

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: LUTKE V PEDAGOŠKEM PROCESU
Course title: Puppets in a pedagogical process

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Visokošolski strokovni študijski program prve stopnje Predšolska vzgoja	/	3	poletni
Visokošolski strokovni študijski program prve stopnje Predšolska vzgoja	/	3	zimski

Vrsta predmeta / Course type

D - Splošni izbirni predmet

Univerzitetna koda predmeta / University course code:

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Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
10	10	10		0	90	4

Nosilec predmeta / Lecturer:

doc. dr. Helena Korošec

Jeziki / Languages: **Predavanja / Lectures:** slovenščina, angleščina
Vaje / Tutorial: slovenščina, angleščina

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

1. Vaje pri predmetu so obvezne.
2. Znanje angleščine na stopnji B2.

Prerequisites:

1. The presence at practical classes is compulsory.
2. English B2

Vsebina:

1. Komunikacija otroka z umetnostjo in skozi umetniško izražanje.
2. Otrok in lutka, lutka v vrtcu in šoli.
3. Preproste lutkovne tehnike, osnove animacije.
4. Igra z lutko pri učenju in poučevanju.
5. Ustvarjanje in izražanje z lutkami skozi tri nivoje lutkovne stilizacije: likovnost, gib in zvočnost.
6. Vloga lutke kot posrednika v komunikaciji.
7. Kulturna vzgoja, otrokova umetnostna ustvarjalnost, zmožnosti otrokovega dojemanja in izražanja.
8. Gledališče/ustvarjalna drama kot socializacija in senzibiliziranje.

Content (Syllabus outline):

1. Communication of children with art and through artistic expression.
2. Child and the puppet, puppet in kindergarten and school.
3. Simple puppetry techniques, basic of animation.
4. Puppet play in teaching and learning process.
5. Creating and expressing with puppets through three levels of stilization: fine art, movement and sound.
6. The role of the puppet as a mediator in a communication .
7. Cultural education, the child's artistic creativity, the ability of the child's comprehension and expression.

	8. Theatre/creative drama as socialization and sensitization.
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Temeljni literatura in viri / Readings:

1. Amsden, M., Debouny, E., Kroflin, L., Viklund, A., (ed.). (2022). Applied Puppetry in Education, Development, and Therapy: Theory and practice. Osijek: Academy of Arts and Culture. (selected chapters of 72 pages; pp 13 – 85).
2. Bernier, M., O'Hare, J., (ed.) (2005). Puppetry in Education and Therapy. Bloomington: Authorhouse. (selected chapter of 37 pages; pp 88 – 125).
3. Korošec, H. (2012). Playing with puppets in class - teaching and learning with pleasure. V: Kroflin, L. (ur.). The power of the puppet. The UNIMA Puppets in Education, Developement and Therapy Commission; Crotian Centre of UNIMA (selected chapters of 16 pages; pp 29 – 45).
4. Winston, J.in Tandy, M. (2009). Beginning drama 4 -11. Routledge (selected chapters of 37 pages; pp 42 – 79).
5. Vigato, T. (ed.). (2019). Lutka je sve, sve je lutka. Puppet is everythng, evrythnig is puppet. Zadar: Sveučilište.(selected chapre of 40 pages; pp 34 – 74).

Cilji in kompetence:

1. Vključevanje umetniških vsebin za vzgojo doživljajske in estetske občutljivosti.
2. Ustvarjanje spodbudnega učnega vzdušja ter medsebojnih odnosov in preprečevanje nasilnega vedenja skozi lutko.
3. Negovanje radovednosti otrok, motiviranje učencev, spodbujanje razvoja in oblikovanje pozitivne samopodobe ter ustvarjalnega mišljenja.
4. Poznavanje, razumevanje in uporaba različnih medijev vizualne kulture.
5. Skrb za psihofizično zdravje in zmanjševanje stresa v pedagoškem procesu in izven njega ter upoštevanje potreb vzgojno zahtevnejših učencev.
6. Udejanjanje učnih vsebin skozi lutko na vseh vzgojno-izobraževalnih področjih v rednem ter pri razširjenem programu vrtca, OŠ (podaljšano bivanje, interesne dejavnosti ...).
7. Uporaba specialno-pedagoških znanj za prilagajanje učno-vzgojnih pristopov glede na individualno, socialno, jezikovno in kulturno različnost učencev.

Objectives and competences:

1. Inclusion of artistic contents for the education of experiencing and aesthetic sensitivity.
2. Establishing encouraging atmosphere and mutual relationships as well as prevention of violent behaviour through puppet.
3. Nurturing children's curiosity, motivating pupils, encouraging development and establishment of positive self-image and creative thinking.
4. Knowledge, comprehension and application of various forms of different forms of visual arts.
5. Care for psycho-physical health and reducing stress in educational process and out of it as well as taking into account the needs of more demanding pupils.
6. Realisation of learning contents through puppets in all educational areas in regular as well as in extended programme of kindergartens, PS (extended stay, interest activities...).
7. Application of special-education knowledge for the adjustment of educational processes to the individual, social, linguistic and cultural differences among pupils.

