UČNI NAČRT PREDMETA / COURSE SYLLABUS			
Predmet:	Pedagoška praksa 2		
Course title:	Teaching work experience 2		

Študijski program in stopnja **Study programme and level**	**Študijska smer** **Study field**	**Letnik** **Academic year**	**Semester** **Semester**
Enoviti magistrski študijski program Pedagoška matematika	ni smeri	4	prvi in drugi
Integrated Master's study programme Pedagogical Mathematics	none	4	first and second

Vrsta predmeta / Course type	obvezni
Univerzitetna koda predmeta / University course code:	M0592

Predavanja **Lectures**	**Seminar** **Seminar**	**Vaje** **Tutorial**	**Klinične vaje** **work**	**Druge oblike študija**	**Samost. delo** **Individ. work**	**ECTS**
	30			**40**	**110**	**6**

Nosilec predmeta / Lecturer:	Damjan Kobal

Jeziki / Languages:	**Predavanja / Lectures:**	slovenski/Slovene
	Vaje / Tutorial:	slovenski/Slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	**Prerequisites:**
Vsebina:	**Content (Syllabus outline):**

Študent pridobi praktične izkušnje v okviru hospitacij in nastopov. Po dogovoru učitellji matematike kot mentorji spremljajo in vodijo delo študenta, ki se najprej preko hospitacij seznani z delom v razredu, potem pa tudi sam opravlja nastope. Delo je koordinirano in poteka v stalnem sodelovanju med učiteljem na fakulteti in učiteljem mentorjem na srednji šoli. Izkušnje s hospitacij se diskutirajo in analizirajo. V okviru predmeta študent prisostvuje vsaj štiridesetim uram pouka matematike in ima pri tem deset nastopov. Hospitacije in nastope opravlja po dogovoru pretežno v okviru gimnazijskih programov, pa tudi na drugih srednješolskih programih in na osnovnih šolah. Študent lahko v dogovoru z izvajalcem predmeta obveznosti delno opravi tudi z drugimi oblikami praktičnega pedagoškega dela.		Students acquire field experiences with classroom observation and instruction. Mathematics teacher guides a student to gain real classroom experiences. Students observe classroom teaching and under teacher's observation also teach themselves. Teaching is discussed and analysed. In field practice is carefully designed in collaboration with high school teacher advisor and university teacher. Student participates within at least fourty school hours and within that teaches at least ten hours. Student mainly visits high school classes, but also elementary school. In agreement with the course teacher, a student can partially fulfil course obligations also by other specific practical pedagogical work.

Temeljni literatura in viri / Readings:

H. Freudenthal: Mathematics as an Educational Task, Springer, Berlin, 1972.

S. G. Krantz: How to Teach Mathematics, 2nd edition, AMS, Providence, 1999.

F. Pediček: Edukacija danes, Obzorja, Maribor, 1994.

G. Polya: Mathematics and Plausible Reasoning, Princeton Univ. Press, Princeton, 1990.

Srednješolski učbeniki.

H. W. Heymann: Why Teach Mathematics : A Focus on General Education, Springer, New York, 2004.

Cilji in kompetence:	**Objectives and competences:**

Pedagoška praksa v šoli je obvezni sestavni del pedagoškega usposabljanja. Organizira in izvaja se po načelu reflektivne prakse in študentom omogoča integracijo predmetno-vsebinskega in pedagoško-profesionalnega znanja s postopnim vpeljevanjem v poučevanje in poklic učitelja. Slušatelji se ob praktičnem delu v razredu spoznajo s problematiko sodobnega poučevanja in različnih oblik dela pri pouku matematike.	In field experiences are an obligatory part of pedagogical training. It is organized to be as reflective and creative as possible. It designed to promote a successful interaction between content and didactical principles of teaching. Prospective teachers learn about the problems of modern mathematics teaching.

Predvideni študijski rezultati:	**Intended learning outcomes:**
Poznavanje in razumevanje zapletenih odnosov praktičnega matematičnega poučevanja. Uporaba praktičnih izkušenj pri oblikovanju učiteljskih nazorov.	Students acquire the ability to understand and handle the complexity of modern teaching of mathematics. Practical experiences are ingrained into their teaching principles.

Metode poučevanja in učenja:	**Learning and teaching methods:**
Hospitacije, nastopi, diskusije, konzultacije	Classroom observation, instruction, discussions, consultations

Načini ocenjevanja:	Delež (v %) / Weight (in %)	**Assessment:**
Hospitacije, nastopi, poročilo Zahtevana ustrezna sposobnost (strokovne) komunikacije v slovenskem jeziku. ocene: opravil / ni opravil	100%	Classroom bservation, instruction, report Adequate ability of professional communication in Slovenian is required. Grading: pass/fail

Reference nosilca / Lecturer's references:

KOBAL, Damjan. Technology and simple math ideas inspire teaching. V: ICME - 12 : the 12th

International Congress on Mathematical Education, July 8-15, 2012, COEX, Seul, Korea. Cheongju: Korea National University of Education, 2012, 7 str. [COBISS.SI-ID 17151577]

KOBAL, Damjan, et al. Integrating algebra and geometry with complex numbers. V: International Seminar in Mathematics Education 2011. Park City: Park City Mathematics Institute - Institute for Advanced Study, cop. 2013, 9 str. [COBISS.SI-ID 17152345]

KOBAL, Damjan. Iluzija objektivnosti ali objektivnost odgovornosti. Obzornik za matematiko in fiziko, ISSN 0473-7466, 2007, letn. 54, št. 1, str. 18-28. [COBISS.SI-ID 14302297]

KOBAL, Damjan. Inner product space and circle power. Publicationes mathematicae, ISSN 0033-3883, 2012, vol. 81, fasc. 1-2, str. 1-9. [COBISS.SI-ID 16336473]

KOBAL, Damjan. Bijections preserving invertibility of differences of matrices on H [sub] n. Acta mathematica Sinica, English series, ISSN 1439-8516, 2008, vol. 24, no. 10, str. 1651-1654. [COBISS.SI-ID 15588441]

KOBAL, Damjan. Preserving diagonalisability on upper triangular matrices. Linear and Multilinear Algebra, ISSN 0308-1087, 2006, vol. 54, no. 3, str. 189-194. [COBISS.SI-ID 13971801]