

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: SPOLNA VZGOJA S SPOLNO KULTURO
Course title: Sexual Education with Sexual Culture

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Univerzitetni študijski program prve stopnje Razredni pouk	/	3	poletni
Univerzitetni študijski program prve stopnje Razredni pouk	/	3	zimski
Univerzitetni študijski program prve stopnje Razredni pouk	/	4	poletni
Univerzitetni študijski program prve stopnje Razredni pouk	/	4	zimski

Vrsta predmeta / Course type

D - Splošni izbirni predmet

Univerzitetna koda predmeta / University course code:

/

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
20	40	0		0	60	4

Nosilec predmeta / Lecturer:

izr. prof. dr. Gregor Torkar

doc. dr. Špela Razpotnik

doc. dr. Veronika Tašner

Predavanja / Lectures: slovenščina, angleščina**Jeziki /****Languages:****Vaje / Tutorial:** slovenščina, angleščina**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

1. Pogoj za pristop k pisnemu delu izpita je prisotnost na seminarskih vajah in pozitivna ocena seminarske naloge ter sprotne dela na seminarskih vajah.
2. Pogoj za pristop k ustnemu delu izpita je pozitivna ocena pisnega dela izpita.

Prerequisites:

1. The condition for taking the written part of the exam is the presence at the seminar exercises and a positive assessment of the seminar paper and work during seminar exercises.
2. The condition for taking the oral part of the exam is a positive assessment of the written part of the exam.

Vsebina:

Spoznavanje spolnosti in izgradnja spolne identitete je pomemben del odraščanja vsakega posameznika_ice. Spolnost nato ostaja zelo pomemben del posameznikov_c in družbe skozi celo življenje. Spolno zdravje vpliva na fizično zdravje, počutje, samopodobo, identiteto posameznikov_ic in družbe na splošno. Spolnost je kljub vsem pomembnim in neizogibnim vplivom na

Content (Syllabus outline):

Learning about sexuality and building gender identity is an important part of growing up for everyone. Sexuality then remains a very important part of individuals and society throughout our entire lives. Sexual health affects physical health, well-being, self-esteem, the identity of individuals and society in general. Despite all very important and unavoidable influences on the lives of children,

življenja otrok, mladostnikov in odraslih ter družbe na splošno, še vedno zapostavljena vsebina v pedagoškem prostoru. Tovrstne vsebine niso predstavljene niti tekom univerzitetnega usposabljanja bodočih pedagogov_inj. Zato pri tem izbirnem predmetu želimo čim bolj celostno in interdisciplinarno predstaviti področje spolnosti in spolne vzgoje človeka od bioloških temeljev, pa do socialnih in družbenih problematik. Predstavljen bo biološki, psihološki in socialni vidik spolne identifikacije človeka. Pri predmetu bodo predstavljeni različni primeri spolne vzgoje v učnem procesu oz. pouku na različnih stopnjah (predšolska, razredna stopnja OŠ, predmetna stopnja OŠ, srednješolski in gimnazijski programi, kot tudi programi za izobraževanje odraslih). Poudarek bo na primerjalnem pristopu, kjer nameravamo predstaviti pregled skozi primere prakse naslavljanja tematik spolne vzgoje v različnih Evropskih državah in jih kritično ovrednotiti ter primerjati med sabo. Predstavljene bodo vsebine s področja spolne vzgoje v užbenikih različnih predmetov, kot tudi držav. Tako bodo študenti_ke dobili_e pregled nad področjem spolne vzgoje in spolne kulture v šolskem prostoru in zmožnost za njihovo kritično vrednotenje ter primerno vključevanje v učni proces. Naslovili bomo tudi druge pedagoške prakse, ki se dotikajo odnosa do spola, sprejemanja spolnosti in razumevanja pluralnosti spolnih identitet. Z refleksijo lastnega delovanja (pedagoga_inje) namreč lahko poglobimo razumevanje tega, kakšne vsebine glede spolov in spolnosti posredujemo in kako odprt prostor za izražanje in raziskovanje na tem področju omogočamo.

