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UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	**EPTE Družba, kultura, vzgoja**
Course title:	**EPTE Society, Culture and Education**

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		**3rd, 4th**	**5th, 6th, 7th, 8th**

Vrsta predmeta / Course type   Izbirni C in D, Elective C and D

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: P. Zgaga, S. Gaber (lecturers are also guest teachers – EPTE experts: Hugo Monteiro, Mikael Markgren, Dorota Zdybel, Victor Gatial, Janka Zajakova)

Jeziki / **Languages:**	**Predavanja /** **Lectures:**	Slovenski, angleški/ Slovene, English
	Vaje / Tutorial:	Slovenski, angleški/ Slovene, English

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisits:**
Znanje angleščine na stopnji B2	English B2

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Vsebina:

Prvi del: **Filozofski in sociološki aspekti pedagoškega diskurza in praks**

- Pedagoški diskurz: ideje razsvetljenstva, na otroka osredinjena edukacija, etc.
- Vzgoja vs izobraževanje
- Vzgoja v postmodernih družbah
- Pedagoški diskurz in njegove socialne dimenzije: razred, spol, rasa etc.
- Etične dimenzije pedagoških diskurzov
- Pedagoški diskurz in koncept vednosti
- Pedagoški diskurz in koncept avtonomije

Drugi del: Identiteta

- Skupinske identitete – od zavedanja osebnega do zavedanja nacionalnega
  - Prepoznavanje individualni in socialnih (kulturnih) dejavnikov konstituiranja lastne identitete (identiteta kot koncept »ledene gore«)
  - Kulturna identiteta kot proces utemeljen v avto refleksiji, osebnem prizadevanju in transformaciji
  - koncept članstva v skupini – mehanizmi vključitve / izključitve člana; različni tipi socio-kulturnih »meja«
  - pred-nacionalni, nacionalni, post-nacionalni modeli kulturne identitete
  - kognitivni in emocionalni elementi strukture identitete; simbolni kodi in konstrukcija kolektivne identitete
  - nacionalni ponos kot komponenta identitete – razmislek o primerjalnih študijah in osebnih izkušnjah
  - razlaga etnocentrizma – sociološki in politični viri ter posledice etnocentričnih / nacionalističnih stališč v Evropi
- Problemi oblikovanja identitet v multikulturnih okoljih / obmejnih ozemljih
  - obvladovanje multikulturnih problemov pri oblikovanju identitete – različni vzorci odzivov: integracija, asimilacija, izolacija
  - prepoznavanje stopenj (ravni) pri

Content:

Part I. Philosophical and sociological aspects of pedagogical discourse and practices

- pedagogical discourse: the ideas of enlightenment, child-centred education, etc.
- education vs. instruction
- education in post-modern society
- pedagogical discourse and its social dimension: class, gender, race, etc.
- ethical dimensions in pedagogical discourses
- pedagogical discourse and the concept of knowledge
- pedagogical discourse and the concept of autonomy

Part II. Identity.

- Collective identities – from personal to national awareness
  - recognizing individual and social (cultural) factors constituting self-identity (identity as "an iceberg concept")
  - cultural identity as a process based on self-reflection, personal effort and transformation
  - the concept of group membership – mechanisms of including / excluding a member; different types of socio-cultural "borders"
  - pre-national, national and post-national models of cultural identity
  - cognitive and emotional elements of identity structure; symbolic codes of constructing collective identity
  - national pride as a component of identity – reflecting on comparative research and private experience
  - explaining ethnocentrism - sociological and political sources and consequences of ethnocentric / nationalistic attitudes in Europe
- Problems of building identity in multicultural environment / on borderlands
  - coping with multicultural problems in identity building – different patterns of reactions: integration, assimilation, isolation

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oblikovanju dvokulturnih, večkulturnih identitet otrok – študija primera priseljenskega otroka
- evropska identiteta kot konstrukt – dejavniki konstitucije evropske identitete učitelja (pregled dokumentacije EU)
- načrtovanje metod razvoja interkulturnega zavedanja otrok – povezovanje teorije in prakse

