

UČNI NAČRT PREDMETA/COURSE SYLLABUS	
Predmet:	Sodobne edukacijske paradigme
Course title:	Contemporary Educational Paradigms

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Zdravstvene vede/3. stopnja	Edukacija v zdravstvu	2. letnik	3.
Health sciences/3 rd Cycle	Education in Health Care	2 nd year	3 rd

Vrsta predmeta/Course type: izbirni/elective

Univerzitetna koda predmeta/University course code: 3_ZV_2_UN2_IP_EZ

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
15	10				425	15

Nosilec predmeta/Lecturer: prof. dr. Tatjana Devjak

Jeziki/ Languages:	Predavanja/Lectures	slovenski/Slovenian
	Vaje/Tutorial:	slovenski/Slovenian

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

- Vpis v drugi letnik študijskega programa.
- Študent mora pripraviti in predstaviti ter zagovarjati raziskovalno nalogo.

Prerequisites:

- Enrolment in the second year of study.
- Student has to prepare, present and defend a research paper.

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, od strahu k zaupanju, od tradicionalnih k problemskim pristopom, od transmissijskega h*

Content (Syllabus Outline):

- *Scientific disciplines dealing with the field 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 to education (effectiveness and quality, from external to internal motivation, from fear to trust, from traditional to problem-oriented approaches, from transmission to constructivism, individual work and*

konstruktivističnem, individualno delo in tekmovalnost versus timsko delo in sodelovanje).

- *Teorija šole v duhovno-znanstveni pedagogiki, strukturno-funkcionalne teorije šole.*
- *Teorija šole med pedagoško samokritiko in vpliv družbenih znanosti.*
- *Načela spodbujanja vseživljenjskega učenja.*
- *Nastajanje, vzdrževanje in socialno konstruiranje socialnih in vzgojnih problemov v družbenem kontekstu.*
- *Kompleksnost sodobnih edukacijskih politik in pomanjkljivosti mono-paradigmantičnosti.*
- *Odnos med državnim, javnim in zasebnim na področju edukacije.*

competitiveness versus teamwork and cooperation).

- *The theory of school in humanistic scientific pedagogy, structurally functional theories of school.*
- *The theory of the school between pedagogical self-criticism and the influence of the social sciences.*
- *Principles of promoting lifelong learning.*
- *Creation, maintenance, and social construction of social and educational problems in the context of society.*
- *Complexity of contemporary educational policies and deficiencies of monoparadigmaticity.*
- *Relationship between the state, the public and the private in the field of education.*

Temeljna literatura in viri/Readings:

- Devjak, T. in Lavrič, N. (2022). Digitalizacija v visokošolskem prostoru. V: Devjak, T. (ur.), *Pravo in management v pogojih digitalnega poslovanja*. Ljubljana: MLC Fakulteta za management in pravo Ljubljana, str. 147-190.
- Cunningham, I. (2019). *A new educational paradigm for the 21st century*. Dostopno na: https://www.researchgate.net/publication/338652454_A_new_educational_paradigm_for_the_21st_century.
- 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. dostopno na: https://www.researchgate.net/publication/326229548_An_affective_paradigm_for_educational_leadership_theory_and_practice_connecting_affect_actions_power_and_influence.
- Žagar, I.Ž., Mlekuž, A. (ur.) (2020). *Raziskovanje v vzgoji in izobraževanju: mednarodni vidiki vzgoje in izobraževanja*. Ljubljana: Pedagoški inštitut. Dostopno na: <https://www.pei.si/ISBN/raziskovanje-v-vzgoji-in-izobrazevanju-mednarodni-vidiki-vzgoje-in-izobrazevanja/>.

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 latest results of international scientific discussions and 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

Objectives and Competences:

Participants gain an insight into the diversity of theoretical concepts, which define research work in the field of educational sciences, and become qualified for the inter-, multi- and

transdisciplinarno obravnavo raziskovalnih problemov.

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

transdisciplinary discussion of research problems.

The course deepens some of the specific disciplinary perspectives and upgrades them by focusing on broader problematic situations.

Predvideni študijski rezultati:

Intended Learning Outcomes:

Študenti/študentke:

- 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.

Students:

- gain in-depth knowledge of theories, paradigms, concepts and models of education in health care (philosophical, sociological, psychological, pedagogical and anthropological aspect),
- deepen/integrate their knowledge of theoretical concepts and theoretical paradigms in education and research with a reflection on concrete educational policies (pre-school education, primary school, higher education, lifelong learning),
- develop competences to critically reflect on the relationship of the academic environment to educational policies, and the relationship of educational policies to theoretical concepts of the school environment,
- deepen/integrate their knowledge of processes in the field of social pedagogical work,
- gain/integrate their knowledge of the theoretical concepts of the related field, and the principles of their argumentation,
- develop the abilities to identify more complex problems in their research work, and discover adequate solutions,
- develop the ability to critically analyse, reflect, evaluate and synthesise complex ideas,
- develop the ability to think creatively, to identify problems that appear in the field of education, and to discover solutions within the framework of contemporary pedagogical models and concepts,
- develop a critical view of the application of their knowledge in the concrete health care circumstances,

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<ul style="list-style-type: none"> develop the abilities to recognize and resolve ethical issues in health care research.
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Metode poučevanja in učenja:

<ul style="list-style-type: none"> <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), <i>seminarji</i>: <ul style="list-style-type: none"> študij primera iz prakse, načrt za raziskovalno-projektno delo, izvedba raziskave (voden individualni študij), izdelava, predstavitev in zagovor raziskovalne naloge; konzultacije (individualne in kolektivne).
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Learning and Teaching Methods:

<ul style="list-style-type: none"> <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving), <i>seminars</i>: <ul style="list-style-type: none"> 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 in groups).
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Načini ocenjevanja:

Delež (v %)/Weighting (in %) **Assessment:**

<p>Načini:</p> <ul style="list-style-type: none"> temeljna ali aplikativna raziskovalna naloga z zagovorom (obseg 30.000 znakov). <p><i>Ocenjevalna lestvica:</i> uspešno, neuspešno.</p>	<p>100 %</p>	<p>Types:</p> <ul style="list-style-type: none"> fundamental or applicative research paper with defence (30,000 characters). <p><i>Grading scale:</i> pass, fail.</p>
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