adolescents, adults, and society in general, sexuality is still a neglected topic in the pedagogical space. Those subjects are poorly addressed even during the university training of future pedagogues. Therefore, in this elective course we want to present the field of human sexuality and sexual education from biological foundations to social and societal issues as comprehensively and interdisciplinary as possible. The biological, psychological and social aspects of human sexual identification will be presented. The course will present various examples of sex education in the learning process, learning about sex at different educational levels (pre-school, primary school, secondary school, as well as adult education programs). The emphasis will be on the comparative approach, where we intend to present an overview through practical examples of addressing the topics of sex education in different European countries and critically evaluate and compare them. Content from the field of sex education will be presented in textbooks of various subjects as well as countries. In this way, students will get an overview pertaining to the field of sex education and sex culture in the school environment and the ability to critically evaluate them and integrate them into the learning process. We will also address other pedagogical practices, related to gender attitudes, sexual acceptance, and understanding the plurality of gender identities. By reflecting on our own pedagogic work, we can deepen our understanding of what content we provide regarding gender and sexuality and how we provide open space for expression and research in this field.

Temeljni literatura in viri / Readings:

1. Brochmann, N., & Dahl, E. S. (2018). The Wonder Down Under: A User's Guide to the Vagina. Yellow Kite.
2. Balthazart, J. (2012). The biology of homosexuality. Oxford University Press. (selected chapters)
3. Fausto-Sterling, A. (2012). Sex/gender: Biology in a social world. Routledge.
4. Reiss, M. J. (2018). Reproduction and sex education. In Teaching Biology in Schools (pp. 87-98). Routledge.
5. Dixson, A. F. (2009). Sexual selection and the origins of human mating systems. Oxford University Press. (selected chapters)
6. Fisher, H. (2016). Anatomy of love: A natural history of mating, marriage, and why we stray (completely revised and updated with a new introduction). WW Norton & Company.
7. Savic, I., Berglund, H., & Lindström, P. (2005). Brain response to putative pheromones in homosexual men. Proceedings of the National Academy of Sciences, 102(20), 7356-7361.
8. Savic, I., Berglund, H., Gulyas, B., & Roland, P. (2001). Smelling of odorous sex hormone-like compounds causes sex-differentiated hypothalamic activations in humans. Neuron, 31(4), 661-668.
9. Savic, I., & Lindström, P. (2008). PET and MRI show differences in cerebral asymmetry and functional connectivity between homo-and heterosexual subjects. Proceedings of the National Academy of Sciences, 105(27), 9403-940

10. Berglund, H., Lindström, P., & Savic, I. (2006). Brain response to putative pheromones in lesbian women. *Proceedings of the National Academy of Sciences*, 103(21), 8269-8274.
11. Berglund, H., Lindström, P., Dhejne-Helmy, C., & Savic, I. (2008). Male-to-female transsexuals show sex-atypical hypothalamus activation when smelling odorous steroids. *Cerebral Cortex*, 18(8), 1900-1908.
12. Savic, I., Garcia-Falgueras, A., & Swaab, D. F. (2010). Sexual differentiation of the human brain in relation to gender identity and sexual orientation. *Progress in brain research*, 186, 41-62.
13. Savic, I., & Arver, S. (2011). Sex dimorphism of the brain in male-to-female transsexuals. *Cerebral Cortex*, 21(11), 2525-2533.
14. Westheimer, R. K. (2019). *Sex for dummies*. IDG Books Worldwide. (selected chapters)
15. Revolution, G. (January 2017). *National Geographic*. Single Issue. (selected articles)

Cilji in kompetence:

1. Spoznati osnove biologije spola in spolnosti.
2. Spoznati osnove embriologije spola človeka (pogostost spontanega splava in potek nosečnosti).
3. Dobiti pregled skozi vsebine spolnega zdravja človeka (spolno zdravje spolno nebinarnih oseb, plodnost (žensk in moških) skozi leto/dan/mesec in starostna obdobja, SPO in SPB, kontracepcija, spolna disfunkcija (mladostnikov), spolna rehabilitacija ...).
4. Spoznati osnove nevrologije in psihologije spolnosti človeka.
5. Spoznati osnove razvojne seksologije in izgradnje spolne identitete človeka (cis-, trans- ... spolnost; spolna usmerjenost).
6. Spoznati pomen spolne vzgoje za zdrav razvoj mladostnikov_c.
7. Opolnomočenje s sodobnimi pristopi poučevanja spolne vzgoje otrok in mladostnikov na različnih razvojnih stopnjah.
8. Spoznati zgodovino poučevanja spolnosti in spolne vzgoje.
9. Spoznati specifične poučevanja vsebin intimne narave.
10. Spoznati kulturne razlike, ki vplivajo na uspešno naslavljanje spolnih tematik.
11. Spoznati spolno kulturo in spolne prakse (fetiš, kinki, spolne manjšine ...).
12. Spoznati podlage za nediskriminatorno pedagoško delovanje na področju spolov in spolnosti.

