

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet: EPTE DRUŽBA, KULTURA, VZGOJA
Course title: EPTE Society, Culture and Education

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
24	0	6	0	0	120	5

Nosilec predmeta / Lecturer:

prof. dr. Pavel Zgaga

izr. prof. dr. Slavko Gaber

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

Vpis v letnik študija.

Prerequisites:

The enrolment in the study year is required.

Vsebina:

Prvi del: Filozofski in sociološki aspekti pedagoškega diskurza in praks

1. Pedagoški diskurz: ideje razsvetljenstva, na otroka osredinjena edukacija, etc.
2. Vzgoja vs izobraževanje.
3. Vzgoja v postmodernih družbah.
4. Pedagoški diskurz in njegove socialne dimenzije: razred, spol, rasa etc.
5. Etične dimenzije pedagoških diskurzov.
6. Pedagoški diskurz in koncept vednosti.
7. Pedagoški diskurz in koncept avtonomije.

Drugi del: Identiteta

1. Skupinske identitete - od zavedanja osebnega do zavedanja nacionalnega.
2. Prepoznavanje individualni in socialnih (kulturnih) dejavnikov konstituiranja lastne identitete (identiteta kot koncept "ledene gore").
3. Kulturna identiteta kot proces utemeljen v avto refleksiji, osebni prizadevanju in transformaciji.
4. Koncept članstva v skupini - mehanizmi vključitve / izključitve člana; različni tipi socio-kulturnih "meja".
5. Pred-nacionalni, nacionalni, post-nacionalni modeli kulturne identitete.

Content (Syllabus outline):

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

1. Pedagogical discourse: the ideas of enlightenment, child-centred education, etc.
2. Education vs. instruction.
3. Education in post-modern society.
4. Pedagogical discourse and its social dimension: class, gender, race, etc.
5. Ethical dimensions in pedagogical discourses.
6. Pedagogical discourse and the concept of knowledge.
7. Pedagogical discourse and the concept of autonomy.

Part II. Identity.

1. Collective identities - from personal to national awareness.
2. Recognizing individual and social (cultural) factors constituting self-identity (identity as "an iceberg concept").
3. Cultural identity as a process based on self-reflection, personal effort and transformation.
4. The concept of group membership - mechanisms of including / excluding a member; different types of socio-cultural "borders".

6. Kognitivni in emocionalni elementi strukture identitete; simbolni kodi in konstrukcija kolektivne identitete.

7. Nacionalni ponos kot komponenta identitete - razmislek o primerjalnih študijah in osebnih izkušnjah.

8. Razlaga etnocentrizma - sociološki in politični viri ter posledice etnocentričnih / nacionalističnih stališč v Evropi.

9. Problemi oblikovanja identitet v multikulturnih okoljih / obmejnih ozemljih.

10. Obvladovanje multikulturnih problemov pri oblikovanju identitete - različni vzorci odzivov: integracija, asimilacija, izolacija.

11. Prepoznavanje stopenj (ravni) pri oblikovanju dvokulturnih, večkulturnih identitet otrok - študija primera priseljenskega otroka.

12. Evropska identiteta kot konstrukt - dejavniki konstitucije evropske identitete učitelja (pregled dokumentacije EU).

13. Načrtovanje metod razvoja interkulturnega zavedanja otrok - povezovanje teorije in prakse.

14. Identiteta v globaliziranem svetu / postmoderna družbi.

15. Moderne dileme pri oblikovanju identitete po A. Giddensu.

16. Turisti in potepuhi - kot postmoderna tipa identitet v teoriji Z. Bauman.

17. Globalne dimenzije identitete . kako, kdaj in zakaj? Osebna refleksija na podlagi individualnih izkušenj in refleksivnega dnevnika.

Tretji del: Soočanje z novim / tujim v Evropi

1. 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

1. Preučevanje konceptov pravičnosti in enakosti v njihovih začetnih in aktualnih dimenzijah (enakost ob rojstvu; človekove pravice; kako in zakaj delujejo šolski sistemi).

