

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	<i>Sodobne edukacijske paradigme</i>
<b>Course title:</b>	<i>Contemporary Educational Paradigms</i>

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Edukacija in menedžment v zdravstvu – 3. stopnja, doktorski program	/	2.	3.
<i>Education and Management in Health Care- 3<sup>rd</sup> cycle</i>	/	2 <sup>nd</sup>	3 <sup>rd</sup>

**Vrsta predmeta / Course type** obvezni/obligatory

**Univerzitetna koda predmeta / University course code:** P2\_ED\_UN I

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
45	45	0	0	0	285	15

**Nosilec predmeta / Lecturer:** prof. dr. Tatjana Devjak

<b>Jeziki / Languages:</b>	<b>Predavanja / Lectures:</b>	slovenski/Slovenian
	<b>Vaje / Tutorial:</b>	slovenski/Slovenian

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

Vpis v drugi letnik študijskega programa.

**Prerequisites:**

Enrolment in the second year of the study programme.

**Vsebina:**

*Vsebina*

- Znanstvene discipline, ki se ukvarjajo s področjem izobraževanja ter interdisciplinarnost, multidisciplinarnost in transdisciplinarnost v edukacijskem raziskovanju.
- Soočanje teoretskih konceptov v komparativni in zgodovinski perspektivi (edukacija državljana; naravna edukacija; edukacija kot človeška pravica; inkluzivna edukacija; multikulturalna edukacija; edukacija za prihodnost; itd.).
- Novi pristopi v edukaciji (učinkovitost in kvaliteta, od zunanje motivacije k notranji,

**Content (Syllabus outline):**

*Contents:*

- Scientific disciplines dealing with the area of education and interdisciplinarity, multidisciplinary and transdisciplinarity in educational research.
- Confrontation of theoretical concepts in comparative and historical perspective (education of citizens; natural education; education as a human right; inclusive education; multicultural education; education for the future; etc.).
- New approaches in education (effectiveness and quality, from external towards internal motivation, from fear towards trust, from

<p>od straha k zaupanju, od tradicionalnih k problemskim pristopom, od transmissijskega h konstruktivističnem, individualno delo in tekmovalnost versus timsko delo in sodelovanje).</p> <ul style="list-style-type: none"> <li>• Teorija šole v duhovnoznanstveni pedagogiki, strukturno-funkcionalne teorije šole.</li> <li>• Teorija šole med pedagoško samokritiko in vpliv družbenih znanosti.</li> <li>• Načela spodbujanja vseživljenjskega učenja.</li> <li>• Nastajanje, vzdrževanje in socialno konstruiranje socialnih in vzgojnih problemov v družbenem kontekstu.</li> <li>• Kompleksnost sodobnih edukacijskih politik in pomanjkljivosti mono-paradigmantičnosti.</li> <li>• Odnos med državnim, javnim in zasebnim na področju edukacije.</li> </ul>	<p>traditional towards problem approaches, from transmission towards constructivism, individual work and competitiveness versus teamwork and cooperation).</p> <ul style="list-style-type: none"> <li>• The theory of school in spiritual scientific pedagogy, structural-functional theories of school.</li> <li>• The theory of school between pedagogical self-criticism and influence of social sciences.</li> <li>• Principles of lifelong learning encouragement.</li> <li>• Creation, maintenance, and social construction of social and educational problems in the context of society.</li> <li>• Complexity of contemporary educational policies and deficiencies of mono-paradigmaticity.</li> <li>• Relationship among the state, public and private in the field of education.</li> </ul>
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### Temeljni literatura in viri / Readings:

- *K paradigmam raziskovanja vzgoje in izobraževanja* (2018). Ljubljana : Slovensko društvo raziskovalcev šolskega polja : Pedagoški inštitut. Pridobljeno s <https://www.pei.si/zaloznistvo/solsko-polje/>.
- *Implicit pedagogy for optimized learning in contemporary education* (2019). - Hershey, PA : Information Science Reference- Hershey. Pridobljeno s <https://www.igi-global.com/book/implicit-pedagogy-optimized-learning-contemporary/192052>.
- Cunningham, I. (2019). *A new educational paradigm for the 21st century*. Pridobljeno s <https://www.emerald.com/insight/content/doi/10.1108/DLO-10-2019-0253/full/html>.
- Oplatka, I.; Crawford, M.; James, C. (2018). An affective paradigm for educational leadership theory and practice: connecting affect, actions, power and influence. *International Journal of Leadership in Education*, Letnik 22, Št. 5, str. 617-678. Pridobljeno s <https://www.tandfonline.com/doi/full/10.1080/13603124.2018.1481536>.

Literatura se sproti dopolnjuje z najnovejšimi rezultati mednarodnih znanstvenih razprav ter prilagaja specifičnim raziskovalnim interesom doktorskih študentk in študentov.

