# Učni načrt predmeta/Course syllabus

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| Predmet: | Visokošolska didaktika II |
| Course title: | Teaching and Learning in Higher Education II |
| Članica nosilka/UL Member: |  |

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| Študijski programi in stopnja | Študijska smer | Letnik | Semestri |
| Humanistika in družboslovje, tretja stopnja, doktorski | Ni členitve (študijski program) |  | 1. semester 2. semester |
| Humanistika in družboslovje, tretja stopnja, doktorski | Ni členitve (študijski program) |  | 1. semester 2. semester |

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| Univerzitetna koda predmeta/University course code: | 0040444 |
| Koda učne enote na članici/UL Member course code: | x |

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| Predavanja | Seminar | Vaje | Klinične vaje | Druge oblike študija | Samostojno delo | ECTS |
| 15 |  | 15 |  |  | 120 | 5 |

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| Nosilec predmeta/Lecturer: | Cirila Peklaj |

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| Vrsta predmeta/Course type: | Izbirni/Elective |

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| Jeziki/Languages: | Predavanja/Lectures: | Slovenščina |
|  | Vaje/Tutorial: | Slovenščina |

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| Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: | Prerequisites: |
| Dokončana druga bolonjska stopnja študija katerekoli smeri. Zaradi aktivnih oblik dela se predmet izvaja v manjših skupinah do 16 študentov. | Completed 2nd level Bologna studies (any programme). Due to active teaching methods, the course is carried out in groups of up to 16 students. |

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| Vsebina: | Content (Syllabus outline): |
| * teoretske osnove za spodbujanje samouravnavanja v procesu učenja, zlasti s konstruktivističnih in humanističnih izhodišč. * značilnosti in vloga študijskih strategij, stilov in pristopov pri uspešnem samostojnem študiju, * povezava med kognitivnimi in metakognitivnimi strategijami, ciljno usmerjenostjo, motivacijo in študijskimi dosežki, * uvajanje študentov v učinkovite strategije (samostojnega) študija, zlasti v globinski in strateški pristop, in v organizacijo časa (sprotni študij). * preverjanje in ocenjevanje v visokošolskem študiju - merske značilnosti ocenjevanja (veljavnost, zanesljivost, objektivnost, občutljivost) in ekonomičnost ocenjevanja, * načini preverjanja in ocenjevanja (pisno, ustno, praktično) različnih kompetenc (deklarativnega in proceduralnega znanja), * vloga alternativnih oblik ocenjevanja, ki spodbujajo sproten in poglobljen študij, tako da je vpliv na proces in kakovost rezultatov študija optimalen, * izboljševanje pedagoškega procesa na osnovi (samo)evalvacije in povratnih informacij s strani študentov. | * theoretical foundations of encouraging self-regulation in learning process, with a focus on a constructivist and humanist paradigm, * characteristics and role of studying strategies, stiles and approaches in successful independent learning, * relationship between cognitive strategies, metacognitive strategies, goal orientations, motivation and achievement, * introducing students to effective study skills (in particular deep and strategic approaches) and time management in learning; * assessment and evaluation in higher education – measurement characteristics (validity, reliability, objectivity, disciriminativity) and economic assessment, * different ways of competence (declarative and procedural knowledge) assessment (written, oral practical), * role of alternative approaches to testing and assessment in higher education which support quality learning, * improvement of the instructional process through (self-)evaluation and feedback from students. |

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| Temeljna literatura in viri/Readings: |
| 1. Marentič Požarnik B., C. Peklaj (2002) Preverjanje in ocenjevanje za uspešnejši študij. Ljubljana: CPI FF 2. Biggs J. (1999). Teaching for Quality Learning at University. Buckingham: SRHE&Open University Press. 3. Hartley, P., Woods, A., Pill, M. (2005). Enhancing teaching in higher education. New approaches for improving student learning. London: Routledge. 4. Knight, P. ed. (1995). Assessment for Learning in Higher Education. London: Kogan Page. 5. Marzano, J. R., Kendall, J. S. (2007). The new taxonomy of educational objectives. Thousand Oaks: Corwin Press. 1-20, 115-166. 6. Marentič Požarnik, B., Magajna, L., Peklaj, C. (1995). Izziv raznolikosti – Stili spoznavanja, učenja, mišljenja. Nova Gorica: Educa. 143 – 166. |

