portfolio za celoten predmet (vrednost 70%), ki vključuje: <ul style="list-style-type: none">- reflektivni dnevnik (vsaj 4)- pisna povratna informacija od kolegov/učiteljev- učna priprava (vsaj 2)- multimedijška predstavitev (npr. šolskega sistema)- izobraževalni projekt (timsko delo)- esej Končni izpit (30%), ki preverja znanje in razumevanje vsebine predmeta.	70 % Type (examination, oral, coursework, project): One <i>Portfolio</i> for the whole course (worth 70%) and including: <ul style="list-style-type: none">- reflective diary (at least 4)- written feedback from peers/teachers- lesson plans (at least 2)- multimedia presentation (for example of school system)- educational project (team work)- essay Final Test (30%) concentrated on knowledge and understanding content matters
	30%

Reference nosilca / Lecturer's references:

VALENČIČ ZULJAN, Milena, VOGRINC, Janez. A mentor's aid in developing the competences of teacher trainees. *Educ. stud.*, 2007, letn. 33, št. 4, str. 373-384. [COBISS.SI-ID [7282505](#)],

VALENČIČ ZULJAN, Milena, ZULJAN, Darjo, PAVLIN, Samo. Towards improvements in teachers' professional development through the reflective learning paradigm : the case of Slovenia. *Hacettepe Egitim Dergisi*, 2011, no. 41, str. 485-497.

VALENČIČ ZULJAN, Milena, COTIČ, Mara, FOŠNARIČ, Samo, PEKLAJ, Cirila, VOGRINC, Janez. Teacher education in Slovenia. V: VALENČIČ ZULJAN, Milena (ur.), VOGRINC, Janez (ur.). *European dimensions of teacher education : similarities and differences*. Ljubljana: Faculty of Education; Kranj: The National School of Leadership in Education, 2011, str. 295-332.

VALENČIČ ZULJAN, Milena, VOGRINC, Janez. The factors of encouraging teacher innovation from the perspective of teachers and headmasters. V: VALENČIČ ZULJAN, Milena (ur.), VOGRINC, Janez (ur.). *Facilitating effective student learning through teacher research and innovation*. Ljubljana: Faculty of Education, 2010, str. 455-469.