Predvideni študijski rezultati:

- Znanje in razumevanje:
1. pozna celostne pristope poučevanja in učenja z umetnostjo in skozi umetnost;
 2. pozna pomen teh oblik ustvarjanja za motivacijo in kreativnost otrok, za socializacijo in za delo z vzgojno zahtevnejšimi otroki;
 3. zaveda se pomena uporabe lutke in ustvarjalnega giba kot medija za manj stresno

Intended learning outcomes:

- Knowledge and understanding:
1. the student (he/she) is familiar with holistic approaches to teaching and learning with and through the art;
 2. the student (he/she) is familiar with his/her significance for the children's motivation and creativity, socialization and work with children with special needs;

posredno komunikacijo med učiteljem in otroki. Uporaba: 1. zna vključiti lutke, igro in izražanje z ustvarjalnim gibanjem v razredno situacijo ter izvesti učne vsebine na vseh vzgojno-izobraževalnih področjih. Refleksija: 1. reflektira lastno razumevanje teorije in izkušenj v praksi; 2. vodi portfolio z refleksijami. Prenosljive spretnosti: 1. razvija svojo ustvarjalnost, pridobiva socialne spretnosti in gradi samopodobo; kreativno sodeluje v pedagoškem timu; 2. uporablja domačo in tujo literaturo, IKT ter druge vire. za razreševanje pedagoških vprašanj in za strokovno izpopolnjevanje.	3. the student is aware of the importance of the puppets and creative movement as a medium for less stressful indirect communication between teacher and children. Use of knowledge: 1. he/she knows how to integrate puppets, creative movement and playing in a classroom situation in relation to the learning content in all educational areas. Reflection: 1. he/she reflects his/her own understanding of the theory and practical experience; 2. he/she keeps a portfolio with reflections from practice. Other skills: 1. he/she acquires social skills and participates creatively in a pedagogical team; 2. he/she applies domestic and foreign literature, other sources and ICT in the learning-teaching context.
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Metode poučevanja in učenja:

1. Vaje in predavanja: delo v obliki delavnic, igre vlog, sodelovalno učenje/ poučevanje, aktivno ustvarjanje, improvizacije, projektno učenje. 2. Predavanja in vaje potekajo z aktivno udeležbo študentov ob podpori slikovnega in video gradiva ter praktičnih materialov. 3. Poudarek je na izkustvenih oblikah učenja, zato je prisotnost na predavanjih in vajah obvezna. 4. Terensko delo – opazovanje/sodelovanje v dejanskih načrtovanih izobraževalnih dejavnostih in ogled lutkovnih predstav. 5. Zaradi interaktivnega gledališko-lutkovnega dela, se delavnice izvajajo v za to primernem prostoru (dvorana), v skupini do največ 15 študentov.
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Learning and teaching methods:

1. Practical classes and lectures: workshops, role playing, co-operational learning/teaching, active creativity, improvisation, project learning. 2. Lectures and practical classes are carried out with the active participation of students. 3. The emphasis is on experiential forms of learning, therefore the presence at lectures and practical classes is compulsory. 4. Work field- observe/cooperate in planned activities in educational realities and observation of puppets performances in puppet theater. 5. Due to the interactive theatrical-puppet work, the workshops are carried out in a suitable space (hall), in a group of up to 15 students.
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Načini ocenjevanja:

Delež (v %) / Weight (in %)

Assessment:

Priprava in izvedba lutkovne dejavnosti na izbrani vzgojno-izobraževalni ustanovi ali na Pedagoški fakulteti	70	Preparation and implementation of puppetry activities at a selected educational institution or at the Faculty of Education
Portfolio, ki vključuje: dnevnik refleksij, učne priprave, refleksijo izkušenj iz prakse in ogleda lutkovne predstave, samorefleksijo.	30	A portfolio including reflective diary, lesson plans, reflection on teaching and reflection of puppet performance, self-evaluation.
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Reference nosilca / Lecturer's references:

doc. dr. Helena Korošec:

1. Korošec, H., Batistič -Zorec, M. (2021). Impact of creative drama and puppetry on prosocial behaviour in preschool. Pedagoška obzorja : časopis za didaktiko in metodiko. letn. 36, št. 1, str. 19-32.
2. Korošec, H., Batistič-Zorec, M. (2020). The impact of creative drama activities on aggressive behaviour of preschool children. Research in education. vol. 108, issue 1, str. 62-79.
3. Korošec, H., (2015). The child's expression and exploration of the world through drama/theater art. Školski vjesnik : časopis za pedagoška i školska pitanja, ISSN 0037-654X, 2015, vol. 64, br. 3, str. 453-468.