- Identiteta v globaliziranem svetu / postmoderni družbi
  - Moderne dileme pri oblikovanju identitete po A. Giddensu
  - Turisti in potepuhi – kot postmoderni tipi identitet v teoriji Z. Baumana
    Globalne dimenzije identitete . kako, kdaj in zakaj? Osebna refleksija na podlagi individualnih izkušenj in refleksivnega dnevnika

Tretji del: Soočanje z novim / tujim v Evropi
- Soočanje in obvladovanje raznolikosti, raziskovanje pojmov kot so imigracija, ksenofobija, homofobija, drugost, toleranca, večkulturnost, večjezičnost v kontekstu edukacije, potreba po sprejemanju raznolikosti, njihove posledice

Četrti del: Pravičnost in enakost v šolskih sistemih in edukaciji
- Preučevanje konceptov pravičnosti in enakosti v njihovih začetnih in aktualnih dimenzijah (enakost ob rojstvu; človekove pravice; kako in zakaj delujejo šolski sistemi)
- Teleološka in deontološka etika: etična ozadja in pedagoške prakse, politike in diskurzi (oblikovanje evropske identitete skozi socialni in edukacijski razmislek)
- Ciljanje neenakosti: vloga sistemov edukacije, šol in učiteljev (vloga edukacije pri zmanjševanju socialne neenakosti; vloga učitelja pri reprodukciji neenakosti; primerjava učinkovitosti pri zmanjševanju

- recognizing stages (levels) in building bicultural / multicultural identity in children - case study of an immigrant child
- European identity as a construct – factors constituting European identity of a teacher (an overview of EU documents)
- planning methods of developing intercultural awareness in children – connecting theory and practice

- Identity in a globalised world / postmodern society
  - modern dilemmas in building identity according to Anthony Giddens;
  - tourists and vagabonds – as postmodern types of identity in the theory of Zygmunt Bauman;
  - global dimensions of identity – how, when and why? Personal reflection based on individual experience and reflective diary.

Part III. Dealing with the new/the strange in Europe.
- Dealing and coping with the diversity, exploring terms like immigration, xenophobia, homophobia, otherness, tolerance, multiculturalism and multilingualism in the context of education, the need for acceptance of diversity, their consequences.

Part IV. Equity and equality in school systems and education.
- Exploring concepts of equity and equality in its roots and actual dimensions [Born equal; human rights; how do school systems work and why]
- Teleological and deontological ethics: ethical backgrounds in pedagogical practices, politics and discourses. [the building of an European identity through social and educational thinking]
- Targeting inequality: roles of educational systems, schools and teachers.[the role of education in reducing social inequality; the role of the teacher in the reproduction of inequality; comparing efficiency/effectiveness in targeting inequality; meritocracy; mechanism to diminish inequality]

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- neenakosti; meritokracija; mehanizmi zvajanja neenakosti
- Enakost, univerzalnosti in pravica do različnosti; sprejemljiva neenakost za pravičnost; spol in enakost.

Peti del: Pravice ljudi in otrok
- Raziskovanje vzpona in vsebine »na pravicah osnovane družbe« v Evropi – in po svetu – ter dolžnosti, ki jih ta kultura nalaga edukaciji, vednosti in kompetencam učiteljev v prihodnosti.

Šesti del: Pedagoško vodenje
- Preučevanje vloge pedagoškega vodje v večkulturni in demokratični družbi. Različne vrste pedagoškega vodenja so povezane s temeljnimi vrednotami kot so demokracija, enakost in pravičnost. Koncepti vodenja so prav tako povezani z nacionalnim kurikulom in načeli EPTE.
N.B. Učna enota 1 se smatra kot osrednja oziroma temeljna učna enota modula. Druge enote so navezane na prvo enoto in se določijo vsako leto posebej. Pri tem je temeljni pogoj, da so vsako leto vsega skupaj izbrane vsaj tri (3) enote.

- Equality, universality and the right to difference; acceptable inequality for equity; gender and equality.