Literature is regularly updated with the newest results of international scientific discussions and it is adapted to specific research interests of doctoral students.

### Cilji in kompetence:

Udeleženci pridobijo vpogled v različnost teoretskih konceptov, na katerih temelji raziskovalno delo na področju edukacijskih ved, ter se usposobijo za inter-multi- in transdisciplinarno obravnavo raziskovalnih problemov.

Predmet pogloblja nekatere specifične disciplinarne perspektive in jih nadgrajuje z usmeritvijo v širše problemske situacije.

### Objectives and competences:

Participants gain an insight into diversity of theoretical concepts, on which research work in the field of educational sciences is based, and become qualified for inter-multi and transdisciplinary discussion of research problems.

The course deepens some of specific disciplinary perspectives and upgrades them by being directed into broader problem situations.

## Predvideni študijski rezultati:

### **Student:**

#### *Udeleženci:*

- poglobljeno spoznavajo teorije, paradigme, koncepte in modele edukacije v zdravstvu (filozofski, sociološki, psihološki, pedagoški in antropološki vidik);
- poglobijo oz. povežejo znanje o teoretičnih konceptih in teoretskih paradigmah v izobraževanju in raziskovanju z refleksijo o konkretnih področnih edukacijskih politikah (predšolska vzgoja, osnovna šola, visoko šolstvo, vseživljenjsko učenje);
- razvijajo sposobnosti za kritično refleksijo razmerja akademskega prostora do edukacijskih politik in edukacijskih politik do teoretskih konceptov šolskega polja;
- poglobijo oz. povežejo znanje o pristopih na področjih socialno pedagoškega dela;
- pridobijo oz. povežejo znanje o teoretičnih konceptih s tega področja ter o načinih njihove argumentacije;
- razvijajo zmožnosti za prepoznavanja kompleksnejših problemov v svojem raziskovalnem delu ter za iskanje ustreznih rešitev;
- razvijajo zmožnosti za kritično analizo, refleksijo, evalvacijo in sintezo kompleksnih idej;
- razvijajo zmožnost ustvarjalnega mišljenja, prepoznavanja problemov, ki se pojavljajo na področju edukacije, in iskanja rešitev v okviru sodobnih pedagoških modelov in konceptov;
- razvijajo kritičnost glede uporabe znanja v konkretnih okoliščinah zdravstva;
- razvijajo zmožnosti za prepoznavanje in reševanje etičnih vprašanj v raziskovanju na področju zdravstva.

## Intended learning outcomes:

### **Students:**

#### *Participants:*

- gain in-depth knowledge of the theories, paradigms, concepts and models of education in health care (philosophical, sociological, psychological, pedagogical and anthropological aspect);
- deepen/integrate their knowledge on theoretical concepts and theoretical paradigms in education and research with a reflexion on concrete educational policies (preschool education, primary school, higher education, lifelong learning);
- develop competences for critical reflexion of the academic environment relationship towards educational policies, and the relationship of educational policies towards theoretical concepts of the school field;
- deepen/integrate their knowledge about procedures in the field of social pedagogical work;
- gain/integrate their knowledge on theoretical concepts of the related field, and on principles of their argumentation;
- develop the abilities for recognising more complex problems in their research work, and discovering adequate solutions;
- develop the ability for critical analysis, reflexion, evaluation and synthesis of complex ideas;
- develop the ability of creative thinking, recognition of problems, appearing in the field of education, and discovering solutions in the scope of contemporary pedagogical models and concepts;
- develop critical view on using their knowledge in the concrete healthcare circumstances;
- develop the abilities for recognition and solution of ethical issues in research in the field of health care.

**Metode poučevanja in učenja:**

- *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),
- *seminarji*:
  - študij primera iz prakse,
  - načrt za raziskovalno-projektno delo,
  - izvedba raziskave (voden individualni študij),
  - izdelava, predstavitev in zagovor raziskovalne naloge.
- konzultacije (individualne in kolektivne).

**Learning and teaching methods:**

- *lectures* with active student participation (explanation, discussion, questions, examples, problem solving),
- *seminars*:
  - studying an example from practice,
  - a plan for research-project work,
  - research implementation (guided individual study),
  - preparation, presentation and defence of the research paper.
- consultations (individual and group);

**Načini ocenjevanja:**

Načini:

- aktivno sodelovanje v organiziranih oblikah pedagoškega dela,
- temeljna ali aplikativna raziskovalna naloga z zagovorom (obseg 30.000 znakov) - 100 % ocene.

Ocenjevalna lestvica: **uspešno, neuspešno.**Delež (v %) /  
Weight (in %)**Assessment:**

Types:

- active cooperation in the organised forms of study work,
- fundamental or applicative research paper with defence (30,000 characters) - 100 % of the final grade.

Grading scale: **pass, fail**