

UČNI NAČRT PREDMETA / COURSE SYLLABUS						
<b>Predmet:</b>		Didaktika 1				
<b>Course title:</b>		Didactics 1				
<b>Študijski program in stopnja</b> Study programme and level		<b>Študijska smer</b> Study field		<b>Letnik</b> Academic year	<b>Semester</b> Semester	
Enoviti magistrski študijski program Pedagoška matematika		ni smeri		3	drugi	
Integrated Master's study programme Pedagogical Mathematics		none		3	second	
<b>Vrsta predmeta / Course type</b>				obvezni		
<b>Univerzitetna koda predmeta / University course code:</b>				M0525		
<b>Predavanja</b> Lectures	<b>Seminar</b> Seminar	<b>Vaje</b> Tutorial	<b>Klinične vaje</b> work	<b>Druge oblike študija</b>	<b>Samost. delo</b> Individ. work	<b>ECTS</b>
30		15			45	3
<b>Nosilec predmeta / Lecturer:</b>		Jana Kalin				
<b>Jeziki / Languages:</b>		<b>Predavanja / Lectures:</b> slovenski/Slovene				
		<b>Vaje / Tutorial:</b> slovenski/Slovene				
<b>Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:</b>				<b>Prerequisites:</b>		
<b>Vsebina:</b>				<b>Content (Syllabus outline):</b>		
Predmet in naloge didaktike, odnos med splošno in specialno didaktiko.				Subject and tasks of didactics; relationship between general and special didactics. Education factors: teacher - student - subject		

<p>Dejavniki pouka: učitelj – učenec – učna snov, vloga učitelja in učenca v sodobni šoli, tradicionalni in komunikacijsko - konstruktivistični model pouka.</p> <p>Struktura vzgojno-izobraževalnega procesa: materialno-tehnični, spoznavni in psihološki vidik pouka.</p> <p>Sestavine izobraževanja: znanje, sposobnosti – spretnosti, predmetnik in učni načrt, učna vsebina.</p> <p>Učne metode in učne oblike, strategije pouka.</p> <p>Artikulacija učnega procesa (priprava ali uvajanje učencev, obravnavanje nove učne snovi, urjenje, ponavljanje, preverjanje, ocenjevanje).</p> <p>Načrtovanje vzgojno-izobraževalnega procesa, operativno oblikovanje vzgojno-izobraževalnih ciljev, Bloomova taksonomija vzgojno-izobraževalnih ciljev.</p> <p>Preverjanje in ocenjevanje znanja, vrste in načini preverjanja, prednosti in slabosti posameznih načinov preverjanja, pravilniki o preverjanju in ocenjevanju znanja.</p> <p>Didaktična načela in njihovo uresničevanje.</p> <p>Učna individualizacija in diferenciacija.</p> <p>Učne razlike med učenci, delo z učenci z učnimi težavami, odkrivanje in delo z nadarjenimi učenci.</p> <p>Sodelovanje učitelja s starši, vloga in delo razrednika.</p> <p>Načrtovanje učiteljevega dela.</p> <p>Sodobna informacijsko-komunikacijska tehnologija pri pouku.</p>	<p>matter; roles of teacher and student in modern school; traditional and communication - constructivist teaching models.</p> <p>Structure of the educational process: material and technical, cognitive and psychological aspects of teaching.</p> <p>Constituent parts of education: knowledge, competences – skills; syllabus and curriculum, teaching contents.</p> <p>Teaching methods and teaching forms, teaching strategies.</p> <p>Articulation of the educational process (preparing pupils for the education, presenting new teaching contents, training, repetition, checking, assessing).</p> <p>Planning educational process; operative formulation of educational objectives, Bloom's taxonomy of educational goals.</p> <p>Checking and assessing knowledge; types and ways of checking, advantages and weaknesses of particular checking methods; rules on checking and assessing knowledge.</p> <p>Didactic principles and their realization.</p> <p>Learning individualization and differentiation.</p> <p>Learning differences between pupils; work with pupils who have learning disorders, detection of gifted pupils and work with such pupils.</p> <p>Teacher's cooperation with parents; the role and work of a class teacher.</p> <p>Planning teacher's work.</p> <p>Modern informational and communicational technology in classes.</p>
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### Temeljni literatura in viri / Readings:

Blažič, M., Ivanuš Grmek, M., Kramar, M., Strmčnik, F. (2003). Didaktika. Visokošolski učbenik. Novo mesto: Visokošolsko središče Novo mesto, Inštitut za raziskovalno in razvojno delo.