Part V. The rights of people and children.
- Exploring the rise and content of a 'rights-based-culture' in Europe - and beyond - and the obligations this culture holds for education, knowledge and competences of future teachers.

Part VI. Pedagogical leadership
- Exploring what it means to be a pedagogical leader in a multicultural and democratic society. Different kinds of pedagogical leadership are related to fundamental values as democracy, equality and equity. Concepts of 'leadership' are also related to national curricula and to EPTE-principles.
N.B. Learning Unit 1 should be regarded as the central or basic learning unit of this module. The other units are concrete subject-driven units related to unit 1. and determined each year under one condition that each year all together at least three (3) are selected.

Temeljni literatura in viri / Readings:

The teacher is free to choose literature, having learning outcomes in mind.
Unit 1. Philosophical and sociological aspects of pedagogical discourse and practices

BERNSTEIN, B. (1990). *The structuring of pedagogic discourse: Class, codes & control, Volume IV.* London: Routledge.

BIESTA, G.J.J. (1998). Pedagogy without humanism. Foucault and the subject of education. *Interchange, 29(1)*, 1–16.

BOURDIEU, P., PASSERON, J-C. (1990). *Reproduction in Education, Society and Culture*. London.

DEWEY, J., (2007). *School and Society and Child and Curriculum*.

KANT, I. (1803/2007) Lectures on Pedagogy, in: *Anthropology, History, and Education*, ed. by G. Zöller and R.B. Louden*, The Cambridge Edition of the Works of Immanuel Kant in Translation* (Cambridge: Cambridge University Press).

KHISTY, L., & CHVAL, K. (2002). Pedagogic discourse and equity in mathematics: When teachers' talk matters. *Mathematics Education Research Journal, 14* (3), 154-168.

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Unit 2. Identity.

BENTLEY, Trevor and CLAYTON, Susan (1998) *Profiting from Diversity*, Gower Publ, ISBN 0566 07931 3.

LODEN, Marilyn (1996). *Implementing Diversity.* New York, et.al.: McGraw-Hill

LAMBERT, Jonamay and MYERS, Selma (1994). *50 Activities for Diversity Training.* Amherst, MA: Human Resources Development Press

THOMAS, R. Roosevelt with WOODRUFF, Marjorie. (1999) *Building a House for Diversity: How a Fable about a Giraffe & an Elephant offers new strategies for today's work-force.* New York, et.al.: American Management Association

Unit 3. Dealing with the new/the strange in Europe.

BENTLEY, Trevor and CLAYTON, Susan (1998) *Profiting from Diversity*, Gower Publ, ISBN 0566 07931 3.

LODEN, Marilyn (1996). *Implementing Diversity.* New York, et.al.: McGraw-Hill

LAMBERT, Jonamay and MYERS, Selma (1994). *50 Activities for Diversity Training.* Amherst, MA: Human Resources Development Press

THOMAS, R. Roosevelt and WOODRUFF, Marjorie. (1999) *Building a House for Diversity: How a Fable about a Giraffe & an Elephant offers new strategies for today's work-force.* New York, et.al.: American Management Association

Unit 4. Equity and equality in school system and education.

BIESTA, G. and BINGHAM, C. (2010) *Jacques Ranciere: Education, Truth, Emancipation*. London: Continuum.

BINGHAM, C. (2008). *Authority is relational*. New York: NYUP.

BULL, B., FRUEHLING, R. and CHATTERGY, V. (1992). *The ethics of multicultural and bilingual education*. New York: TCPress.

DEWEY, J. (2002). *Human Nature and Conduct*. New York: Prometheus.

FOUCAULT, M. (1995) *Discipline and Punish: The Birth of the Prison*. London: Penguin.

FREIRE, P. (2001). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage (Critical Perspectives).* Boston: Rowman & Littlefield Publishers.

FREIRE, P. (1996). *Pedagogy of the Oppressed*. London: Penguin.

GRIFFIN, J. (2008). *On Human Rights*. Oxford University Press.

Unit 5. The rights of people and children.

IGNATIEFF, M. (2001) *Human rights as Politics and Idolatry*.