Objectives and competences:

1. Learn the basics of the biology of sex and sexuality.
2. To get acquainted with the basics of human embryology and the biology of human sexual development (with info. about miscarriage and pregnancy frequency).
3. Get an overview through the human sexual health (fertility (F/M) through the year/day/month and age, STIs and STDs, contraception, sexual dysfunction (adolescents), sexual rehabilitation ...).
4. To get acquainted with the basics of neurology and psychology of human sexuality.
5. To get acquainted with the basics of developmental sexology and building a person's sexual identity (cis-, trans- ... sexuality; sexual orientation).
6. Understand the importance of sex education for the healthy development of adolescents.
7. Empowerment with modern approaches to teaching sex education to children and adolescents at different developmental stages.
8. Get to know the history of sex education.
9. Get to know the specifics of teaching content of an intimate nature.
10. Get to know the cultural differences that influence the successful addressing of sexual topics.
11. Get to know sexual culture and sexual practices (fetishes, kinks, sexual minorities ...).
12. To get acquainted with the bases for non-discriminatory pedagogical activity in the field of gender and sexuality.

Predvideni študijski rezultati:

1. Študent_ka uporablja teoretična spoznanja pri načrtovanju, izvajanju in evalvaciji vzgojnoizobraževalnega dela;
2. Študent_ka zna poiskati in uporabiti ustrezne vire znanja za poučevanje;
3. Študent_ka zna zavzeti primerno distanco od osebnih stališč in tematiko spolne vzgoje

Intended learning outcomes:

1. Student applies theoretical knowledge in planning, implementation and evaluation of instruction and learning process;
2. Student is able to find and use the appropriate teaching resources;
3. Student is able to take an appropriate distance from personal views and present the topic

predstaviti strokovno ter ideološko otrokom in mladostnikom različnih starostnih skupin; 4. Študent_ka zna posredovati odgovoren odnos do lastnega telesa, spolnosti in spolnih praks ter odpravljati napačne predstave; 5. Študent_ka zna primerno in strokovno predstaviti pozitivne vidike spolnosti in odkrivanja lastne spolne identitete ter opozoriti na potencialna tveganja; 6. Študent_ka je strpen_a in inkluziven_a do različnih spolnih manjšin in posameznike vzgaja v tem duhu; 7. Poudarek programa bo na razpravljalnem učenju in poučevanju, ki so potrjeno pomembne pri razvoju kritične misli in argumentiranih stališč na področju spolne vzgoje.	of sex education professionally and ideologically to children and adolescents of different age groups; 4. Student is able to convey a responsible attitude towards his own body, sexuality and sexual practices and to eliminate misconceptions; 5. Student is able to appropriately and professionally present the positive aspects of sexuality, as well as warn on potential risks; 6. Student is tolerant and inclusive of different sexual minorities and educates others in this spirit; 7. The program will focus on discussion learning and teaching, which are confirmed to be important in the development of critical thinking and reasoned views in the field of sex education.
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Metode poučevanja in učenja:

1. Predavanja.
2. Seminarske vaje: debata v razredu, socialne simulacije, predstavitve aktualnih objav s področja ...

Learning and teaching methods:

1. Lectures.
2. Seminar exercises: class debates, social simulations, journal club ...

Načini ocenjevanja:

Delež (v %) / Weight (in %)

Assessment:

Pisni izpit.	25	Written exam.
Seminarska naloga.	50	Seminar paper.
Ustni izpit.	25	Oral exam.
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Reference nosilca / Lecturer's references:

doc. dr. Špela Razpotnik:

/

doc. dr. Veronika Tašner:

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izr. prof. dr. Gregor Torkar:

- TORKAR, Gregor, KOS, Marjanca. Do tick-borne diseases affect outdoor teaching in Slovenian preschools?. Ticks and tick-borne diseases. 2021, vol. 12, issue 4, (1 datoteka pdf (7 str.)), ilustr., tabele. ISSN 1877-9603. <https://www.sciencedirect.com/science/article/pii/S1877959X21000819>, <http://pefprints.pef.uni-lj.si/6674/>, DOI: 10.1016/j.ttbdis.2021.101728. [COBISS.SI-ID 58926339]
- GREGORČIČ, Tanja, ŽEMLJA, Mojca, DOLENEC, Andreja, TORKAR, Gregor. Using augmented reality and the structure - behavior - function model to teach lower secondary school students about the human circulatory system. Journal of science education and technology. 2020, vol. 29, issue 6, str. 774-784, ilustr., tabele. ISSN 1573-1839. <https://link.springer.com/article/10.1007/s10956-020-09850-8>, DOI: 10.1007/s10956-020-09850-8. [COBISS.SI-ID 27444739], [JCR, SNIP, WoS do 18. 2. 2022: št. citatov (TC): 3, čistih citatov (CI): 3, čistih citatov na avtorja (CIAu): 0,75, Scopus do 14. 2. 2022: št. citatov (TC): 3, čistih citatov (CI): 3, čistih citatov na avtorja (CIAu): 0,75]

3. KUBIATKO, Milan, TORKAR, Gregor, ROVŇANOVÁ, Lenka. The teacher as one of the factors influencing students' perception of biology as a school subject. CEPS journal : Center for Educational Policy Studies Journal. 2017, vol. 7, no. 2, str. 127-140, graf. prikaza, tabeli. ISSN 1855-9719. http://www.cepsj.si/pdfs/cepsj_7_2/pp_127-140.pdf, <http://pefprints.pef.uni-lj.si/id/eprint/4487>. [COBISS.SI-ID 11576137], [SNIP, Scopus do 9. 3. 2021: št. citatov (TC): 3, čistih citatov (CI): 2, čistih citatov na avtorja (CIAu): 0,67]
4. TORKAR, Gregor, MEZEK, Saša, JERMAN, Janez. Positive rules can lead to positive behaviours : students' perceptions of messages on information boards in protected areas. V: ŞEN, Bülent (ur.), GRILLO, Oscar (ur.). Selected studies in biodiversity. London, UK: IntechOpen, cop. 2018. Str. 343-355, ilustr. ISBN 978-1-78923-232-5, ISBN 978-1-78923-233-2. DOI: 10.5772/intechopen.71602. [COBISS.SI-ID 12070985]
5. PERGER, Nina, MENCIN ČEPLAK, Metka, TAŠNER, Veronika. Teaching feminism : between marginalisation and feminist persistence. Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja. [Tiskana izd.]. 2020, letn. 31, št. 5/6, str. 13-29, 157-158. ISSN 1581-6036.
6. TAŠNER, Veronika, ROŽMAN, Sara. The influence of changes in the field of education on the position of women in Slovenian society and politics. V: ANTIĆ GABER, Milica (ur.). Gender structuring of contemporary Slovenia, (Eastern European culture, politics and societies, ISSN 2192-497X, vol. 9). Frankfurt am Main: P. Lang, 2015.
7. TAŠNER, Veronika, ŽVEGLIČ MIHELIČ, Mojca, MENCIN ČEPLAK, Metka. Gender in teaching profession – University students' views of teaching as a career. 15, 36 strani v fokusni številki 2/2017 Gender and Education, CEPS Journal (ISSN: 1855-97919).
8. Razpotnik, Š. (2021). Študija podskupine posebno ranljivih mladih oz. podskupine mladih s posebno ogrožajočimi dejavniki. In B. Dekleva (Ed.), Podporne mreže mladih v psihosocialnih stiskah [Elektronski vir] : zaključno poročilo ciljnega raziskovalnega projekta (pp. 183–208). UL, Fakulteta za socialno delo; UL, Pedagoška fakulteta. <http://pefprints.pef.uni-lj.si/7047/>
9. Razpotnik, Š. (2017). Emancipatorne prakse s perspektive študentske populacije. Andragoška Spoznanja = Studies in Adult Education and Learning, 23(2), 51–71. doi:10.4312/as.23.2.51-71
10. Razpotnik, Š., Tadič, D., Dekleva, B., Klemenčič Rozman, M. M., Sande, M. in Škraban, J. (2019). Pomen uporabniške perspektive na področju duševnega zdravja mladih. Socialna pedagogika. 23(3/4). 251-272.
11. Razpotnik, Š. (2020). Pogledi bodočih pedagoških delavk na lastno izobraževalno pot. Socialna pedagogika, 24/ 3-4.
12. Razpotnik, Š. (2004). Preseki odvečnosti: nevidne identitete mladih priseljenk v družbi tranzicijskih vic. Pedagoška fakulteta.