Izbrana poglavja iz didaktike. (1991). Novo mesto: Pedagoška obzorja.

Poljak, V. (1988). Didaktika. Zagreb: Školska knjiga.

Strmčnik, F. (1992). Problemski pouk v teoriji in praksi. Radovljica: Didakta.

Strmčnik, F. (2001): Didaktika. Osrednje teoretične teme. Ljubljana: Znanstveni inštitut

Filozofske fakultete.

Tomič, A. (1997): Izbrana poglavja iz didaktike: študijsko gradivo za pedagoško andragoško izobraževanje. Ljubljana: Center Filozofske fakultete za pedagoško izobraževanje.

### Cilji in kompetence:

Študenti:

spoznajo povezanost in odvisnost med temeljnimi dejavniki pouka ter njihovega vpliva na šolsko uspešnost,

oblikujejo teoretično podlago za smotrno izbiro in učinkovito uporabo učnih oblik, učnih metod in učnih sredstev,

razvijajo sposobnost za analiziranje in reševanje didaktičnih problemov, obvladajo temeljna načela in postopke za načrtovanje, izvajanje in vrednotenje učnega procesa,

razvijajo zanimanje in sposobnosti za uvajanje inovacij pri pouku in za ustvarjalno iskanje učinkovitih načinov za doseganje učnih ciljev,

se seznanijo s temeljnimi didaktičnimi značilnostmi prenove naše osnovne in srednje šole,

dobijo vpogled v vlogo učitelja pri pouku ter si oblikujejo pozitiven odnos do učiteljskega poklica in tako oblikujejo osnovo za svoj

### Objectives and competences:

Students:

Get familiar with connection and dependence between fundamental education factors and their impact on school achievement,

Form theoretical foundation for reasonable choice and effective use of forms, methods and means of teaching;

Develop their abilities of analyzing and solving didactic problems; master basic principles and procedures for planning, carrying out and evaluating their teaching process;

Develop their interest and competences to introduce innovation in classes and to creatively search for efficient ways to achieve educational objectives;

Become familiar with fundamental didactic characteristics of our elementary and secondary school reform;

Get an insight into the teacher's role in classes and form a positive attitude to teaching profession, thus laying foundation of their own

profesionalni razvoj,  
oblikujejo interes in kritičen odnos do didaktične literature.

professional development;  
Form interest and critical attitude towards didactic literature.

**Predvideni študijski rezultati:**

Študent(ka):  
Pozna temeljne dejavnike pouka in njihovo medsebojno soodvisnost.  
  
Razume bistvene značilnosti tradicionalnega in komunikacijsko-konstruktivističnega modela pouka.  
  
Pozna značilnosti ter prednosti in omejitve posameznih učnih oblik in učnih metod.  
  
Pozna artikulacijo učnega procesa in značilnosti vsake od učnih etap.  
  
Pozna taksonomijo vzgojno-izobraževalnih ciljev, pomen načrtovanja operativnih vzgojno-izobraževalnih ciljev ter načine preverjanja stopnje njihovega doseganja.  
  
Pozna didaktična načela in poti za njihovo uresničevanje.  
  
Pozna modele učne individualizacije in diferenciacije ter prednosti in omejitve posameznih modelov.

**Intended learning outcomes:**

Students:  
Get familiar with connection and dependence between fundamental education factors and their impact on school achievement,  
  
Form theoretical foundation for reasonable choice and effective use of forms, methods and means of teaching;  
  
Develop their abilities of analyzing and solving didactic problems; master basic principles and procedures for planning, carrying out and evaluating their teaching process;  
  
Develop their interest and competences to introduce innovation in classes and to creatively search for efficient ways to achieve educational objectives;  
  
Become familiar with fundamental didactic characteristics of our elementary and secondary school reform;  
  
Get an insight into the teacher's role in classes and form a positive attitude to teaching profession, thus laying foundation of their own professional development;  
  
Form interest and critical attitude towards didactic literature.