2. Teleološka in deontološka etika: etična ozadja in pedagoške prakse, politike in diskurzi (oblikovanje evropske identitete skozi socialni in edukacijski razmislek).

3. Ciljanje neenakosti: vloga sistemov edukacije, šol in učiteljev (vloga edukacije pri zmanjševanju socialne neenakosti; vloga učitelja pri reprodukciji neenakosti; primerjava učinkovitosti pri zmanjševanju neenakosti; meritokracija; mehanizmi zvajanja neenakosti).

4. Enakost, univerzalnosti in pravica do

5. Pre-national, national and post-national models of cultural identity.

6. Cognitive and emotional elements of identity structure; symbolic codes of constructing collective identity.

7. National pride as a component of identity - reflecting on comparative research and private experience.

8. Explaining ethnocentrism - sociological and political sources and consequences of ethnocentric / nationalistic attitudes in Europe.

9. Problems of building identity in multicultural environment / on borderlands.

10. Coping with multicultural problems in identity building - different patterns of reactions: integration, assimilation, isolation.

11. Recognizing stages (levels) in building bicultural / multicultural identity in children - case study of an immigrant child.

12. European identity as a construct - factors constituting European identity of a teacher (an overview of EU documents).

13. Planning methods of developing intercultural awareness in children - connecting theory and practice.

14. Identity in a globalised world / postmodern society.

15. Modern dilemmas in building identity according to Anthony Giddens.

16. Tourists and vagabonds - as postmodern types of identity in the theory of Zygmunt Bauman.

17. 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.

1. 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.

1. Exploring concepts of equity and equality in its roots and actual dimensions [Born equal; human rights; how do school systems work and why].

2. Teleological and deontological ethics: ethical backgrounds in pedagogical practices, politics and discourses. [the building of an European identity through social and educational thinking].

3. 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

različnosti; sprejemljiva neenakost za pravičnost; spol in enakost.

Peti del: Pravice ljudi in otrok

1. 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

1. 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 kurikulumom 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.

efficiency/effectiveness in targeting inequality; meritocracy; mechanism to diminish inequality].

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

Part V. The rights of people and children.

1. 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

1. 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

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

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

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

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

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

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

Unit 2. Identity.

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

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

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

4. 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.

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

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

3. LAMBERT, Jonamay and MYERS, Selma (1994). *50 Activities for Diversity Training*. Amherst, MA:

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4. 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.

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

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

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

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

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

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

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

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

Unit 5. The rights of people and children.

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

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

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

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

5. <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

6. <http://www.youthforhumanrights.org/>

7. <http://www.hrusa.org/hrmaterials/temperature/default.shtm>

Unit 6. Leadership

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

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

3. 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.

4. 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.

5. National curricula & EPTE-principles.

Cilji in kompetence:

Splošne kompetence:

1. abstraktno, analitično in sintetično mišljenje;
2. uporaba znanja v praktičnih situacijah;
3. vključenost v raziskovanje na ustreznih ravneh;
4. kritičnost in samokritičnost;
5. prilagajanje in odzivanje na nove situacije, povezane s spremembami sodobnih družb;
6. identifikacija, postavljanje in reševanje problemov;
7. sprejemanje premišljenih odločitev;
8. delo v skupini;
9. motiviranje ljudi in sledenje skupnim ciljem;

Objectives and competences:

Generic competencies:

1. show ability for abstract thinking, analysis and synthesis;
2. apply knowledge in practical situations;
3. undertake research at an appropriate level;
4. be critical and self-critical;
5. adapt to and act in new situations related to changes in today's societies;
6. identify, pose and resolve problems;
7. make reasoned decisions;
8. work in a team;
9. motivate people and move toward common goals;
10. act on the basis of ethical reasoning;
11. act with social responsibility and civic