VERHELLEN, E., (2000) *Convention on the rights of the child, background, motivation, strategies and main themes*

KYMLICKA, W., (2002) *Contemporary Political Philosophy*, chapter 7 "Citizenship theory"

UNHCHR, (2004) *ABC teaching Human Rights. Practical activities for primary and secondary schools*.

http://www.ohchr.org/EN/Pages/WelcomePage.aspx

http://www.youthforhumanrights.org/

http://www.hrusa.org/hrmaterials/temperature/default.shtm

Unit 6. Leadership

DAVIES, Lynn, Comparing Definitions of Democracy in Education*. In *Compare: A Journal of Comparative Education*, Jun 99, Vol. 29 Issue 2, p127-140

THORNBERG, Robert, Values education as the daily fostering of school rules. In *Research in Education;* Nov 2008, Issue 80, p52-62.

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THORNBERG, Robert, School Democratic Meetings: Pupil Control Discourse in Disguise. In *Teaching and Teacher Education: An International Journal of Research and Studies,* May 2010, p924-932.
HÄLLGREN, Camilla, 'Working harder to be the same': everyday racism among young men and women in Sweden. In *Race Ethnicity and Education,* Vol. 8, No. 3, Sep 2005, pp. 319–342.
National curricula & EPTE-principles.

Cilji in kompetence:

Splošne kompetence:
- abstraktno, analitično in sintetično mišljenje
- uporaba znanja v praktičnih situacijah
- vključenost v raziskovanje na ustrezni ravni
- kritičnost in samokritičnost
- prilagajanje in odzivanje na nove situacije, povezane s spremembami sodobnih družb
- identifikacija, postavljanje in reševanje problemov
- sprejemanje premišljenih odločitev
- delo v skupini
- motiviranje ljudi in sledenje skupnim ciljem
- delovanje na podlagi etičnega razmisleka
- družbeno odgovorno in državljansko zavedno delovanje
- zavedanje problematike enakih možnosti in spola
- refleksija in odziv na raznolikost in multikulturno realnost
- samostojno delo

Specifične kompetence:
- razumevanje strukture in namenov edukacijskih sistemov
- sistematično kritično razumevanje in analiza edukacijskih teorij ter problematike edukacijskih politik
- identifikacija možnih povezav med vidiki edukacijskih teorij ter edukacijskimi politikami in konteksti
- identifikacija etičnih vprašanj znotraj pedagoških praks in učnih metod
- filozofsko, etično, moralno in deontološko

Objectives and competences:

Generic competencies:
- show ability for abstract thinking, analysis and synthesis
- apply knowledge in practical situations
- undertake research at an appropriate level
- be critical and self-critical
- adapt to and act in new situations related to changes in today's societies
- identify, pose and resolve problems
- make reasoned decisions
- work in a team
- motivate people and move toward common goals
- act on the basis of ethical reasoning
- act with social responsibility and civic awareness and to show awareness of equal opportunities and gender issues
- reflect on and to respond to diversity and multicultural reality
work autonomously

Specific Competences:
- understand the structures and purposes of educational systems
- understand critically and analyze educational theories and issues of educational policy in a systematic way
- identify potential connections between aspects of educational theory and educational policies and contexts
- identify ethical questions within pedagogical practices and teaching methods
- question schools and teaching practices from

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prevpraševanje šolskih in poučevalnih praks
- refleksija skupnega in različnega v splošnih temeljnih vrednotah in človekovih pravicah
- uporaba temeljnih pravic in demokratičnega državljanstva v edukacijskih praksah.

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philosophical, ethical, moral and deontological perspectives
- reflect on commonalities and diversities of shared fundamental values and human rights
- apply fundamental rights and democratic citizenship in educational practice

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Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Namen modula je, študentom ponuditi poznavanje in razumevanje socioloških in filozofskih ozadij edukacijskih teorij in praks v Evropi ter kontekstualnih razlik med številnimi evropskimi državami. To jim bo pomagalo oblikovati ustrezen pedagoški diskurz in ga povezati s kulturnimi tradicijami in političnim razvojem. Tako se bodo študenti znali strokovno spoprijeti s pravičnostjo ter raznolikim in skupnim v polju edukacije.	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.