**Metode poučevanja in učenja:**

Predmet se izvaja v obliki predavanj in vaj.

**Learning and teaching methods:**

The subject is carried out in the form of lectures

<p>Predavanja vključujejo različne načine aktivnega, izkušnjskega učenja, kjer so študenti sooblikovalci učnega procesa. Študenti pri vajah povezujejo teorijo s konkretnimi primeri in pridobivajo veščine komuniciranja, nastopanja pred skupino, diskutiranja, analiziranja situacij, razvijajo spretnosti načrtovanja, se učijo izbiranja ustreznih načinov dela za doseganje zastavljenih ciljev, preizkušajo različne učne metode in oblike. V okviru predmeta pripravijo tudi seminarsko nalogo, v kateri podrobneje analizirajo enega od didaktičnih problemov.</p>	<p>and tutorial.</p> <p>Lectures include various forms of active experience-based learning, with students as contributors in co-designers of the educational process.</p> <p>In the tutorial, students connect theory with practical cases and acquire skills of communication, delivering in front of a group, discussing, analyzing situations; they develop planning skills, learn to select suitable forms of work to achieve the set objectives, test various educational methods and forms.</p> <p>Within the frame of this subject, they prepare a seminar paper, analyzing in detail one of didactic problems.</p>
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Delež (v %) /

**Načini ocenjevanja:**

Weight (in %) **Assessment:**

<p>pred pristopom k izpitu študenti opravijo seminarsko nalogo in refleksijo ene od vaj, pri kateri so aktivno sodelovali. Študenti opravijo pisni izpit ocene: 1-5 (negativno), 6-10 (pozitivno) (po Statutu UL)</p>	<p>100%</p>	<p>Before accessing the exam, students shall prepare a seminar paper and a reflection on a tutorial in which they actively participated Students shall pass a written exam Grades: 1-5 (negative), 6-10 (positive) (according to the University of Ljubljana Rules)</p>
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**Reference nosilca / Lecturer's references:**

<p>Jana Kalin:</p> <ul style="list-style-type: none"> <li>- KALIN, Jana, VALENČIČ ZULJAN, Milena. Views of Slovenian teachers on differentiated learning in elementary school. V: DESPOTOVIĆ, Miomir (ur.), HEBIB, Emina (ur.). Contemporary issues of education quality : Elektronski vir. Beograd: Faculty of Philosophy: Institute for Pedagogy and Andragogy: Faculty of Adult Education and HRD, 2013, str. 71-85, tabela [COBISS.SI-ID 9980489]</li> <li>- KALIN, Jana, VALENČIČ ZULJAN, Milena. Teacher perceptions of the goals of effective school reform and their own role in it. Educational studies, ISSN 0305-5698, June 2007, vol. 33, no. 2, str. 163-175 [COBISS.SI-ID 34484066]</li> <li>- VALENČIČ ZULJAN, Milena, KALIN, Jana. Effectiveness and competency of teachers in terms of student's assesment of teacher's conduct. V: PEKLAJ, Cirila (ur.). Teacher competencies and educational goals, (Schriften zur Bildungs- und Freizeitwissenschaft, Bd. 6). Aachen: Shaker Verlag,</li> </ul>
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2010, str. 51-73 [COBISS.SI-ID 44771426]

– KALIN, Jana, ŠTEH, Barbara. Interpersonal discussions between teachers and parents. V: HOLEN, Jodi Bergland (ur.), PHILLIPS, Amy L. (ur.). Studies in education from diverse contexts. Grand Forks: College of education and human development, University of North Dakota, 2011, str. 139-159 [COBISS.SI-ID 45758050]

– MURŠAK, Janko, JAVRH, Petra, KALIN, Jana. Community and teacher's professional development, (Studien zur Berufs- und Professionsforschung, 23). Hamburg: Verlag Dr. Kovac, 2015. 192 str., ilustr. ISBN 978-3-8300-8078-7 [COBISS.SI-ID 55917154]