<p>10. delovanje na podlagi etičnega razmisleka;</p> <p>11. družbeno odgovorno in državljansko zavedno delovanje;</p> <p>12. zavedanje problematike enakih možnosti in spola;</p> <p>13. refleksija in odziv na raznolikost in multikulturno realnost;</p> <p>14. samostojno delo.</p> <p>Specifične kompetence:</p> <p>1. razumevanje strukture in namenov edukacijskih sistemov;</p> <p>2. sistematično kritično razumevanje in analiza edukacijskih teorij ter problematike edukacijskih politik;</p> <p>3. identifikacija možnih povezav med vidiki edukacijskih teorij ter edukacijskimi politikami in konteksti;</p> <p>4. identifikacija etičnih vprašanj znotraj pedagoških praks in učnih metod;</p> <p>5. filozofsko, etično, moralno in deontološko prevpraševanje šolskih in poučevalnih praks;</p> <p>6. refleksija skupnega in različnega v splošnih temeljnih vrednotah in človekovih pravicah;</p> <p>7. uporaba temeljnih pravic in demokratičnega državljanstva v edukacijskih praksah.</p>

<p>awareness;</p> <p>12. to show awareness of equal opportunities and gender issues;</p> <p>13. reflect on and to respond to diversity and multicultural reality;</p> <p>14. work autonomously.</p> <p>Specific Competences:</p> <p>1. understand the structures and purposes of educational systems;</p> <p>2. understand critically and analyze educational theories and issues of educational policy in a systematic way;</p> <p>3. identify potential connections between aspects of educational theory and educational policies and contexts;</p> <p>4. identify ethical questions within pedagogical practices and teaching methods;</p> <p>5. question schools and teaching practices from philosophical, ethical, moral and deontological perspectives;</p> <p>6. reflect on commonalities and diversities of shared fundamental values and human rights;</p> <p>7. apply fundamental rights and democratic citizenship in educational practice.</p>
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Predvideni študijski rezultati:

<p>Znanje in razumevanje:</p> <p>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.</p>
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Intended learning outcomes:

<p>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.</p>
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Metode poučevanja in učenja:

<ol style="list-style-type: none"> 1. Aktivno učenje. 2. Študij literature. 3. Učenje na osnovi raziskovanja. 4. Refleksivno učenje. 5. Delo v skupinah. 6. Individualni študij. 7. Študij področij. 8. Razprave.

Learning and teaching methods:

<ol style="list-style-type: none"> 1. Active learning. 2. Literature studies. 3. Research based learning. 4. Reflective learning. 5. Group work. 6. Individual studies. 7. Field studies. 8. Debates.

Načini ocenjevanja:**Delež (v %) /
Weight (in %)****Assessment:**

Seminarsko delo - npr. poročilo o raziskovalnem delu; argumentativni esej; analiza teksta, načrti učnih ur	40	A paper - such as research based report, argumentative essay, review of articles, lesson plans
Zapis na ozadju reflektivnega dnevnika	20	A paper based on a Reflective Diary
Delo v okviru predmeta - npr. opravljene naloge, delo na terenu, aktivna udeležba, manj obsežne individualne naloge	40	Course work - such as assignments, field work, active participation, small individual works
	/	

Reference nosilca / Lecturer's references:

izr. prof. dr. Slavko Gaber:

1. KOS KEKOJEVIČ, Živa, GABER, Slavko. Positions, dispositions and practices in education policy in Central and South East Europe (research in progress). CEPS journal, ISSN 1855-9719, 2012, vol. 2, no. 2, str. 93-107. 2. GABER, Slavko, CANKAR, Gašper, MARJANOVIČ UMEK, Ljubica, TAŠNER, Veronika. The danger of inadequate conceptualisation in PISA for education policy. Compare, ISSN 0305-7925, 2012, vol. 42, iss. 4, str. 647-663. 3. GABER, Slavko, TAŠNER, Veronika. Réformes et changements en éducation en Slovénie. Revue internationale d'éducation Sèvres, ISSN 1254-4590, sep. 2010, no. 54, str. 171-176. 4. GABER, Slavko. Dewey, delo, šola in demokracija = Dewey, work, school, and democracy. Sodobna pedagogika, ISSN 0038-0474, 2010, letn. 61, št. 5, str. 36-55. 5. GABER, Slavko. Belgrade - Ljubljana - Brussels. V: HUDSON, Robert (ur.), BOWMAN, Glenn (ur.), SALECL, Renata. After Yugoslavia : identities and politics within the successor states. Houndmills; New York: Palgrave Macmillan, cop. 2012, str. 192-206. 6. ZGAGA, Pavel. The role of higher education centres in research and policy : a case from a European periphery. Studies in higher education, ISSN 0307-5079, 2014, vol. 39, no. 8, str. 1393-1404. 7. ZGAGA, Pavel. The future of European teacher education in the heavy seas of higher education. Teacher development, ISSN 1366-4530, 2013, vol. 17, no. 3, str. 347-361. 8. ZGAGA, Pavel. Higher education and citizenship : "the full range of purposes". European educational research journal, ISSN 1474-9041, 2009, vol. 8, no. 2, str. 175-188. 9. BIESTA, Gert, KWIEK, Marek, LOCKE, Graham, MARTINS, Herminio, MASSCHELEIN, Jan, SIMONS, Maarten, ZGAGA, Pavel. What is the public role of the university? : a proposal for a public research agenda. European educational research journal, ISSN 1474-9041, 2009, vol. 8, no. 2, str. 249-254. 10. ZGAGA, Pavel, BRANKOVIĆ, Jelena, KLEMENČIČ, Manja, LAŽETIČ, Predrag. Global challenges, local responses in higher education : an introduction. V: BRANKOVIĆ, Jelena (ur.), et al. Global challenges, local responses in higher education : the contemporary issues in national and comparative perspective, (Higher education research in the 21st century series, vol. 6). Rotterdam; Boston; Taipei: Sense Publishers, 2014, str. 3-11. 11. ZGAGA, Pavel, KLEMENČIČ, Manja, KOMLJENOVICH, Janja, MIKLAVIČ, Klemen, REPAC, Igor, JAKAČIČ, Vedran. Higher education in the Western Balkans : reforms, developments, trends : [key findings from field research]. 1. izd. Ljubljana: Faculty of Education, Centre for Educational Policy Studies, 2013. 100 str.

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ZGAGA, Pavel. The role of higher education centres in research and policy : a case from a European periphery. Studies in higher education, ISSN 0307-5079, 2014, vol. 39, no. 8, str. 1393-1404. ZGAGA, Pavel. The future of European teacher education in the heavy seas of higher education. Teacher development, ISSN 1366-4530, 2013, vol. 17, no. 3, str. 347-361. ZGAGA, Pavel. Higher education and citizenship : "the full range of purposes". European educational research journal, ISSN 1474-9041, 2009, vol. 8, no. 2, str. 175-188. BIESTA, Gert, KWIEK, Marek, LOCKE, Graham, MARTINS, Herminio, MASSCHELEIN, Jan, SIMONS, Maarten, ZGAGA, Pavel. What is the public role of the university? : a proposal for a public research agenda. European educational research journal, ISSN 1474-9041, 2009, vol. 8, no. 2, str. 249-254. ZGAGA, Pavel, BRANKOVIĆ, Jelena, KLEMENČIČ, Manja, LAŽETIČ, Predrag. Global challenges, local responses in higher education : an introduction. V: BRANKOVIĆ, Jelena (ur.), et al. Global

challenges, local responses in higher education : the contemporary issues in national and comparative perspective, (Higher education research in the 21st century series, vol. 6). Rotterdam; Boston; Taipei: Sense Publishers, 2014, str. 3-11. ZGAGA, Pavel, KLEMENČIČ, Manja, KOMLJENOVICH, Janja, MIKLAVIČ, Klemen, REPAC, Igor, JAKAČIĆ, Vedran. Higher education in the Western Balkans : reforms, developments, trends : [key findings from field research]. 1. izd. Ljubljana: Faculty of Education, Centre for Educational Policy Studies, 2013. 100 str.