Metode poučevanja in učenja:	**Learning and teaching methods:**
	Active learning, literature studies, research based learning, reflective learning, group work, individual studies, field studies, debates.

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Način (pisni izpit, ustno izpraševanje, naloge, projekt)		Type (examination, oral, coursework, project): - A paper (40%) - such as research based report, argumentative essay, review of

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		articles, lesson plans, etc.; - A paper based on a Reflective Diary (20%); - Course work (40%) - such as assignments, field work, active participation, small individual works, etc.

Reference nosilca / Lecturer's references:

Pavel Zgaga:

ZGAGA, Pavel. Éducation : du cosmopolitisme au globalisme. *Rev. int. éduc. Sèvres*, décembre 2009, no. 52, str. 39-50.

ZGAGA, Pavel. La formation des enseignants dans les Balkans Occidentaux. *Rev. int. éduc. Sèvres*, 2010, no. 55, str. 129-139.

GABER, Slavko, TAŠNER, Veronika, ZGAGA, Pavel. Autonomy, bureaucracy, administrative burden and quality assurance in education in Slovenia. *Bild. Erzieh.*, sep. 2011, jg. 64, heft 3, str. 259-274.

ZGAGA, Pavel, MIKLAVIČ, Klemen. Reforming higher education in transition : between national and international reform intiatives : the case of Slovenia. *Eur. educ.*, 2011, vol. 43, no. 3, str. 13-25. http://web.ebscohost.com/ehost/detail?vid=6&hid=105&sid=9f768589-730e-4ee4-a8f6-f57995068aa4%40sessionm.

ZGAGA, Pavel. Changing philosophy of education : social transition and challenges of the future : case study from Slovenia. V: NOWAK-FABRYKOWSKI, Krystyna (ur.). *Eastern Europe today : education in transition*. Deer Park, NY: Linus Publications, Inc., cop. 2010, str. 51-68.

ZGAGA, Pavel. Between national higher education systems and internationalisation : the case of teacher education in Europe. V: GEO-JAJA, Macleans A. (ur.), MAJHANOVICH, Suzanne (ur.). *Education, language, and economics : growing national and global dilemmas*. Rotterdam; Boston; Taipei: Sense, cop. 2010, str. 167-179.

ZGAGA, Pavel. The role of higher education in national development : South-Eastern Europe and reconstruction of the Western Balkans. V: *The Europa world of learning : 2011*. 61st ed. London; New York: Routledge, 2010, str. 19-24.

Slavko Gaber:

GABER, Slavko, TAŠNER, Veronika, MARJANOVIČ UMEK, Ljubica, PODLESEK, Anja, SOČAN, Gregor. Analiza razlik v dosežkih učencev/dijakov ter analiza primarnih in sekundarnih učinkov družbenih razlik na dosežke učencev/dijakov. *Šol. polje (Tisk. izd.)*. [Tiskana izd.], pomlad

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2009, letn. 20, št. 1/2, str. 83-125, preglednice, graf. prikazi.

GABER, Slavko, TAŠNER, Veronika. Réformes et changements en éducation en Slovénie. *Rev. int. éduc. Sèvres*, sep. 2010, no. 54, str. 171-176.

GABER, Slavko. Dewey, delo, šola in demokracija = Dewey, work, school, and democracy. *Sodob. pedagog.*, 2010, letn. 61, št. 5, str. 36-55.

GABER, Slavko, TAŠNER, Veronika, ZGAGA, Pavel. Autonomy, bureaucracy, administrative burden and quality assurance in education in Slovenia. *Bild. Erzieh.*, sep. 2011, jg. 64, heft 3, str. 259-274.

GABER, Slavko. Belgrade - Ljubljana - Brussels. V: HUDSON, Robert (ur.), BOWMAN, Glenn (ur.). *After Yugoslavia : identities and politics within the successor states*. Houndmills; New York: Palgrave Macmillan, cop. 2012, str. 192-206.