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| Cilji in kompetence: | Objectives and competences: |
| Kandidati   * pridobe teoretično osnovo in se usposobijo za optimalno načrtovanje, izvajanje in vrednotenje študijskega procesa ob usklajevanju ciljev, metod, vsebin študija ter ocenjevanja oz. vrednotenja rezultatov, * se usposobijo za premišljeno izbiranje in kombiniranje različnih oblik preverjanja in ocenjevanja, zlasti glede na cilje in zaželene kompetence študentov, * razširijo svoj repertoar metod zlasti s tistimi, ki spodbujajo pri študentih samouravnavanje v procesu učenja in pridobivanje uspešnih študijskih strategij globinski pristop in aktiven samostojen študij v skladu z namerami bolonjske prenove, * pridobe razmišljajoče stališče do svoje pedagoške prakse in pripravljenost za njeno stalno izboljševanje na osnovi raziskovanja in (samo)evalvacije. | Candidates will:   * gain a theoretical background and skill in optimal planning, execution and evaluation of the learning process in higher education, and aligning curriculum goals, methods, content and assessment; * be trained to critically choose and combine different formats and methods of assessment, particularly in view of the aims and desired competences of students, * learn to apply various methods and techniques and broaden their repertoire of methods that encourage deep and self-directed learning, as per the aims of the Bologna reform; * develop a reflective stance towards their own teaching and willingness for its constant improvement based on research and (self-)evaluation. |

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| Predvideni študijski rezultati: | Intended learning outcomes: |
| Študij bo usmeril kandidata na aplikacijo pridobljenih znanj in spretnosti na konkretno predmetno področje oz. stroko. Pri tem naj bi pridobil zlasti še:   * Spretnosti za oblikovanje takih učnih situacij, v katerih bodo študentje aktivni sooblikovalci študijskega procesa. * Prepoznavanje študentov z različnimi potrebami, stili in strategijami študija; usposobljenost za načrtovanje in učinkovito delo z njimi. * Usposobljenost za povezovanje ciljev predmeta in načinov preverjanja znanja, * Kompetence presojanja kakovosti ocenjevanja z vidika merskih značilnosti in namenov ocenjevanja, * Kompetence za spodbujanja vključevanja študentov v načrtovanje ocenjevanja in samovrednotenje. * Sposobnost načrtovanja in kritične izbire ustreznih metod spremljanja in vrednotenja znanja in vzgojno-izobraževalnega procesa ter dajanja povratne informacije, ki podpira učenje. | The course will encourage candidates to apply their knowledge and skills to a specific subject area /discipline. With a view to this, the candidates should gain:   * skill in creating learning situations which will enable students to be active participants in the education process, * the ability to identify students with different needs, stiles and learning strategies and to plan and execute teaching according to their needs, * the ability to critically select appropriate methods of evaluation of education process, * competence to critically evaluate quality of assessment according to measurement characteristics and assessment aims, * competencies for encouraging students to plan assessment and self-evaluation, * ability to plan and select appropriate methods of evaluating knowledge, teaching process and feedback giving which enhances learning. |

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| Metode poučevanja in učenja: | Learning and teaching methods: |
| Interaktivna predavanja, izkustvene vaje s poudarkom sestavljanju preizkusov znanja iz stroke, razprave in druge oblike skupinskega dela, voden študij literature, konzultacije ob izdelavi seminarske naloge, delo v e-učilnici. | Interactive lectures, experiential exercises with emphasises on test composition from participants fields of expertise, discussions and other kinds of group work, guided literature study, individual consultations and supervision of individual work, e-learning. |

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| Načini ocenjevanja: | Delež/Weight | Assessment: |
| Uspešno izvajanje sprotnih aktivnosti s spremljajočimi izdelki, zbranimi v portfolio (poglobljen študij izbrane literature po metodi LTD, primeri vprašanj in načrt ocenjevanja znanja v stroki), seminarska naloga z zagovorom. |  | Continuous assessment of study activities and outcomes filed in a portfolio (evidence of literature study according to the LTD method, examples of tasks for tests, plan of student assessment in participants courses), seminar thesis. |
| Portfolijo | 50,00 % | Portfolio |
| Seminarska naloga | 30,00 % | Seminar thesis |
| Zagovor | 20,00 % | Defence |

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| Reference nosilca/Lecturer's references: |
| 1. Peklaj, C. (2006). Cooperative activity and its potential for learning in tertiary education. *Psihološka obzorja*, 15/3, 37-50. 2. Peklaj, C. (2006). Definiranje učiteljskih kompetenc : začetni korak za prenovo pedagoškega študija. V: C. Peklaj (ur.). *Teorija in praksa v izobraževanju učiteljev*. Ljubljana: Center za pedagoško izobraževanje Filozofske fakultete, 19-28. 3. Peklaj, C., Kalin, J., Pečjak, S., Puklek Levpušček, M., Valenčič Zuljan, M., Ajdišek, N*. (2009). Učiteljske kompetence in doseganje vzgojno-izobraževalnih ciljev v šoli*, (Zbirka Razprave FF). Ljubljana: Znanstvena založba Filozofske fakultete. 4. Starbek, P., Starčič Erjavec, M., Peklaj, C. (2010). Teaching genetics with multimedia results in better acquisition of knowledge and improvement in comprehension. *Journal of computer assisted learning*, *26*(3), 214-224. 5. Valenčič Zuljan, M., Peklaj, C., Pečjak, S., Puklek Levpušček, M., Kalin, J. (2012). Didactic competencies of teachers from the learner's viewpoint. *Educational studies*, *38*(1), 51-62. |